



**St Bede's RC
Primary
School Single
Equality Policy**

St Bede's RC Primary School Single Equality Plan

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1. Mission Statement

Our Mission Statement says “Jesus is at the heart of life in St Bede’s. We pray that He will guide us to be happy, love one another and always do our best.”

At St Bede’s RC 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, faith or religion 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.

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 St Bede’s RC Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including 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.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St Bede's RC Primary School.

To this end:

- 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;
- Ensure that 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.

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 reassignment 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.

At St Bede's RC Primary School we will ensure this commitment is met by:

- 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.

4. Equality and the law

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

The action plan at the end of this Equality Plan outlines the actions St Bede's RC Primary

School will take to meet the general duties detailed below.

4a. 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 attached at appendix A;
 - 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.

4b. 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 Plan 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.
- Provide additional support for disabled parents/carers and staff to help them to play a full part in the life of the school;
- 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.

4c. 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 Plan 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.

4d. 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.

4e. 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.

5. 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 parent questionnaires, parents' evening and parent forum meetings;
- Input from all staff through teaching staff meetings and support staff meetings/INSET;
- Feedback from the School Council, PSHCE lessons, whole school surveys on children's attitudes to self and school (Pupil Attitude Questionnaires);
- Issues raised in annual reviews or reviews of progress on Individual
- Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing Body meetings.

6. Roles and Responsibilities

The role of governors:

- The Governors of St Bede's RC Primary School have set out their 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 Governors of St Bede's RC Primary School seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The Governors of St Bede's RC Primary School 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 of St Bede's RC Primary School welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governors of St Bede's RC Primary School ensure that no child is discriminated against whilst in our school on grounds of their race, sex or disability.

The role of the Head Teacher:

- It is the role of the Head Teacher to implement the school's Equality Plan and she is supported by the Governing Body in doing so.
- It is the role of the Head Teacher to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Head Teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

- The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

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

The role of all staff: teaching and support:

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.

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

7. 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. The staff of St Bede's RC Primary School have clear guidelines on 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 the class teacher/Head Teacher where necessary. All incidents are reported to the Head Teacher and racist incidents are reported to the Governing Body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, 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 is clear to pupils and staff how they report incidents. All staff, teaching and support, view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting is outlined below:

Incident

Member of staff to investigate further (if incident reported) or challenge behaviour immediately

Response to victim and family

Response to perpetrator and family

Action taken to address issue with year group/school if necessary e.g. through circle time/assembly

8. Review of progress and impact

The Plan 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 Plan 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 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.

9. 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;
- Ensure a spoken recorded copy is available for those who require it;
- Ensure hard copies are available.

10. ACTION PLAN

Equality Strand

Action

How will the impact of the action be monitored?

Who is responsible for implementing?

What are the timeframes?

Early success indicators

1. Publish and promote the Equality Plan through the school website, newsletter and staff meetings.

Question about parent awareness of Equality Scheme in annual survey?

Head teacher/designated member of staff

Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays

Parents are aware of the Equality Plan

2. 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.

Achievement data analysed by race, gender and disability

Head teacher/Governing body

Annually Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups

3. Ensure that the curriculum promotes positive attitudes and equality
Monitored in Planning Teaching Staff
Increase in awareness of all communities
Race Equality Duty
Identify, respond and report racist incidents as outlined in the Plan.
Report the figures to the Governing Body/Local Authority on a termly basis.

4. 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

5. Race Equality Duty/Gender Equality Duty
Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.
Increase in pupil participation, confidence and positive identity – monitor through PSHE
Headteacher Ongoing
More diversity reflected in school displays across all year groups

6. Gender Equality Duty
Encourage girls/boys to take up sport outside the curriculum requirements, including offering dance and judo lessons, to make participation rates more reflective of the school population.
Increased participation of girls in sports clubs and out of school sport activities
Member of staff leading on sports/PE ongoing
More representative take up of before/afterschool sports clubs

10. ACTION PLAN

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How will the impact of the action be monitored?

Who is responsible for implementing?

What are the timeframes?

Early success indicators

1. Disability Equality Duty
Make sound recordings of important documents/newsletters when requested.
All parents/guardians equally informed
Office Ongoing
Increased communication with parents/guardians with difficulties.

2. Disability Equality Duty
Provide private individual meetings with parents/carers to discuss any disability issues individuals may have.
All visitors equally informed Headteacher Ongoing
Increased participation in school life by parents/carers/pupils with difficulties.

3. Community Cohesion
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.
PSHE assessments Headteacher Ongoing
Increased awareness of different communities shown in PSHE assessments

4. Community Cohesion

Fundraise for local, national and international charities throughout the year e.g. CAFOD, Royal British Legion, MND, Macmillan Cancer, Marie Curie Research, St Clare's Hospice
Enjoyment of participants helping others

SLT Ongoing

Increased funding raised.

ST BEDE'S RC PRIMARY SCHOOL Race Equality Policy



Appendix A

Effective Date: January 2016

Review Date: January 2018 or sooner if recommended by LCC

Signature: Chair of Committee

MISSION STATEMENT

**Jesus is at the heart of life in St Bede's School.
We pray that He will guide us to be happy, love one another
and always do our best.**

“Children at the Heart of our School. School at the Heart of our Community”.

AIMS

Our Race Equality Policy is an integral part of our school life and reflects the Mission Statement, core values and ethos of the whole school community. As a school we recognise our statutory duty to eliminate racial discrimination and promote racial equality and good race relations in all that we do.

LEADERSHIP, MANAGEMENT AND GOVERNANCE

The Governing Body is committed to promoting equality of opportunity, good race relations and eliminating unlawful racial discrimination. The Governors expect all staff, pupils and parents to support us in this work. We will monitor carefully the implementation of this policy and its related procedures and strategies in order to improve our practice. We will ensure that all our current policies are assessed for their impact on different racial groups. The Governors will develop their knowledge and understanding of race equality.

It will be the responsibility of the Head Teacher to ensure that this policy is successfully implemented and that all those who work in the school understand what they are to do and have appropriate training and support. The Head Teacher will ensure that appropriate action is taken in the event that this policy is not complied with. All staff have a responsibility for ensuring that the policy is implemented fully. The Head Teacher is the member of the senior management team with designated responsibility for race equality. Responsibilities will include the monitoring and reporting of racist incidents to the Governing body and the LA.

The Governors expect that **all staff** will know how to recognise and deal with racist incidents, and to challenge racial bias and stereotyping, both inside and outside the classroom.

Teaching staff have a central role in promoting race equality. The effectiveness of our policies will be judged by how successfully they encourage, support and enable all pupils to reach their full potential; by how they ensure that all racial groups have full access to the curriculum and by how they promote race equality through teaching and learning, but curriculum and the quality of pastoral care and guidance.

HOW THE SCHOOL WILL FULFIL ITS COMMITMENT TO RACE EQUALITY

Ethos

The school will fulfil its commitment to race equality by:

- valuing diversity and by actively promoting good inter-personal and community relationships.
- promoting an atmosphere of mutual respect and trust among all members of the school community.
- ensuring that all staff, pupils and parents are treated with respect and dignity.

Racism/racial harassment

The school will fulfil its commitment to race equality by dealing firmly, consistently and effectively with racist incidents, harassment and bullying. The school will ensure that all such incidents are recorded, investigated and reported to the LA.

Curriculum/teaching and learning

The school will fulfil its commitment to race equality by:

- ensuring that the curriculum incorporates the principles of race equality and promotes knowledge and understanding of, and positive attitudes towards diversity.
- ensuring access to the curriculum for all pupils to meet their individual needs.
- ensuring that all teachers' planning and delivery takes account of racial and cultural diversity and the need to challenge stereotypes.
- creating learning environments where all pupils can contribute fully and feel valued.
- ensuring that resources in all areas of the curriculum promote an understanding of racial and cultural diversity.

Achievement/attainment/assessment/progress

The school will fulfil its commitment to race equality by having procedures to monitor attainment and achievement by racial groups in order to identify and respond to trends and patterns. The school will strive to maintain equally high expectations of all pupils.

Attendance/Behaviour/Discipline/Exclusion

The school will monitor pupil attendance, behaviour and exclusions by using the data to ensure that procedures are applied fairly and equitably to all pupils.

Staff recruitment and career development

The school will fulfil its commitment to race equality by monitoring and evaluating employment practices and by reporting to the LA to allow it to fulfil its specific duty under the Act in line with LA guidelines.

Community/Parental consultation

The school will work in partnership with parents and the community to develop positive attitudes to racial diversity.

Membership of the Governing Body

The school will strive to ensure that membership of the Governing body reflects the community it serves.

IMPLEMENTATION

The school's development/improvement planning process will be the main vehicle for implementing the policy. The process for implementation is as follows:-

- To ensure this policy is brought to the attention of all working in St Bede's RC Primary School.
- All co-ordinators will ensure that race equality continues to be reflected in the curriculum and issues continue to be discussed and addressed through circle time and PSHE.