

Equality & Diversity Policy



St Vincent's Catholic Primary School

Together, through Christ, we grow and learn

Date of Policy: March 2022

Date of next Review: September 2024

Person Responsible: Senior Leadership Team

Presented to Staff and Governors: March 2022

Related Policies: Inclusion Policy, Disability Equality Scheme, Behaviour Policy, SEN policy, Accessibility Plan.

Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

At St. Vincent's Catholic Primary School, we believe that diversity is a strength, which should be celebrated by all who work, teach and visit here. We believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion or social class. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person.

We know that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all.

We aim:

- To enable all pupils and staff to achieve their full potential regardless of gender, race, culture, colour and origin.
- To ensure there is not discrimination against anyone because of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex or sexual orientation (the protected characteristics).
- For all pupils and staff to recognise, respect and celebrate the achievements of all individuals from different races and cultures within the school community.
- To promote the idea that every individual is unique, special and deserving of respect.
- To encourage every child and adult to be proud of their gender, origin and racial and cultural heritage.
- To cover equality issues in our curriculum as part of our focus on pupils' spiritual, moral, social and cultural (SMSC) development.
- To make children aware of our complex, diverse society and prepare them to play an integral part as citizens.
- For staff and children to recognise discrimination and know strategies to deal with it and the appropriate places to seek advice.
- To eliminate unlawful discrimination. (Race Relations (Amendment) Act 2000)
- To promote equality of opportunity and good relations between people of different racial groups in every area of school life. (Race Relations (Amendment) Act 2000)
- To improve outcomes for all individuals of all backgrounds.

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Noelita Ilardia Larrauri. They will:

- › Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (Marion Siswick) will:

- › Support SLT in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every year to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. Equality guidance is also included in the Staff Handbook.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to stay in at break times whilst they are fasting)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Education (RE), citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community for example QPR for #LetGirlsPlay. This also includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community e.g to different places of worship.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Equality Objectives

Please see our separate Equality Objectives Action Plan which is reviewed every four years. Last review March 2022

Monitoring and Reporting

The school will take the following steps to monitor and report on the impact of the Equalities and Diversity Policy on pupils, parents and staff:

- The Head teacher will report regularly to the Governors on the implementation of the Equality and Diversity Policy, both verbally during Governors' Meetings and in the Head teacher's Report to Governors.
- Incidents of intended discriminatory behaviour will be reported as they occur to the Governors.
- Staff, Pupils and Parents will be given the opportunity to feed back on any relevant issues annually in the Staff, Pupil and Parent questionnaires.

Appendix A: Procedures for dealing with unlawful discrimination incidents

- If any child makes a comment or carries out an action which another child or adult feels to be of a discriminatory nature, the child should refer the incident to an adult immediately. The adult should ask, "Why did you say that?"
- If the adult is able definitely to establish that the reference was not made in an unkind or derogatory way, the adult should speak to the child involved and explain that the comment has upset another child, explaining the necessity of respecting others and being sensitive to other people's feelings. The child should be asked to apologise. Alternatively, the class teacher may decide to carry out some Circle Times with the class in question to talk about issues raised. The incident should always be recorded on CPOMS.
- If the adult is able to establish that the action or comment was made with unkind or derogatory intent, or if the adult is not sure, the child involved should be sent to the Head teacher. The Head will discuss the incident and remind the child of the schools' Equalities and Diversity Policy. Both the parents of the child who was upset by the incident and of the child who carried out the incident will be informed. The parents may be asked to come in for a meeting with the Head to discuss further action. All incidents referred to the Head teacher will be recorded on CPOMS.
- If any adults discriminate an individual, the incident should be immediately referred to the Head teacher who will ask all parties to make a record of the incident. The Deputy will take minutes of any meetings concerning the incident. If the adult is a member of staff, the Disciplinary Policy will be used, the stage being dependent on the gravity of the incident. Governors will be involved and a formal record will be made.
- If the adult is a parent, a record will be made of the incident and they will be asked to give an undertaking that such an incident will not occur again. If they refuse, they will be asked not to enter school premises.
- Any incidents of physical discrimination or aggression will be dealt with severely. The police and LA will be involved and the offending adults will be excluded from the premises and may be prosecuted.

Model Equal Opportunities Statement of Values for a Catholic School or College (incorporating Race Equality Policy Statement)

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

- **the uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

- **the search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

- **the education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

- **the education of all**

We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

- **moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we will strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and required to support them;
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in "inequality by default". We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.