

## **Equality Policy**

### **Mission Statement**

Jesus light our way on our faith journey.  
Be our guide, our joy and our hope, as we learn, live, love and pray together

### **About our Equality Policy**

#### **Our Vision Statement about Equality**

St. Joseph's Catholic Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence in order for the children to fulfill their whole human potential.

We recognise that there are similarities and differences between individuals and groups but as we are all made in the image and likeness of God, we will ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities, seek enrichment from our differences and promote understanding and learning between and towards others to create cohesive communities, with the Gospel values at the heart of all that we do.

#### **Overall Aims of our Equality Policy**

- To eliminate discrimination, harassment and victimization
- To promote equality of access and opportunity within our school and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, abilities and ethnic origins
- To ensure that quality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes (<http://www.unicef.org/crc/>) Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

#### **Why we have developed this Equality Policy**

This Equality Policy for St. Joseph's Catholic Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

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Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

In addition to this Equality Policy the school has in place existing plans and policies as follows:

- Accessibility Plan
- Disability Discrimination
- Inclusion Policy
- Exclusion Policy
- Anti-Harassment – staff
- Anti Bullying & Harassment
- Behaviour, Care and Discipline Policy
- Sex and Relationships Education policy
- British Values
- Gender Equality

### Equality Legislation

Our Respect policy responds to the current equalities legislation.

The Equality Act June 2010 states:

All public bodies must:

- Help to stop people doing less well than other people because of their family background or where they were born.
- Treat people of different races, religions, disabilities, genders, ages, sexual orientations, trans identities equally and fairly.

Employers must:

- Ensure men and women get paid the same money for doing the same work.
- Use employment tribunals to put things right for a worker if they are treated unfairly.
- Provide specialist equipment for people with disabilities and make reasonable adjustments to the school environment.

### Mainstreaming Equality into Policy and Practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

### Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;

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- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote Gospel values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### Respect Programme

The school Respect programme aims to develop pupils with respect for themselves, and respect for others. It gives staff guidance on delivering lessons to the children to ensure:

**Respect for mind:** Lessons enable children to identify the way in which we think and ways of changing our behaviour by changing our thought processes. It considers the ways in which we interact with others and respond to situations. Our learning mentor and SENCo and children's mental health counsellor have additional training and resources available to them to support children with more specific needs. We are also able to gain more specialist support from outside agencies such as Father Hudsons and CAMHS. This work also encompasses training for staff so that they are aware of issues that may affect our children and be well placed to identify behaviours that demonstrate vulnerability. For example, 'Prevent' training, in order to specifically address issues around radicalisation.

**Respect for our bodies:** This work includes; Sex and Relationship Education (see separate policy and scheme); keeping ourselves safe from unwanted touch and secrets (visits from NSPCC, Childline, teaching of "The Underwear Rule", and its place in age appropriate awareness of Female Genital Mutulation, specialist support work from Barnados); sexting awareness through the use of NSPCCC materials; health and drug education (making choices for school meals, School Nurse weekly drop-in service. Specialist organisations and further programmes are utilised as appropriate, for older children, or where specific needs have been identified (eg 2Prevent2 police team, 2Saving Miss Dorothy," individual support from Women's Aid)

**Respect for our souls:** The very nature of *who* we are, as a school community rooted in British Values and as individuals within that diverse community. This is delivered through: a programme of work where the children explore the concepts of democratic rule while taking responsibility (through the house system) for specific elements of the improvement of our school environment and community; powerful collective worship and opportunities throughout school life for prayer; RE lessons; meditation and reflection; and through our day to day interactions with each other. Spiritual, Moral, Social and Cultural education is interwoven through **all** that we do and features particularly highly during Multi

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Faith week and International Days throughout the year. We follow a programme investigating virtues within our work in school. This programme enables children to consider qualities we can develop to help us respect ourselves and others, growing into fulfilled member of our community.

### **Training available to staff on Respect issues**

Regular training and updates are given to all staff through Continuing Professional Development including new legislation and changes in terminology.

Staff have been trained in specifics such as Autism Awareness, First Aid, Educate and Celebrate, 'Prevent,' supporting young carers (Spurgeons) etc.

### **The nature of the school intake in the future**

(bearing in mind the anticipatory requirement of the DDA)

All parents who apply for a place for their child at St. Joseph's will be treated according to DDA regulations. Appropriate adult to pupil ratio will be maintained for the needs of the children.

### **Examples of reasonable adjustments the school makes as a matter of course**

Our school responds proactively to the needs of all, as and when required. Accessible toilets have been fitted in school. There are ramps to the main building and Disabled toilet facilities are available to visitors.

### **Racist incidents at the school and in the local area**

All racist incidents are logged in the school's incident book and reported termly to the Local Authority following their guidelines. Staff have been trained in how to respond to abusive incidents of a racial nature.

### **Bullying and homophobic incidents**

The school behaviour log is monitored for incidents of bullying and analysed to examine the types of bullying and identify any patterns to ensure the root of any incidents can be addressed. The use of homophobic language is challenged. Staff are aware of the impact of the negative use of terminology and the importance of challenging pupils who may use terms flippantly.

### **Recruitment, development and retention of staff against social identity factors such as disability, gender, sexual orientation, faith, age, ethnicity**

Staff recruitment adheres strictly to the equalities legislation and is anti-discriminatory allowing for permissible prioritising of Catholic Teachers in a faith school.

The Headteacher and Chair of Governors have both completed on-line *Safer Recruitment Training*.

### **Outcomes for pupils analysed against social identity issues**

(ie gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school including analysis of end of key stage results)

The majority of pupils achieve as expected and as identified in their individual targets. Due to the diversity of the school population there is often little statistically significant information about individual groups, however the school is aware of possible issues and

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reflects on this when analysing data. In cohorts where a particular group achieves less than expected, intervention groups are set up to address the issue.

### **Achievements and participation in extra-curricular activities**

All pupils have access to extra-curricular activities. Where there is less take up by a particular group, personal invitation is used to encourage attendance. There is no evidence of underachieving of identified pupils.

All children are entitled to attend Breakfast and After School Club and all out of hours and holiday clubs. Reasonable adjustments are made to make this possible.

### **Attendance Data**

Attendance of identified groups is in line with other pupils in our school. The school utilises the support of Big Community to assist parents for whom this is an issue.

### **Participation on School Trips**

All pupils participate on school trips with modification of trips and 1.1 support as and when appropriate.

### **Children raising concerns**

All children have a member of staff they can talk to if they are concerned about something. They can approach the Learning Mentor or School Nurse at informal drop-in sessions. Class and councils, circle time, pupil conferencing and informal chats take place regularly. Anti-bullying teaching takes place incidentally throughout the year and at specific times in the curriculum.

### **Admissions and Exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour and Exclusions Policies. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Equal Opportunities for Staff**

*This section deals with aspects of equal opportunities relating to staff at St. Joseph's Catholic Primary School.*

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

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Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

### Responsibilities

**The Governing Body and School Leadership Team will:**

- be proactive in promoting equality and tackling discrimination in all areas;
- maintain an overview of the Respect Scheme which will be a regular agenda item at governor meetings and ensure that all staff, parents and pupils adhere to it;
- work in partnership with others to tackle discrimination, and establish, promote and disseminate good practice in equalities;
- encourage, support and enable all pupils and staff to reach their full potential.

**The Governing Body is responsible for:**

- ensuring that the school complies with all relevant equalities legislation;
- ensuring, with assistance from the Headteacher, that the policy and its related procedures and strategies are implemented;
- electing a nominated governor with responsibility for Respect (Equalities) who, with the Headteacher, will report to the full governing body.

**The Headteacher is responsible for:**

- co-ordinating all equality work within the school;
- ensuring that the policy and its related procedures and strategies are implemented on a day to day basis;
- ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities;
- initiating disciplinary action against staff or pupils who discriminate;
- dealing with reported incidents of racism, harassment or other forms of discrimination.

**The SENCo has specific responsibilities:**

- for maintaining and sharing with all relevant staff those vulnerable pupils and how their needs are met;
- for ensuring the specific needs of staff members are addressed;
- for gathering and analysing the information on outcomes of vulnerable pupils and staff.
- for co-ordinating the Accessibility Plan and alerting SLT to any concerns over the access to school life for specific children.

**All staff should:**

- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, homophobia, harassment or other forms of discrimination;
- not discriminate on racial, disability, gender, sexual orientation or other grounds;

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- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

### All pupils will:

- learn about and understand the school's Respect Scheme and be expected to behave in accordance with it;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and homophobic or racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination;
- monitor progress through the student voice.

Visitors and contractors are responsible for complying with the school's Respect policy the Headteacher will deal with non-compliance.

### Accessibility Plan

The Accessibility Plan for the school sets out how the school will increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Our accessibility plan is available on the school website [www.stjosb7.bham.sch.uk](http://www.stjosb7.bham.sch.uk)

### Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions St. Joseph's Catholic Primary School will take to meet the general duties detailed below.

### Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;

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- Promote equality of opportunity;
- Promote good relations between people of different racial groups;

We consider all of these in line with Gospel values

### **Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has *'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'*.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

### **Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex;
- Promote equality between men and women.

### **Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## **Mechanisms For Involvement**

The following mechanisms will ensure the views of **pupils** inform the Respect Scheme and any consequent action plans:

Themed interviews with pupils; Pupil Voice, Class Council and informal chats; individual interviews with pupils involved in incidents of a discriminatory nature; individual interviews with pupils experiencing reasonable adjustments; input from pupils into their One Page Profiles; the use of posters around school to give a clear message of the school expectations around Respect, making it easier for pupils to approach the school.

The following mechanisms will ensure the views of **staff** inform the Respect Scheme:

Regular staff meetings with specific agenda items; opportunities for discussion surrounding specific training; individual discussions with staff as a part of performance management.

The following mechanisms will ensure the views of **parents and the community** inform the Respect Scheme:

Parental involvement in school; reviewing pupils' SEN support strategies; parent questionnaires; feedback through the Governing Body meetings; feedback from adults using the school beyond the school day; informal chats with parents on the playground or at coffee mornings; and text to be inserted into communication with parents:

*"Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone or a discussion with a school colleague of a specific gender."*

## **Publication**

This Respect policy will be published and available to anyone requesting a copy. Copies will be displayed on the school website and it will be referenced in school newsletters and in the school prospectus.

## **Consultation and Involvement**

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaire, parents' evening
- Feedback from governor questionnaires
- Input from staff surveys or through staff meetings/INSET
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support

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Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- Foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

### **We actively seek out opportunities to embrace the following key concepts:**

- *Gospel Values* – always keeping the Gospel values and the Beatitudes at the centre when considering how we should treat others
- *Shared Humanity* -Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- *Valuing difference and diversity* - We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- *Interdependence, interaction and influence* - We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- *Social cohesion* within our school and within our local community
- *Excellence* - We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- *Personal and cultural identity* - We will provide opportunities to explore and value the complexity of our personal and cultural identities
- *Fairness and social justice* - We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

### **Our Duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. They are also guided by the United Nations Convention on the Rights of the Child.

**We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.**

These opportunities are likely to include all or some of the following, dependent on our current priorities

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- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school, enrichment afternoons, INSPIRE workshops
- school sports
- employees' and staff welfare

### **The Roles and Responsibilities within our School Community**

#### **The Role of Governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs on race, gender and disability
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability

#### **The Role of the Head Teacher (or senior leader responsible for Equalities)**

- It is the head teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so
- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations

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- The head teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- Ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

### **The Role of the Senior Leadership Team**

- To have responsibility for supporting other staff in implementing this policy
- Provide a lead in the dissemination of information relating to the policy
- With the head teacher, provide advice/support in dealing with any incidents/issues
- Assist in implementing reviews of this policy as detailed in the School Development Plan

### **The Role of All Staff: Teaching and Non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

### **Our Parents/Carers will**

- be given accessible opportunities to become involved in the development of the policy
- have access to the policy through a range of different media appropriate to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child

### **Relevant Voluntary or Community Groups and Partner Agencies will:**

- be involved in the development of the policy
- be encouraged to support the policy
- be encouraged to attend any relevant meetings and activities related to the policy

## **Tackling Discrimination**

Harassment on account of race, gender or disability is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the governing body and local authority on a termly basis.

## **What is a Discriminatory Incident?**

Harassment on grounds of race, gender, disability or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:  
*'Any incident which is perceived to be racist by the victim or any other person'*.

## **Types of Discriminatory Incident**

Types of discriminatory incidents that can occur are:

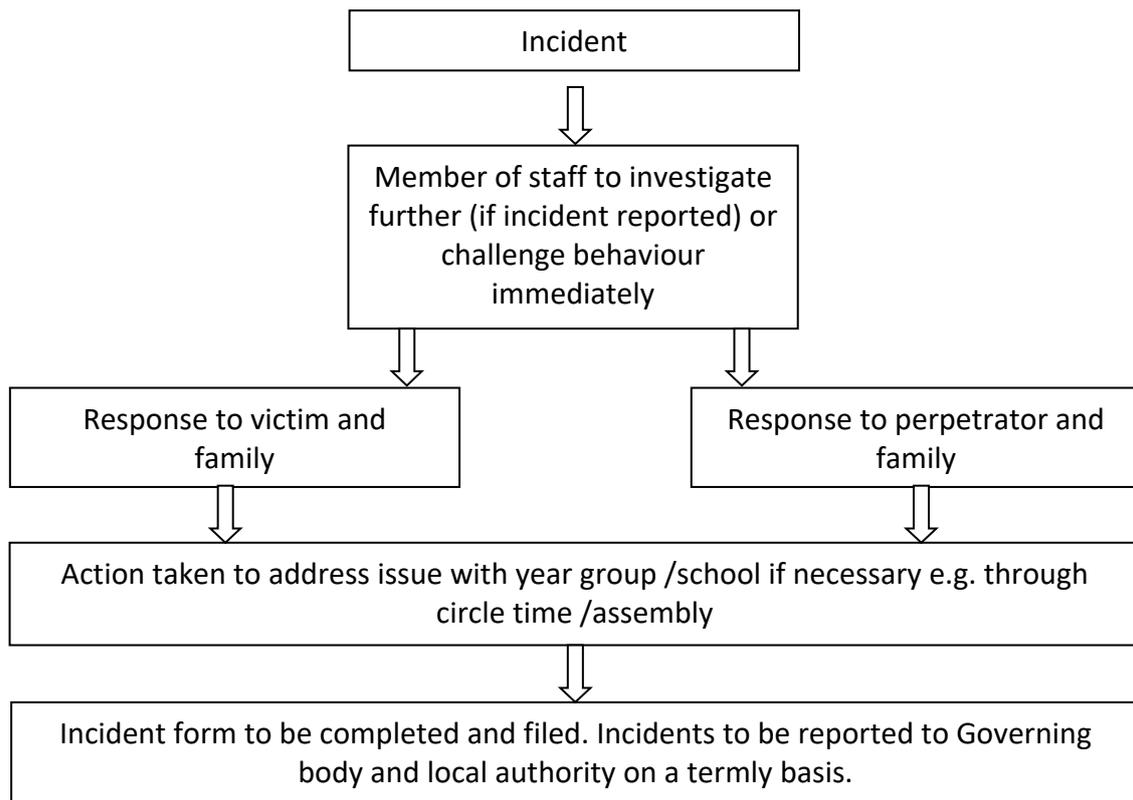
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability or gender;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender or disability.

## **Responding to and Reporting Incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and nonteaching, should view dealing with incidents as vital to the well-being of the whole school.

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Our procedure for responding and reporting is outlined below:



### **Publishing the Plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available on request
- Make available a translated version in the main languages spoken by the community on request if possible

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our Governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

### **REVIEW**

This policy will be reviewed every four years as required under the statutory process. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

The named person on the Governing Body responsible to support the implementation of the policy is Mrs M. Baines.

Date: March 2017

Review: March 2020

## **Check List for School Staff and Governors**

Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

Does the curriculum include opportunities to understand the issues related to race, disability and gender?

Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?

Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?

Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

Does the school take part in annual events such as Black History Month, Deaf Awareness Week to raise awareness of issues around race, disability and gender?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

Are procedures for the election of parent governors open to candidates and voters who are disabled?