



**ACHIEVING EXCELLENCE TOGETHER**

*Inspiring independent learners with Jesus by our side*

## **Equality Policy**

This policy will be reviewed annually unless circumstances demand an earlier review. St. Bede's Catholic Primary School has an obligation under the Equality Act of 2010 as both an employer and a school which carries out a public function and service.

Compliance with the Public Sector Equality Duty by 31st December 2011 is a legal requirement and requires us to integrate and include consideration of Equality into day to day routines at St. Bede's Catholic Primary School

### **BACKGROUND**

The Equality Act, which came into force on 1st October 2010 replaces the existing anti-discrimination laws with a single Act, this policy therefore brings together our previous policies on Equal Opportunities, Race, Disabilities and Gender and now protects children, staff and parents/carers from discrimination, harassment and victimisation, based on all protected characteristics.

### *PROTECTED CHARACTERISTICS*

- Age
- Disability
- Ethnicity
- Colour or national origin
- Gender
- Gender identity or reassignment
- Marital or civil partnership status
- Pregnancy or recently had a baby
- Religion or beliefs
- Sexual identity or orientation

*NB Age is a protected characteristic but does not apply to children in school but does apply to staff and parents/carers.*

### **AIMS**

The aim of this policy is to have due regard to the Equality Act 2010 by:

- Eliminating unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.

- Advancing equality of opportunity between people who share a protected characteristic and those who do not.
- Fostering good relationships between people who share a protected characteristic and those who do not.

We aim to develop a culture of inclusion and diversity in which all those connected to St. Bede’s Catholic Primary School feel proud of their identity and able to participate fully in school life. The achievement of all children will be monitored and we will use this data to support children, raise standards and ensure inclusive teaching and learning. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which celebrates respect for all.

At St. Bede’s Catholic Primary School, diversity is seen as a strength which should be valued by all those who learn, teach and visit here.

### **STRATEGIES TO IMPLEMENT THE AIMS OF THIS POLICY**

- The Parents and Governors of St. Bede’s Catholic Primary School will be fully involved and consulted about the provision outlined in this Public Sector Equality Duty
- All Teaching staff will be provided with training on identification of discrimination, harassment and victimisation as part of the schools continuing professional development
- Pupils, where appropriate will be asked for their views on implementing this duty and may assist in information gathering. This could be done through circle time sessions or PHSE lessons.
- All pupils will have equal access to a rich, broad, balanced, inclusive and relevant curriculum which allows for a range of different learning styles.
- Achievement will be monitored by gender, ethnicity, free school meals and children in Local Authority care.
- Teaching materials will reflect the diversity of the school’s population, without stereotyping.
- The involvement and support of all parents/carers in their child’s education will be sought.
- Opportunities for children to appreciate their own culture will be provided.
- Children will be encouraged to celebrate the diversity of other cultures.
- The positive achievements of all pupils will be celebrated and recognised.
- The involvement of Parents/Carers and Governors to enhance equality wherever possible.
- Reasonable Adjustments should be made to accommodate difference and promote equality by all members of staff.

Each year, the school identifies and reviews specific equality objectives. The table below outlines these objectives and gives some detail about how they will be addressed.

Objective 1	Achieved by:
Develop an effective mental health and wellbeing strategy, so that pupils are resilient. Ensure a consistent whole school approach to support mental health and wellbeing	<ul style="list-style-type: none"> <li>• ELSA provision is targeted and pupil exit data indicates improved resilience.</li> <li>• Launch My Happy Mind lessons and develop strategies across school known by pupils and adults alike</li> <li>• Share mHm Parent app once the lessons have been established and signpost identifies families to access for support</li> <li>• Embed the quality PHSE curriculum, which spirals learning and revisits strategies for pupils to use , thus improving MHWB and the development of an inclusive school</li> </ul>

	<ul style="list-style-type: none"> <li>• Plan parent/carer learning events/workshops – phonics, reading, Online safety</li> <li>• Build relationships and engagement with parent/carers to support them at times of need.</li> <li>• Engage in activities for – <i>children’s mental health week (feb 6)</i></li> </ul>
Objective 2	
To ensure that the schools vision, mission and core values are at the heart of all our activities and that the curriculum reflects our inclusive ethos recognising disability	<ul style="list-style-type: none"> <li>• March: promote ‘developmental disabilities awareness’ month (<i>social media campaign that highlights the many ways in which people with and without disabilities come together to form strong, diverse communities, as well as awareness of the barriers that people with disabilities still sometimes face in connecting to the communities in which they live</i>)</li> <li>• Pupils taught to recognise hidden disabilities and how our communities support and the barriers that are faced (visual/hearing/communication/physical)</li> <li>• Assembly to share visual impairments for adults</li> <li>• Support for our families/pupils who have disabled siblings – arrange links with local Special schools</li> </ul>
Objective 3	
Promote pupils understanding of identity, diversity and equality	<ul style="list-style-type: none"> <li>• Integrate Modern British Values through ‘Picture News’ with a different weekly focus on current affairs</li> <li>• Celebration of Black History Month</li> <li>• Promote cultural diversity across the curriculum and assemblies using a range of resources eg. CAFOD, NO, Chinese New Year, Fairtrade Fortnight, celebrating World Faiths and festivals.</li> </ul>

### **EQUAL OPPORTUNITIES FOR STAFF**

- We ensure that all recruitment, employment, promotion and training systems are fair to all.
- We are committed to the implementation of equal opportunities principles and the monitoring and promotion of equality in all aspects of staffing.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

### **TACKLING DISCRIMINATION**

- 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 child’s individual circumstances.
- Incidents of discrimination should be dealt with by the member of staff present, escalating to a class teacher or member of the senior management team as required.
- All racist incidents are reported to the Headteacher who reports them to the LA on a termly basis. (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 INCIDENT**

Types of discriminatory, harassment or bullying incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults or jokes.

- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour e.g. wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse or threats.
- Incitement of others to discriminate or bully due to a victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussions
- 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, disability or sexual orientation.

### **MONITORING AND EVALUATION**

It is the responsibility of the Governing Body to monitor the effectiveness of this Equal Opportunities policy. The Governing Body can do this by:

- Monitoring the progress of children of minority groups and comparing it to the progress made by other children in the school.
- Monitoring the staff appointment process.
- Seriously considering any complaints regarding equal opportunity issues from parents/carers, staff or children.

### **POLICY APPROVAL**

Governing Body Approval: March 2019  
 Reviewed with Staff and Governors – Spring 2023  
 Review Date - Spring 2024