

Margaret Roper Catholic Primary School

Russell Hill Road, Purley, Surrey CR8 2XP

Tel: 020 8660 0115 Fax: 020 8660 9656

Email: head@margaretroper.croydon.sch.uk

Headteacher: D. J. Mooney

Deputy Head: Mrs. V O'Byrne



Caring, Learning and Achieving Together as part of God's Family

Equality Policy

Responsible: Ethos Committee

Revised: April 2017

Date last reviewed: April 2017

1 **Mission Statement**

- 1.1 Margaret Roper Catholic Primary School was founded by, and is part of, the Catholic Church. The school is conducted as a Catholic school in accordance with Canon Law and the teachings of the Roman Catholic Church. All members of the school community aim to follow Gospel Values in all aspects of school life.
- 1.2 Our Mission Statement encompasses the need for all to be enabled to reach their potential within the school environment and in accordance with the statutory Duty for Equalities. (April 2010)

Caring, Learning and Achieving together as part of God's Family.

2 **Introduction**

- 2.1 The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education. The Equality Act 2010 replaces all the existing equality law including: The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Race Relations Act 1976, and The Disability Discrimination Act 1995. Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services. The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.
- 2.2 There are NINE 'protected characteristics' members of our community might have. They are:
- Age
 - Disability
 - Gender reassignment
 - Marriage or Civil Partnership
 - Pregnancy and Maternity
 - Race
 - Religion or belief
 - Sex (gender)
 - Sexual orientation

- 2.3 Equality of opportunity is a fundamental aspect of the ethos at Margaret Roper Catholic Primary School. It is the responsibility of the governors, Headteacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.
- 2.4 At Margaret Roper Catholic Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability or socio-economic background. 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.
- 2.5 The achievement of pupils will be monitored by designated vulnerable groups, 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 Margaret Roper 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.

3 Teaching and Learning

- 3.1 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.
 - Create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose.
 - Teach our children the skills to resolve conflicts and be appropriately assertive.

4 Admissions and exclusions

- 4.1 Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. As a Catholic maintained school priority is given to applicants that demonstrate regular practice of the Catholic Faith.

4.2 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.

5 Equality and the Law

5.1 Unlawful discrimination occurs when one person receives less favourable treatment because of their having one or more protective characteristic.

5.2 The law is extensive and complex, especially when the implications of the Human Rights Act also feature in considerations. Accordingly, the schools leader in charge of equalities and governors will provide general advice on matters which require clarification whilst ensuring professional guidance is sought when specific reference is needed to the Equality Act 2010 and relevant EU legislation.

6 Staff

6.1 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.

6.2 All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

6.3 As the employer of staff we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

6.4 Equality aspects such as gender, race, disability and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

6.5 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;
- Strategic Leadership Team support to ensure equality of opportunity for all.

7 Community Cohesion

- 7.1 All of our children share a common catholic background but within this we have a diverse intake of children from a range of cultures. Therefore we have adopted an explicit approach to multicultural teaching and learning in order to prepare them for their diverse world and the diverse community they live in, with its richness of cultures and beliefs.
- 7.2 The school takes into account its context in the communities of Purley, Croydon, London and the wider world community. Pupils will be taught to respect and learn about different faiths, cultures and traditions so that they will be able to develop positive attitudes towards their fellow humans, and, through their understanding, foster greater respect and tolerance.
- 7.3 These positive values must also be fostered in the context of fundamental **British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These will be actively promoted by the school through its curriculum and everyday actions.

8 Consultation and Involvement

- 8.1 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 and will achieve this by using the following to shape the plan:
- Feedback from parent questionnaires, parents' evening, parent consultation through the school website and email.
 - 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.

9 Roles & responsibilities

- 9.1 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.
- 9.2 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.
- 9.3 The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils. The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

- 9.4 The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.
- 9.5 It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- 9.6 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.
- 9.7 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.
- 9.8 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.
- 9.9 The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- 9.10 All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- 9.11 All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- 9.12 All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- 9.13 Teachers will support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

10 Evaluation & Review

- 10.1 This plan has been agreed by our governing body. We have a rolling programme for reviewing our school policies and their impact. We will review progress against our equality plan annually and review the entire plan and accompanying action plan on a three year cycle.
- 10.2 The Equality objectives outlined in appendix 1 of the Equality Plan are the key focus at point of publication. These will be reviewed annually.
- 10.3 Appendix 2 provides a useful check list for staff and governors to evaluate the provision and quality of the schools work on equality.
- 10.4 Responsibility for reviewing the effectiveness of the Equality plan is held by the governors Ethos subcommittee, although all governors committees must have regard to the principles therein in their usual business; for instance recruitments, curriculum design, outcome analysis, etc.

Appendices:

- 1 Equality plan targets 2017
- 2 Checklist for school staff and governors
- 3 Definitions of discrimination
- 4 Response to incidents – guidance.

Appendix 1 - ACTION PLAN 2017

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

For further examples of actions please see Appendix A. You may also wish to cross reference the action plan with actions in other documents e.g. School Improvement Plan / Accessibility Strategy / Special Educational Needs Policy.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	MUST BE INCLUDED Publish and promote the Equality Plan through the school website, newsletter and staff meetings, school council.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	April 2017	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays and is daily practice Parents are aware of the Equality Plan
All	<i>Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</i>	<i>Achievement data analysed by race, gender and disability</i>	<i>Headteacher / Governing body</i>	<i>Annually in Sept</i>	<i>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</i>
All	<i>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</i>	<i>Increase in pupils' participation, confidence and achievement levels</i>	<i>Humanities lead, through history lesson plans</i>	<i>May 2017</i>	<i>Notable increase in participation and confidence of targeted groups</i>
All	<i>Ensure representation on the gifted and talented programmes fully reflects the school population in terms of race and gender.</i>	<i>Gifted and Talented register monitored by race, gender and disability</i>	<i>Inclusion Manager</i>	<i>Annually – September 2017</i>	<i>Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity</i>

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
<i>All</i>	<i>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</i>	<i>Increase in pupil participation, confidence and positive identity – monitor through PSHE</i>	<i>Headteacher Staff in charge of display</i>	<i>Ongoing</i>	<i>More diversity reflected in school displays across all year groups</i>
<i>All</i>	<i>Ensure 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.</i>	<i>School council representation monitored by race, gender, disability</i>	<i>Member of staff leading on school council</i>	<i>Ongoing</i>	<i>More diversity in school council membership. Monitor gender balance in after school clubs.</i>
Race Equality Duty	MUST BE INCLUDED Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
<i>Disability Equality Duty</i>	<i>Promote Governor vacancies with leaflets in accessible format and by specifically welcoming applications from disabled and minority ethnic candidates.</i>	<i>Monitoring of applications by disability to see if material was effective</i>	<i>Lead Governor on SEN</i>	<i>When vacancy occurs</i>	<i>More applications from disabled candidates to be School Governors</i>
<i>Community cohesion</i>	<i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. Provide multicultural events to celebrate the school diversity such as Multicultural food fair</i>	<i>PSHE assessments</i>	<i>Member of staff leading on PSHE</i>	<i>Ongoing</i>	<i>Increased awareness of different communities shown in PSHE assessments</i>

Appendix 2 – Checklist for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Appendix 3 – Definitions of discrimination

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

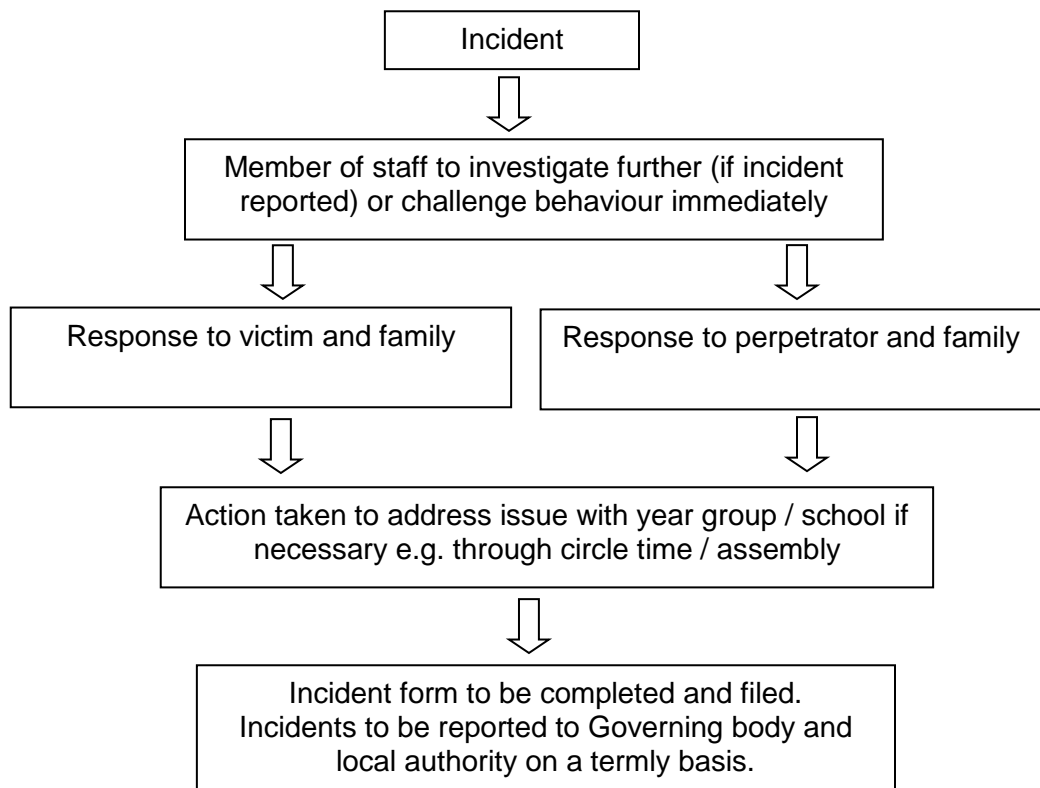
Types of discriminatory incidents that can occur are:

- 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.

Appendix 4 - Response to Incidents – Guidance

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

A suggested procedure for responding and reporting is outlined below:



Cross Referencing to other key school policies

- Behaviour policy & procedures
- Safeguarding policy
- Teaching & Learning Policy
- Home/School agreement
- Staff Code of conduct
- E- Safety policy
- SEN policy
- Accessibility Plan
- Complaints policy
- Whistleblowing policy