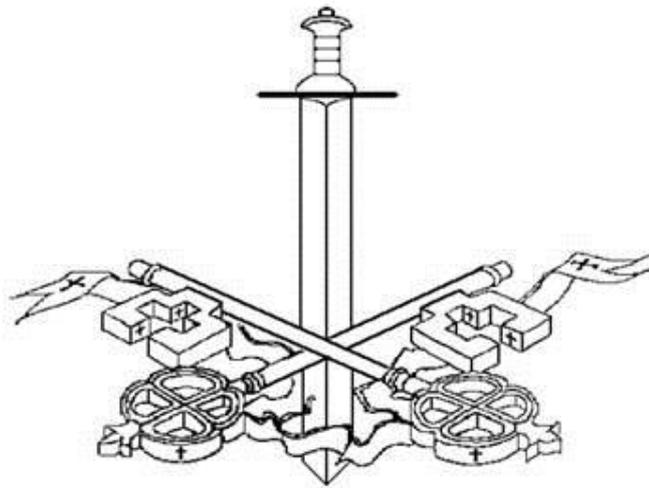


# **St Peter and St Paul Catholic Primary School**



## **Equality and Diversity Policy Statement**

**Autumn 2017**

**Approved by Governors: 7<sup>th</sup> November 2017  
To be reviewed annually**

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## 1. Wirral Council's Vision

Wirral Council's vision is to work closely with its partners to ensure that everyone living, visiting and working in the Borough will be treated fairly and with respect regardless of their ethnicity, gender, age, disability, sexual orientation, religion or faith.

## 2. School Context

Please refer to School Self Evaluation document.

## 3. Ethos, Attitude and Environment

### For example:

Our school's mission statement, ***"To grow in knowledge and love, and walk in the footsteps of Jesus"*** makes it clear that it is our duty to love and value every child. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender identity or background.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Ss. Peter and Paul Catholic Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 4. Using the National Curriculum

Within school the issue of equality is an integral part of the whole curriculum (see Appendix D).

The Citizenship and PSHE framework for teaching outlines which subjects should be taught at different key stages.

KS1: Different types of teasing and bullying; bullying is wrong; how to get help with bullying.

KS2: Awareness of the nature and consequences of anti-social and aggressive behaviour, such as bullying and racism; how to recognise and challenge stereotypes.

## 5. Legislative Context

This school is committed to ensuring that the work it does is firmly underpinned by all of the current legislation. The legal framework is viewed as the starting point towards building a culture that values equality and diversity by recognising and

appreciating individual needs and differences. This Policy Statement is relevant to the developing and changing circumstances in our community and the Borough of Wirral.

The legislative framework for this Policy Statement is as follows:-

- Equal Pay Act 1970, 1975, Amendment 1984
- Rehabilitation of Offenders Act 1974
- Sex Discrimination Act 1975 Amendment 1982
- Race Relations Act 1976 Amendment 2000. Amendment Regulations 2—3
- Employment Act 1989
- Disability Living Allowance and Disability Working Allowance 1991
- Management of Health and Safety at Work Regulations 1992
- Asylum and Immigration Appeals Act 1993
- The Criminal Justice and Public Order Act 1994
- Race Relations Remedies Act 1994
- Disability Discrimination Act 1995. Amendment 2004
- Employment Rights Act 1996
- Asylum and Immigration Act 1996
- Protection from Harassment Act 1997
- Human Rights Act 1998
- National Minimum Wage 1998
- Employment Relations Act 1999
- Immigration and Asylum Act 1999
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Disability Rights Commission Act 2000
- Special Educational Needs and Disability Act 2001
- The Gender Recognition Act 2004
- Employment Equality (Age) Regulations 2006
- Equality Act 2006

## **Ethnicity**

The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, makes it unlawful to discriminate directly or indirectly against someone on racial grounds. (under the Act, 'racial grounds' means by reason of race, colour, nationality, or ethnic or national origins.)

Definitions are:

*Direct racial discrimination:*

**It is unlawful for an employer to treat an employee or potential employee less favourably on the grounds of their race, ethnicity or national identity.** This is also the case for the provision of services. However, in some cases it is possible to undertake positive action to address under-representation in the workforce.

*Indirect racial discrimination:*

In employment terms, this arises where a requirement or condition is applied to all employees, but is such that a proportion of one group can or cannot comply with it and it cannot be shown to be justifiable on other discriminatory grounds (unless this is

demonstrated to be a genuine occupational qualification as defined by the Commission for Racial Equality – (CRE).

*Racist Incident:*

A racist incident is any incident that is perceived to be racist by the victim or any other person (McPherson Report).

*Institutional racism:*

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages people of a particular cultural or ethnic origin.

## **The General Duty**

The Race Relations (Amendment) Act 2000 places a general duty on this school to:-

- eliminate unlawful racial discrimination
- promote equality of opportunity, and
- promote good race relations between people of different racial groups.

The general duty is supported by a series of specific duties in the areas of policy-making, service delivery and employment. They are the basic steps the school must take to meet the general duty. Under the specific duties covering policy and service delivery the school must publish a Race Equality Policy, keep it up to date and assess its impact.

## **Disability**

The Disability Discrimination Act (DDA) 1995 protects people with disabilities from unfair treatment and discrimination. It makes it a duty for employers and service providers to make reasonable adjustments to make their services accessible to people with disabilities.

Definitions are:

*Disability:*

Part 1 of the Act defines a disabled person as being someone with a 'physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

*Employment provisions:*

Part II of the Act contains the employment provisions which apply to employers with 15 or more employees. The provisions, including those that require employers to consider making changes to the physical features of premises that they occupy, have been in force since December 1996.

*Access to Goods and Services:*

Part III of the Act gives disabled people important rights of access to everyday services that others take for granted. The duties under Part III have come into force in three stages:

- Since December 1996 it has been unlawful to treat a disabled person less favourably because they are disabled.
- Since October 1999, service providers have had to consider making reasonable adjustments to the way they deliver services in order that disabled people can use them
- Since October 2004, service providers have been required to either remove, alter or provide a reasonable way of avoiding physical features that make it impossible or unreasonably difficult for disabled people to use a service.

The 1995 Act was amended by the Disability Discrimination Act 2005, which now places a general duty on public bodies, when undertaking their functions to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate unlawful discrimination
- Eliminate unlawful harassment
- Promote positive attitudes towards disabled persons
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons and;
- Encourage participation by disabled persons in public life.

Under the specific duties covering policy and service delivery the school must publish a Disability Equality Policy. These amendments came into effect on the 3<sup>rd</sup> December 2007.

## **Gender**

The Sex Discrimination Act 1975 makes it unlawful to discriminate against women or men, of any age on the grounds of their sex. The provisions of this Act have been amended by the Sex Discrimination Act 1986, to extend the legislation to small businesses, and the Sex Discrimination (Gender Reassignment) Regulations 1999 in order to include outlawing discrimination against transsexuals and those who claim to have no gender. The Equal Treatment Directive which sets out the European Framework of Equality legislation confirms new regulations which came into force on 1 October 2005. The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women

This is known as the 'general duty' and it came into effect on 6 April 2007. The duty is intended to address the fact that, despite 30 years of individual legal rights to sex equality, there is still widespread discrimination – sometimes intentional, sometimes unintentional – and persistent gender inequality. Policies and practices that seem neutral can often have significantly different effect on women and on men, often contributing to greater inequality and poor policy outcomes.

## **Age**

Under the EU Employment Directive (2000 78 EC) it became illegal to discriminate in employment and vocational training on the grounds of age on October 1 2006.

## **Sexual Orientation**

The Employment Equality (Sexual Orientation) Regulations 2003 outlaw discrimination and harassment on grounds of sexual orientation in workplaces in Great Britain, both in the private and public sector. In particular they define sexual orientation as orientation towards the same, the opposite, or both sexes. This means that protection is also afforded to heterosexual people under these regulations. They cover all aspects of the employment relationship including recruitment, pay, working conditions, training, promotion, dismissal and references. (For Catholic Voluntary Aided Schools please refer to Appendix C).

## **Faith, Religion and Belief**

The Employment Equality (Religion or Belief) Regulations 2003 outlaw discrimination and harassment on grounds of religion or belief in workplaces in Great Britain, both in the private and public sector. They cover all aspects of the employment relationship including recruitment, pay, working conditions, training, promotion, dismissal and references. (for Catholic Voluntary Aided schools please refer to Appendix C).

## **6. Statutory Duties**

For some time now schools have had a statutory duty to promote equality in specific areas. These areas are ethnicity, disability, community cohesion and gender. Shortly there will be a statutory duty in respect of gender identity as well.

These duties impose broad obligations on schools to:-

- Eliminate discrimination and harassment
- Incorporate a Gender Equality Scheme into the school's Equality & Diversity Policy Statement
- Have due regard to the promotion of equality of opportunity
- Promote positive attitudes
- Encourage participation by minority and under-representative groups in public life
- Take steps to take account of people's specific needs
- Conduct Impact Assessments

## **6. Policy Management and Governance**

This school promotes positive and proactive approaches to valuing and respecting diversity.

It is committed to encouraging, supporting and enabling all pupils and staff to reach their potential.

The school management will work in partnership with its stakeholders to establish, promote and disseminate equality good practice and tackle discrimination.

Staff, pupils and other stakeholders contribute to the development and review of this Equality and Diversity Policy Statement and the evaluation of the Policy will be used to identify specific actions.

### **Responsibilities**

- Governing Body**
- ensuring that the school complies with the Legislation.
  - ensuring that the Policy and its related procedures and strategies are implemented.

- Headteacher**
- implementation of the Policy and its related procedures and strategies
  - ensuring all staff are aware of their responsibilities and are given appropriate training and support
  - taking appropriate action in any cases of discrimination
  - appointing a member of staff (or self) to deal with reported incidents of racism or racial harassment and co-ordinating race equality work

- All Staff**
- promoting equality of opportunity and good relations and not discriminating
  - dealing with racist incidents and knowing how to identify and challenge racial bias and stereotyping

**Visitors and Contractors** being aware of and complying with, the schools' Equality and Diversity Policy

There are three strands that drive our Equality and Diversity Policy:

- Being inclusive - we want to be an 'inclusive' school and employer and to reflect the community we serve
- Enable Access - we want to ensure all our pupils, staff, governors and visitors can access our services
- Involving All - we want to make sure that our communication and our consultation activities are fully inclusive

### **Staffing: Recruitment, Training and Professional Development**

The school adheres to recruitment and selection procedures which are consistent with statutory legislation contained in the six strands.

It will take appropriate steps to encourage people from under represented groups to apply for positions at all levels in school.

Employment and professional development of staff will be monitored using the six strands.

## **Curriculum**

Curriculum planning takes account of the ethnicity, backgrounds and needs of pupils. Its effectiveness in providing an appropriate curriculum for all pupils is evaluated by its monitoring procedures.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events cater for the needs and capabilities of all pupils and take account of parental concerns related to religion and culture.

## **Teaching and Learning**

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

All pupils have access to the mainstream curriculum.

Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural background and linguistic needs.

Teachers take positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

## **Assessment, Pupil Achievement and Progress**

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The monitoring and analysis of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess pupils' progress.

### **Admission, Attendance, Discipline and Exclusion**

Active steps are taken to ensure that all the Admission process is fair and equitable.

The school monitors pupils' attendance by ethnic group and gender and uses the data to develop strategies to address poor attendance.

Provision is made for pupils to take time off for religious observations.

Discipline and exclusions are monitored by gender, ethnicity and background and action is taken in order to reduce any disparities between different groups of pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

### **Pupils – Personal Development, Attainment, Progress and Pastoral Care**

Pupils' attainment and progress in individual subjects are monitored by ethnic groups and the school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups as appropriate.

Pastoral support takes account of religious and ethnic differences.

Appropriate support is provided for any pupils learning English as an additional language.

All pupils have equal access to extra-curricular activities.

### **Parents/Carers, Governors and Community Stakeholders**

Progress reports to parents/carers are accessible and appropriate, in order to ensure that all parents/carers have the opportunity to participate in the dialogue.

All parents/carers are encouraged to participate at all levels in the full life of the school.

The school works in partnership with parents/carers and the community to develop positive attitudes to equality and diversity and to address specific incidents.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

The school is striving to make links with minority ethnic community groups.

## **7. Equality Impact Assessment Activity**

The school is committed to an ongoing programme of impact assessments on existing new policies.

Our approach will be to apply one impact assessment process to cover all six strands to ensure that we come to a rounded view, and that by altering our policy or practice to address the equality issues of one strand, we do not disadvantage another.

## 8. Action Plans – Implementing the Policy

The Equality and Diversity Policy will raise a number of issues which the school needs to address. This will be done through an Action Plan which will cover all six strands.

The Action Plan will show how the Policy will be practically implemented. It will be part of the school's Development Plan.

Appendix A is a Check List to help you gather information in order for you to draw up Equality and Diversity Action Plans. The Action Plans will help you identify goals and show the actions required to achieve them.

## 9. Legal Definitions

### **Adverse Impact**

Adverse impact is the extent to which a policy disadvantages one or more target group.

### **Direct Discrimination**

This means treating a person less favourably than others are, or would be, treated on the grounds of ethnicity, gender/gender identity, marital status, age, religion and belief, sexual orientation or disability.

### **Harassment**

This is any unwanted conduct, which affects the dignity of all individuals regardless of ethnicity, gender or disability. It includes unwelcome physical, verbal and non-verbal conduct. It may consist of a single incident or a pattern of unwelcome behaviour and can be directed at more than one person. It could even constitute a criminal offence.

### **Indirect Discrimination**

This means imposing a requirement or condition, which applies equally to everyone but is such that a proportion of people in a particular group who are able to comply with the requirement is considerably smaller than that in other groups.

### **Institutional Discrimination**

“The collective failure of an organisation to provide appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantages minority ethnic people.” (Macpherson Report – Stephen Lawrence Inquiry)

Macpherson's Report led to the first public duty – Race Equality – and was the driving force behind the subsequent duties on disability and gender.

## **Multiple Discrimination**

This occurs when, for more than one reason, a person is treated less favourably than others with those characteristics in the same or similar circumstance, unless there is an objective reason for doing so. An example would be an ethnic minority, female, wheelchair user, who could be treated less favourably for a combination of these reasons simultaneously. In this example all three forms of discrimination are unlawful in their own right.

## **Positive Action**

Positive Action means the deliberate introduction of measures to eliminate or reduce discrimination. There are several different kinds of Positive Action, encompassing the following three areas:-

1. Action which reveals potential discriminatory policies and practice through, for example, assessing the impact of policies, or monitoring.
2. Action which changes discriminatory policies and practice in light of findings. This could include changing the procedures for awarding promotion, if there was evidence suggesting the current system was discriminatory.

These types of Positive Action are legislated for under the Race Relations (Amendment) Act, the Disability Discrimination Act and the Gender Equality Duty.

The third kind of Positive Action is:

3. Action which attempts to counter-balance the under-representation or under-achievement of a particular group.

This is most controversial and most misunderstood type of Positive Action and has been interpreted by some as leading to the implementation of discriminatory practices.

What Positive Action is not:

Positive Action does not involve discriminating against a group or groups of people. Treating individuals from one group more favourably than individuals from another is positive discrimination and is unlawful. An example of unlawful positive discrimination is the use of quotas for determining the number of people from a particular background to be employed. It is important to distinguish 'quotas' from the setting of targets. Targets are about aspirational benchmarks that can be used as success indicators.

What is 'More Favourable Treatment?'

More favourable treatment underpins the Disability Equality Duty and provides explicit recognition of the fact that equality of opportunity for disabled people cannot be achieved by simply treating disabled and non-disabled people alike.

## **Positive Equality Duties**

Positive Equality duties are set out in a number of pieces of legislation but can be summarised as the need to:

- Promote equality of opportunity between different groups (men and women, people with and without disabilities, people of different ethnic groups, etc).
- Promote good relations between people of different ethnic groups.
- Promote positive attitudes towards people from different groups.
- Encourage the participation of people from different groups in public life.
- Take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.

**Positive Impact**

A positive impact is one that could benefit one or more target groups, or improve equality of opportunity or the relationship between the groups.

**Pressure to discriminate**

It is unlawful for a person with authority or influence over another to induce them to discriminate, or to put pressure (directly or indirectly) on another person to discriminate.

**Racist Incident**

“Any incident, which is perceived to be racist by the victim or any other person.”  
 Macpherson Report – Stephen Lawrence Inquiry.

**Vicarious Liability**

Employers are responsible for the discriminatory actions of their employees where such actions have been carried out during the course of their duties. The only defence for employers is to show that they have done everything reasonably practicable to prevent an employee committing an unlawful act.

In practice, courts and tribunals have regarded the following as ‘reasonable steps’:

- Publishing a comprehensive equal opportunities policy.
- Clearly communicating the policy to all staff.
- Providing awareness training on the potential for, and implications of, discrimination.
- Training staff in good practice relevant to their jobs (e.g. recruitment, record keeping, monitoring and adopting accepted codes of practice in relation to employment, etc).

**10. Profile by Ethnicity (ONS Census 2001)**

Percentage of resident population in ethnic groups	Wirral	England
White British	96.49	87.50
White Irish	0.98	1.24
Other White	0.84	2.59
Mixed: White and Black Caribbean	0.16	0.46
Mixed: white and Black African	0.1	0.16

Mixed: White and Asian	0.16	0.37
Mixed: Other Mixed	0.15	0.30
Indian	0.2	2.0
Pakistani	0.04	1.38
Bangladeshi	0.12	0.54
Other Asian	0.07	0.47
Caribbean	0.05	1.09
African	0.08	0.93
Other Black	0.03	0.19
Chinese	0.42	0.44
Other ethnic group	0.11	0.43

## Wirral

Wirral is a peninsula of 60.35 square miles on the North West Coast of England, with the Dee Estuary and the River Mersey on either side. The Metropolitan Borough of Wirral was created in the 1974 local government reorganisation –when it became a part of Merseyside. Before then, Wirral was made up of the County Boroughs of Birkenhead and Wallasey, the Borough of Bebington, and the Urban Districts of Hoylake and Wirral. It was all part of Cheshire.

Wirral is the ninth largest metropolitan district in the country, the third largest in the North West of England, and comprises 25% of the Merseyside area.

## Community Profile

- Wirral has a population of 312,293
- 30.4% of population is under the age of 25
- 18.1% of the population is over the age of 65
- 47% are male and 53% are female
- 22.52% of the population consider themselves to have a limiting long-term illness

**ACTION PLAN CHECK LIST ON THE “SIX STRANDS”**

**DISABILITY** – suggestions:

- Has the school carried out a disability staff survey?
- Does the school carry out risk assessments for disabled staff?
- Has the school a database of reasonable adjustments for disabled staff and has it recorded whether funding has been obtained via “Access to Work”?
- Is the school accessible?

**AGE** – suggestions:

- Is CPD available to all staff regardless of age?
- Are job descriptions and person specifications free of age discrimination?
- Does the school monitor its documents for any evidence of age bias?

**ETHNICITY** – suggestions:

- Are all racial incidents recorded?
- Are all racial incidents annually reported to the full Governing Body?
- Does the school follow its Race Equality Policy?
- Does the curriculum reflect values and diversity?

**GENDER** – suggestions:

- Does the school promote equality of opportunity between men and women?
- Does the school follow its Policy document in respect of recruitment and selection, especially mixed gender selection panels?
- How does the school assess the impact of its practices and actions on gender equality?
- How do Governors respond to requests for flexible working?
- Has the school adopted the Job Share/Part Time Working Policy?
- Has the school adequately reviewed all its employment policies and procedures to ensure that they adequately cover Transgender staff, especially those dealing with confidentiality and harassment?

**SEXUAL ORIENTATION** – suggestions:

- Is the school clear that discrimination on the grounds of sexual orientation includes discrimination on the grounds of gender reassignment in employment?

**RELIGION AND BELIEF** – suggestions:

- Does the school's Harassment Policy include harassment on the grounds of religion or belief?
- Has the school a policy/written statement (e.g. Mission Statement) ensuring that they do not discriminate on the grounds of religion or belief?

**Are complaints relating to the “Six Strands” monitored and are actions taken to stop further discriminatory action taking place?**

More suggestions are available in Appendix D. You can also use the Standards for Racial Equality in schools contained in Appendix B

**Policy, Leadership and Management**

- **Policy Development** – The school has a written racial equality policy (either a separate policy or a distinct section within a broader equal opportunities policy).
- Racial Equality is included as an explicit aim in all the school's policies.
- The school has a policy for dealing with racial harassment which clearly sets out the procedures for handling complaints and incidents.
- **Leadership and Management** – The racial equality and racial harassment policies have been endorsed and adopted by the schools governing body and implemented by the school's management team.
- A racial equality action plan, which is linked to the school development plan, sets clear targets for addressing race issues.
- Steps are taken to ensure that everyone associated with the school is kept informed about the school's racial equality and racial harassment policies and procedures, and abides by them.
- **Monitoring, Review and Evaluation** – Racial equality policies and procedures are regularly reviewed and their effectiveness evaluated.
- Reviews and evaluations of racial equality and racial harassment policies and procedures take account of the views of all sections of the school community.

**Pupils – personal development attainment and progress**

- **Attainment and Progress** – Pupils' attainment and progress in individual subjects are monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups.
- The school values the achievements and progress of pupils from all ethnic groups.
- **Support and Personal Development** – All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- **Guidance and Careers Education** - Staff challenge racism and stereotyping and promote racial equality in education, employment, training and career choice.
- Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.
- The school will have guidelines on working with pupils who have English as an Additional Language. (EAL)

**Curriculum, Teaching and Assessment**

- **Planning and Organisation** - Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils from all ethnic groups.
- The criteria used for allocating pupils to optional subjects are fair and equitable to pupils from all ethnic groups.
- **Assessment and Allocation to Teaching Groups** - Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.
- The allocation of pupils to teaching groups is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to:
  - a) identify the specific needs of ethnic minority pupils
  - b) inform policies, planning and the allocation of resources.
- **Teaching Methods** - Teaching methods and styles take account of the needs of pupils from different ethnic groups.
- Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- **Curriculum Content** - Steps are taken to ensure that the curriculum draws on areas of interest to pupils from all ethnic groups.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- **Resources** - The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.
- Resources that promote a greater understanding of cultural diversity, racial equality, and the importance of challenging racial discrimination are used in all areas of the curriculum.
- Resources are available to meet the specific needs of pupils from ethnic minority groups and are used as necessary.
- The school makes full use of the resources available within its local ethnic minority communities.

**LEARNING FOR ALL  
Standards for Racial Equality in Schools**

**Parents, Governors and Community Partnership**

- **Parents** - All parents are regularly informed of their child's progress.
- **Proactive** steps are taken to involve ethnic minority parents in the school.
- **Governors** - People from ethnic minority communities are encouraged to become school governors.
- The school ensures that governor support is appropriate for all ethnic groups.
- **Community Partnership** - The school's premises and facilities are equally available for use by all ethnic groups.
- The school has active links with ethnic minority community groups.
- The school encourages community groups to use its facilities for after-school activities and for holiday schemes.

**Admission, Attendance, Discipline and Exclusion**

- **Admission** - Active steps are taken to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- **Attendance** - The school monitors pupils' attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance.
- **Discipline and Exclusion** - The school identifies and adopts good practice strategies in order to reduce any difference in rates of exclusion between ethnic groups.
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils, irrespective of ethnicity.
- The process of excluding a pupil is fair and equitable to pupils from all ethnic groups.
- Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all ethnic groups.

**Attitudes and Environment**

- **Ethos** - A whole school approach is used to promote racial equality and eliminate racial discrimination.
- Diversity is recognised as having a positive role to play with the school.
- The school recognises the importance of language to a person's sense of identity and belonging.
- **Racism, Racial and Discrimination and Racial Harassment** - Clear procedures are in place to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.
- Immediate action is taken to remove racist graffiti from all school property.
- All staff are trained to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping.
- A sensitive and structured system of support is available to victims of racism, racial discrimination, racist incidents and racial harassment.
- The school has clear procedures for dealing with perpetrators of racist incidents.

**Staffing - recruitment, training and professional development**

- **Recruitment and Selection** - Recruitment and selection procedures are consistent with the statutory race relations Code of Practice in Employment.
- Everyone involved in recruitment and selection adheres to the school's recruitment and selection procedures.
- Steps are taken to encourage people from under-represented ethnic minority groups to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- **Development, Retention and Promotion** - The school monitors the employment and professional development of staff by ethnic group.
- Staff and Governors go through regular and systematic training programmes on racial equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- A person's effectiveness in dealing with racial equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

**EMPLOYMENT EQUALITY (RELIGION AND BELIEF)**  
**REGULATIONS 2003**

The following has been supplied by the Diocese of Shrewsbury Education Service in respect of Catholic Voluntary Aided Schools.

The above Regulations do not diminish the rights of a Governing Body in a Voluntary Aided School under 60(5) School Standards and Framework Act 1998 to give preference, in connection with the appointment, remuneration or promotion of teachers at the school, to persons:

- (i) whose religious opinions are in accordance with the tenets of the religion or religious denomination of the school, or
- (ii) who attend religious worship in accordance with those tenets, or
- (iii) who give, or are willing to give, religious education at the school in accordance with those tenets.

Similarly, regard may continue to be had, in accordance with Section 60(5)(b), in connection with the termination of the employment of any teacher at the school, to any conduct on his/her part which is incompatible with the precepts, or with the upholding of the tenets, of the religion or religious denomination of the school.

Further there are circumstances in which it is a genuine occupational requirement in Catholic schools that a post be filled by a Catholic and the Regulations make specific provision for those employers who have an ethos based on religion or belief. Catholic Voluntary Aided schools fall within this definition. Regulation 7(3) states:

“This paragraph applies where an employer has an ethos based on religion or belief and, having regard to that ethos and to the nature of the employment or the context in which it is carried out-

- (a) being of a particular religion or belief is a genuine occupational requirement for the job;
- (b) it is appropriate to apply that requirement in the particular case; and
- (c) either:
  - (i) the person to whom that requirement is applied does not meet it, or
  - (ii) the employer is not satisfied, and in all circumstances it is reasonable for him not to be satisfied, that the person meets it”.

The categories of posts in a Catholic school or College for which it is a genuine occupational requirement that the postholder be Catholic include Leadership Group posts, Religious Education posts, Chaplaincy posts and roles with a strong pastoral and spiritual element.

Whilst this legislation originally defined the preferential status that Governing Bodies in Catholic schools may accord to teaching staff, the Education and Inspections Act has now extended this to all staff in Catholic Voluntary Aided schools. The rationale for this is that the distinction between the roles of qualified teachers and those who carry out other functions in Catholic schools has been blurred by workforce reform.

## **RACE EQUALITY PRACTICE ACROSS THE FOUNDATION STAGE AND KS1 CURRICULUM**

All subjects at all key stages contain opportunities for teaching directly or indirectly about race equality and cultural diversity. Here are some of the many possibilities.

Imagine these are all-statements from a prospective parent, or from OFSTED, looking to find evidence of good Race Equality practice.

What could you mention as evidence for each area in your school?

### **IN PLAY**

<b>INDICATORS OF GOOD PRACTICE</b>	<b>EVIDENCE</b>
1. The home corner is culturally diverse. At times there is a specific focus on a particular culture or community (e.g. an Asian/White home, a Chinese or Caribbean grocery store etc.).	
2. Dressing up clothes, dolls, puppets, 'duplo' and toys generally are culturally diverse.	
3. Situations are created in structured play to explore issues of cultural diversity, including racism.	
4. Opportunities are taken in unstructured play to explore issues to do with cultural diversity, including racism.	
5. Children are encouraged to voice their opinions, discuss with others and work together in solving problems to do with cultural diversity, including racism.	

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSHE/CITIZENSHIP)**

1. Practitioners and other adults provide a range of positive role models from a variety of communities. Where possible, pupils are given opportunities to interact with people from diverse racial and cultural backgrounds.	
2. Positive images are used, for example, in books and displays, that challenge children's thinking.	
3. There are opportunities in play and learning that take account of children's particular religious and cultural beliefs.	
4. Children are encouraged to develop an awareness of and sensitivity to the needs, views and feelings of others.	
5. Children are encouraged to value their own cultures and those of other people. Similarities and differences are explored.	
6. Children understand that racist name-calling and racist behaviour is not acceptable and why.	
7. Children are encouraged to feel they have a right for others to treat their needs, views, cultures and beliefs with respect.	
8. Children learn about the cultural diversity in UK and its connections with countries worldwide.	

### PHYSICAL DEVELOPMENT (PHYSICAL EDUCATION)

1. Equipment and other materials reflect diverse racial backgrounds.	
2. Pupils are encouraged to participate in and value games, dance, PE and playground activities that reflect diverse racial and cultural backgrounds.	
3. Schools try to involve community members from diverse racial backgrounds to teach games reflective of their backgrounds.	
4. Children are encouraged to explore the racial and cultural diversity in sport and are made aware of stereotyping.	

### LANGUAGE AND LITERACY (ENGLISH)

1. Opportunities exist to share and enjoy a wide range of rhymes, poetry, stories and books, which reflect diverse racial backgrounds.	
2. Children are encouraged to explore differences within the context of similarities.	
3. Imaginative opportunities (eg story and Persona Dolls) are created for children to talk about racist incidents.	
4. Musical and artistic activities reflect diverse racial backgrounds.	
5. Opportunities exist for children to hear, use, see and read familiar words in many languages through posters, notices, labels, book form, audio, and video materials.	
6- Opportunities exist for children to see adults writing in languages as well as English and to write for themselves.	
7. As far as practical bilingual workers are involved in developing the spoken language of those children who speak English as an additional language.	

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD (SCIENCE, GEOG, HISTORY, ICT, RE)

1. Children's own experiences are considered through different school activities to develop an appreciation of diverse racial backgrounds, eg trips, visitors to schools, celebrations, food, clothing, materials etc.	
2. A stimulating environment is provided with resources that reflect cultural diversity.	
3. Activities exist to encourage exploration, observation and discussion about issues to do with racial equality and harmony.	
4. Opportunities exist to explore similarities, differences and patterns between people from diverse racial backgrounds.	
5. The contribution from people from diverse racial backgrounds to the world that we live in is demonstrated in text, pictures, discussion etc.	
6. Opportunities exist for pupils to begin to know about their own cultures and beliefs and those of other people they know.	
7. Opportunities exist for pupils to share their knowledge of their own family heritage and that of other people they know.	
8. Children use ICT to find out about other cultures and races, using internet, software and email links with other schools.	

**CREATIVE DEVELOPMENT (ART, MUSIC, DESIGN AND TECHNOLOGY)**

1 . There is a rich environment, which values creativity and expressiveness across a range of cultures, including displays, posters, artefacts etc.	
2. A wide range of activities reflect cultural diversity.	
3. Resources from different cultures are used to stimulate different ways of thinking.	
4. There are resources that facilitate the exploration of different identities, ie crayons that reflect accurate skin tones and dolls with different skin tones, physical features, clothing, jewellery etc.	
5. Opportunities to work alongside artist, musicians, mime artistes, dancers and other talented adults from a variety of traditions and communities are provided.	
6. Activities which are imaginative and enjoyable and encourage seeing things from different points of view are regularly organised.	
7. Children's specific religious and cultural beliefs are honoured, e.g. whether figurative art is appropriate.	
8. Explorations of colour, shape, form and space in two and three dimensions use materials which reflect cultural diversity.	
9. Song and dance draw on a variety of traditions and cultures.	
10. Art and design draw on different cultures in terms of materials and themes.	
1 1 . Imaginative role play and stories reflect cultural diversity and also provide opportunities to explore feelings (self and others') about inclusion and exclusion.	
1 2. Culturally specific activities are used to enhance and reinforce self-esteem.	

**MATHEMATICAL DEVELOPMENT (MATHS)**

1. Diverse racial backgrounds are reflected in the mathematics of counting, sorting, matching activities.	
2. Geometric patterns and shapes used to draw on a range of cultural traditions.	
3. Diverse racial backgrounds are reflected in stories, songs, games and imaginative play used in teaching numeracy.	
4. Reference is made to a variety of number systems used by people from diverse racial backgrounds.	
5. Children who speak English as an additional language are helped in developing and using specifically mathematical language.	

**DIVERSE NEEDS OF CHILDREN**

1. There are opportunities to build on, extend and value children's own diverse knowledge, experiences, interests and competencies.	
2. A wide range of strategies based on children's language and learning needs are used.	
3. A safe and supportive learning environment is provided free from racial harassment.	
4. Racial stereotypes are challenged.	
5. Materials reflect diversity and are free from discrimination.	

**PARENTS/CARERS AS PARTNERS**

1. All parents/carers are welcomed and valued through a range of different opportunities for collaboration between children, parents and practitioners, including in the development of race equality policies.	
2. The knowledge and expertise of parents/carers and other family members used to support learning opportunities provided by settings.	
3. Practitioners use a variety of ways to keep parents/carers fully informed about the setting's values, including their position on race equality, and curriculum, such as: brochures, displays, tapes, videos.	
4. Means of keeping parents fully informed are available in the home languages of the parents/carers and through informal discussion.	
5. Experiences at home, for example, visits and celebrations, are used to develop learning in the school setting.	

Adapted from Young, Gifted and Equal  
Race Equality Standards for Schools  
from Leicester City Council 2003

## **RACE EQUALITY PRACTICE ACROSS THE KS1 AND KS2 CURRICULUM**

**All subjects at all key stages contain opportunities for teaching directly or indirectly about race equality and cultural diversity. Here are some of the many possibilities.**

**Imagine these are all statements from a prospective parent, or from OFSTED, looking to find evidence of good Race Equality practice.**

**What could you mention as evidence for each area in your school?**

### **ART & DESIGN**

<b>INDICATORS OF GOOD PRACTICE</b>	<b>EVIDENCE</b>
1. Creative and high quality artistic expression is exemplified with reference to a range of art forms from diverse racial backgrounds.	
2. Images and artefacts are related to their cultural contexts so pupils understand the ideas, beliefs and values behind their making.	
3. The development of artistic ideas and products are all shown to be influenced by different traditions.	
4. Pupils are taught to recognize how images and artefacts can influence the way people think and feel.	
5. Differences and similarities in the work of artists, crafts people and designers in different times and diverse racial backgrounds are explored. (NC KS1)	
6. The roles and purposes of artists, craftspeople and designers in different times and cultures are explored. (NC KS2).	
7. Shared human values are shown to be reflected in different artistic traditions.	
8. Visiting artists from diverse racial backgrounds representing contemporary as well as traditional influences, are used.	
9. Artistic traditions of significance to pupils, their families and communities are valued and used appropriately and sensitively.	
10. Pupils are encouraged to develop their own sense of identity and to explore contemporary social issues of concern through art.	

### **DESIGN AND TECHNOLOGY**

1. Reference is made to the contribution of many cultures to the development of technology and its importance in all societies.	
2. Activities, tasks, projects, materials and examples reflect the multicultural nature of society and relate to pupils every day experiences.	
3. Representations of people engaged in technology reflect a broad range of people from diverse racial backgrounds.	
4. The response of people from diverse cultures in their design solutions is reflected on and valued.	
5. Pupils appreciate the range of technologies, both simple and complex, in all societies past and present.	
6. Pupils appreciate the historical and political factors involved in their development.	
7. A global perspective is presented regarding the need for all to use materials in a creative, non-harmful and non-wasteful way.	

## ENGLISH

1.	Literature and drama in a range of genres from a variety of cultures, including English writing from across the world, are used.	
2.	Different forms of English, spoken and written, and their uses are explored.	
3.	Pupils see languages, oral traditions and literary heritages significant to themselves, their families and communities valued and used, including through visiting writers, poets, story tellers and actors.	
4.	Literature, creative writing and drama are used to explore issues of contemporary social concern, such as racism and cultural identity.	

## GEOGRAPHY

1.	The variety of human relationships with the physical environment is explored by looking at commonalities and differences.	
2.	The global interdependence of people at different levels is a developing theme.	
3.	The way the local environment reflects the cultures of its inhabitants is explored.	
4.	The ways different communities use natural resources and the impact of this is explored.	
5.	The traditions and activities of families and communities from diverse racial backgrounds are explored.	
6.	A range of images of developing countries is used to offset the preponderance of negative representations in the media.	
7.	Migration and settlement are explored as common human experiences.	
8.	Pupil's own experience and those of their families and communities are drawn on to illustrate geographical subject matter.	
9.	The social, moral and political dimensions of the development of resources, land use, planning, etc are explored.	

## HISTORY

1.	Differences and similarities between the historical experiences of diverse communities and countries are explored.	
2.	British history is related to events in other countries and set within a global context.	
3.	The social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world, is taught.	
4.	Non-European civilisations feature in the study of cultures, beliefs and historical achievements.	
5.	Pupils have the opportunity to develop their understanding of historical struggles for rights, equality, justice in different societies.	
6.	The movement and settlement of people feature as recurrent themes in British and world history.	
7.	Pupils' own experiences and those of their families and communities are drawn on to illustrate historical subject matter.	

## ICT

1.	The global dimensions and implications of ICT, especially in facilitating communication, are explored.	
2.	Activities, tasks, materials and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.	
3.	Representations of people engaged at ICT reflect a broad range of people from diverse racial backgrounds.	
4.	Software for using/teaching community languages is available.	
5.	Pupils learn to access specific websites which deal with culture, religion and racism.	
6.	Pupils understand how information arises out of a cultural context and explore how websites reflect the culture of their creators.	
7.	Pupils use a variety of international websites as sources of information.	
8.	Pupils establish ICT links with culturally dissimilar schools locally, nationally or internationally.	

## MATHEMATICS

1.	The contributions of many cultures to the development of maths and its use in all societies are explored e.g. making use of different numerical systems.	
2.	Activities, tasks, games, problems and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.	
3.	Representations of people engaged in maths reflect a broad range of people from different racial backgrounds.	
4.	Maths is used as a tool to develop understanding of race relation issues e.g. statistical analysis of your schools racist incidents, surveys of pupil backgrounds, etc.	

## MUSIC

1.	A range of live and recorded music from different cultures is used.	
2.	Pupils become familiar with music and instruments from a variety of cultures.	
3.	Pupils explore the different roles that music can play in different societies.	
4.	Musicians used in school come from diverse racial backgrounds representing contemporary as well as traditional influences.	
5.	Musical traditions significant to pupils, their families and communities are valued and used appropriately and sensitively.	
6.	Pupils are encouraged to develop their own sense of identity and to explore contemporary social issues through music.	

### PSHE AND CITIZENSHIP

1. Similarities and differences between people from diverse racial backgrounds are explored.	
2. Materials and approaches reflect and are sensitive to the multicultural nature of society and relate to pupils' everyday experiences.	
3. Pupils are given opportunities to interact with people from diverse racial backgrounds outside the school.	
4. Pupils learn about the diverse national, regional, religious and ethnic composition of the UK population.	
5. Issues around racial, ethnic and national identity are explored.	
6. Concepts of prejudice, discrimination, racism, exclusion, and injustice are explored with reference to local, national and international affairs.	
7. Pupils learn about the school's racist incidents, policy and procedures, explore why they are needed and what they should do about racist incidents.	

### PHYSICAL EDUCATION

1. Physical activities and games are drawn from a range of cultures and their commonalities and differences are explored.	
2. Pupils are taught to create and perform dances from different cultures.	
3. Pupils learn about sport and games from around the world and how sport can transcend cultural and other boundaries.	
4. Reference is made to a range of cultures in teaching about fitness, health and diet.	
5. Activities are organised that are sensitive to cultural and religious requirements.	
6. Stereotyping and its effects in sport are explored. Pupils understand that racist name calling and abuse run counter to the principles that underlie sport.	

### RELIGIOUS EDUCATION

1. Common elements, concerns and values in different religious traditions are explored.	
2. Diversity within particular religious and faith traditions is explored.	
3. Representatives from a range of faith communities make curricular impacts and the school visits a range of places of worship.	
4. Moral stories from different faiths are used to teach about struggles for justice.	
5. Pupils are encouraged to reflect on their own community beliefs and experiences and to learn from members of other faiths.	
6. Pupils explore media representations and stereotyping of different faith communities.	

### SCIENCE

1. Reference is made to the contribution of scientists from many cultures to the development of science and the use of scientific processes in all societies.	
2. Activities, tasks, experiments, materials and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.	
3. Representations of people engaged in science reflect a broad range of people from diverse racial groups.	
4. Scientific method is utilised to explore and challenge racial stereotyping and myths e.g. that humanity can be divided into discrete racial groups.	

## **Equality and Diversity Supporting Documents**

1. Mainstreaming equality into policy and practice
2. Equal Opportunities for Staff
3. Equality and the law
  - a. Race
  - b. Disability
  - c. Gender
  - d. Sexual orientation
  - e. Community cohesion
4. Consultation
5. Roles and Responsibilities
6. Tackling discrimination
7. Review of progress and impact
8. Publishing the plan
9. Action Plan

## **1. 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;
- 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 attitudes and 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.

### **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 Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **2. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Ss. Peter and Paul 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, sexual orientation, gender re-assignment 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.

### **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

### **3. 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 Ss. Peter and Paul Catholic Primary School will take to meet the general duties detailed below.

#### **3a. 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;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

#### **Under our specific duty we will:**

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;

- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

### **3b. Disability**

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

#### **Definition of disability**

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.

#### **Legal duties**

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.

#### **Under our specific duty we will:**

- Prepare and publish an Equality Policy which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

### **3c. 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 and transgender people.

**Under our general duty we will actively seek to:**

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

**Under our specific duty we will:**

- Prepare and publish an Equality Policy which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

**3d. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

**3e. 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.

**4. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening or governors' consultation meeting;
- 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/Provision Maps, mentoring and support;

- Feedback at governing body meetings

## **5. Roles and Responsibilities**

### 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 based 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 socioeconomic 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 headteacher (as the senior leader responsible for Equalities)**

It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The headteacher 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 headteacher 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 headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **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 headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **6. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation 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 homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary.

All such incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic 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:

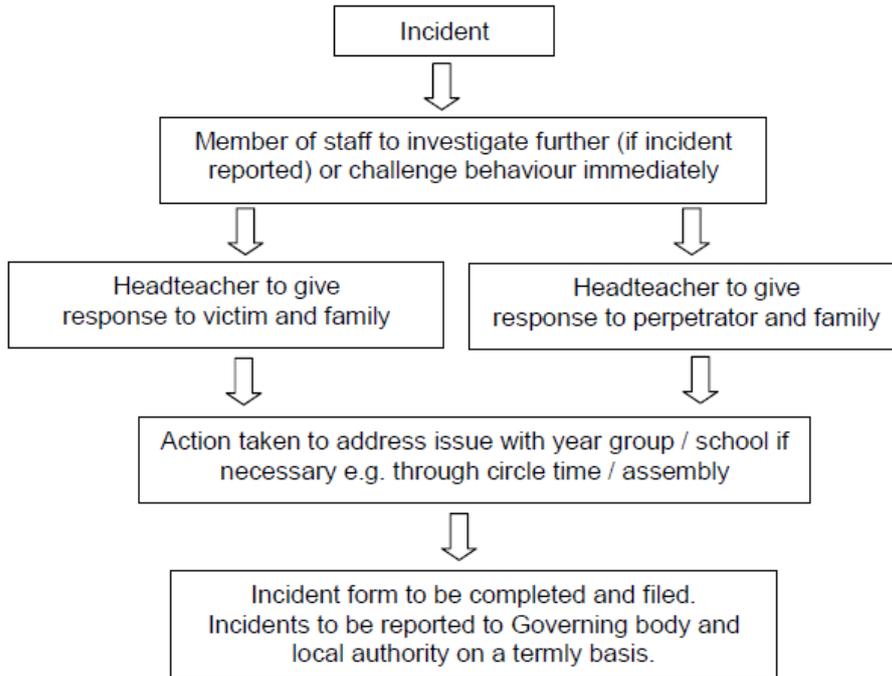
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic 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, gender or sexual orientation;
- 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, disability or sexual orientation

### 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.

The procedure for responding and reporting is outlined below:



### 7. Review of progress and impact

The Policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Policy annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils’ learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement of ALL children, for this plan we monitor specifically by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

### 8. 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.

## **Appendix A**

### **Examples of further actions to include in the action plan to meet the general duties**

#### **ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION**

The school will ensure that:

- o Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- o All staff are aware of the school's Equality Policy;
- o The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- o There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election or co-option); class assemblies; fund raising etc;
- o Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- o Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- o Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

#### **The school will provide:**

- o Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being.
- o Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

#### **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

**The school will:**

- o Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- o Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- o Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- o Support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- o Helping children and young people to understand others and value diversity;
- o Promote shared values, awareness of human rights and how to apply and defend them;
- o Develop skills of participation and responsible action citizenship education.

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

- o Develop and adapt its procedures on anti-bullying to include equality perspectives;
- o Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- o Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- o Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

## **MONITORING IMPACT**

- o The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- o The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

## **APPENDIX B**

### **EMPLOYMENT EQUALITY (RELIGION AND BELIEF)**

### **REGULATIONS 2003**

The following has been supplied by the Diocese of Shrewsbury Education Service in respect of Catholic Voluntary Aided Schools.

The above Regulations do not diminish the rights of a Governing Body in a Voluntary Aided School under 60(5) School Standards and Framework Act 1998 to give preference, in connection with the appointment, remuneration or promotion of teachers at the school, to persons:

- (i) whose religious opinions are in accordance with the tenets of the religion or religious denomination of the school, or
- (ii) who attend religious worship in accordance with those tenets, or
- (iii) who give, or are willing to give, religious education at the school in accordance with those tenets.

Similarly, regard may continue to be had, in accordance with Section 60(5)(b), in connection with the termination of the employment of any teacher at the school, to any conduct on his/her part which is incompatible with the precepts, or with the upholding of the tenets, of the religion or religious denomination of the school.

Further there are circumstances in which it is a genuine occupational requirement in Catholic schools that a post be filled by a Catholic and the Regulations make specific provision for those employers who have an ethos based on religion or belief. Catholic Voluntary Aided schools fall within this definition. Regulation 7(3) states:

“This paragraph applies where an employer has an ethos based on religion or belief and, having regard to that ethos and to the nature of the employment or the context in which it is carried out

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- (a) being of a particular religion or belief is a genuine occupational requirement for the job;
- (b) it is appropriate to apply that requirement in the particular case; and
- (c) either
  - (i) the person to whom that requirement is applied does not meet it, or
  - (ii) the employer is not satisfied, and in all circumstances it is reasonable for him not to be satisfied, that the person meets it”.

The categories of posts in a Catholic school or College for which it is a genuine occupational requirement that the post-holder be Catholic include Leadership Group posts, Religious Education posts, Chaplaincy posts and roles with a strong pastoral and spiritual element.

Whilst this legislation originally defined the preferential status that Governing Bodies in Catholic schools may accord to teaching staff, the Education and Inspections Act has now extended this to all staff in Catholic Voluntary Aided schools. The rationale for this is that the distinction between the roles of qualified teachers and those who carry out other functions in Catholic schools has been blurred by workforce reform.

### 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?
- 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?