

St Anne's Catholic Primary School

Single equality plan (Equal Opportunities)

Adopted: June 2016

Review date: June 2018

St Anne's School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by St Anne's School governing body with the help of the headteacher, PSHE Coordinator /staff/students in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **Special Educational Needs policy, Admissions policy, Anti-bullying policy** and the **Behaviour policy**. These policies can be found on the School website or ask at the office for a hard copy.

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed annually, or any time there is an update or change to legislation on age, sexual orientation, religion and belief, or transgender equality, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

School profile

We believe that every person is uniquely created in the image and likeness of God, and we therefore accord equal value to all staff and children at our school.

The Governors have adopted the full suite of Catholic Education Service model policies, covering Sickness Absence, Disciplinary, Grievance Resolution, Capability and Appraisal Procedures for staff and the Derbyshire County Council Personnel Handbook for all other personnel matters, in order to ensure that they fulfil their obligations regarding equal opportunities. Where any policy appears in both documents, then the C.E.S. document will take precedence. The Governors have also agreed to take into account the Diversity and Equality Guidelines issued by the Catholic Bishops' Conference of England and Wales.

The Governors expect the Headteacher and staff to ensure that all our children have equal access to materials that are unbiased, and that they experience equal opportunities, regardless of gender, race or culture.

The Governors expect all staff to challenge any discriminatory practice or instances of harassment. Our ultimate aim should be to provide a happy, caring environment, based on Christian values, for the whole school community.

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The headteacher has the day-to-day responsibility for coordinating the implementation of this scheme.

The Governing Body

The Governing Body will:

- ensure the school complies with all equality legislation and that the school's equality objectives complement the *Every Child Matters* outcomes for children
- monitor and evaluate the effectiveness of the equalities plan on a regular basis and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the Governing Body
- ensure that parents are informed of any incident related to this scheme which could directly affect their child

The Headteacher and Senior Leadership Team

The headteacher, with the support of the rest of the senior leadership team, will:

- promote the single equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

Staff

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **Behaviour and Anti-bullying policy**
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

Pupils

Pupils at the school will:

- engage with the school in eliminating any discrimination

- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's **Behaviour and Anti-bullying policy**
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality when visiting the school.

Key groups at risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race** – We will have due regard to the need to :
 - Eliminate racial discrimination
 - Promote equality of opportunity.
 - Promote good relations between people of different racial groups.
- **Disability** – The Equality Act defines a disability as when a person has a “ physical or mental impairment which has a substantial or long term adverse effect on that persons ability to carry out normal day-to-day activities”. We will have due regard to the need to:
 - Promote equality of opportunity between disabled people and other people
 - Eliminate discrimination and harassment of disabled people that is related to their disability
 - Promote positive attitudes towards disabled people
 - Take steps to meet disabled people's needs, even if this requires more favourable treatment.

You can find all the information about our school's SEN provision including our provision for inclusion in the school's **SEN policy** and the school's **Accessibility plan**.

- **Gender and transgender** – we will actively seek to:
 - Eliminate unlawful discrimination and harassment on the grounds of sex and gender reassignment
 - Promote equality between men and women, boys and girls
- **Religion or belief** – we will encourage good relations between pupils and families from different races, faiths and beliefs.
- **Sexual orientation** – we will not discriminate staff, parents or children on the grounds of sexual orientation.

Promoting equality and social awareness in school and within the local community

Community cohesion

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's **SEN policy**.

Within their time at St Anne's School all pupils are given opportunities to take part in peer support initiatives; Lunchtime Friends, Sports Leaders and Playground Pals, Reception class buddies.

Pupil voice

Through our support of student voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

The Pupil School Council meets every few weeks to discuss issues raised by both pupils and adults within school and the wider community. Minutes are taken and shared back to each class and displayed on the notice board in the school hall.

Recruitment

St Anne's School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. St Anne's School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before short listing takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;

- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Staff discipline and suspension

St Anne's School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **Staff Discipline, Conduct, and Grievance policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **school's Staff Appraisal policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Behaviour, exclusions and attendance

The school **Behaviour policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

The curriculum

The Derbyshire County Council 'ASK' PSHE scheme is followed within school. Through the 2 year rolling programme pupils are taught units about diversity, similarities and differences, gender issues and relationships.

The Religious Education scheme of 'Come And See' has units focusing other faiths and treating other people as equals. In addition, during Enrichment week, visitors from other faiths and cultures are invited into school to share these with the children. These have included Islam, Hinduism and Sikhism.

Monitoring and review

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- sports and activities choices of all groups;
- exclusions data analysed;

- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

At full Governing Body meetings held throughout the year, the headteacher will provide **monitoring reports** for review by the Governing Body. These will include:

- school population
- recruitment and retention
- key initiatives.

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- specified dates for review.

Reporting on our progress

We have a rolling programme for reviewing our school policies and their impact. The policy will be:

- monitored by the Headteacher and governing body for its impact on pupils, staff, parents and carers from the different groups that make up our school.
- Reviewed annually
- Made available on the school website

Signed by

_____	Chair of Governors	Date:
_____	Headteacher	Date:

This policy will be reviewed:

- at regular intervals
- after incidents that relate to, or impact on, equality in school
- after any significant changes to workplace, working practices or staffing.