



St Patrick's Catholic Primary School
Single Equality Policy

(with statements on Diversity and Community Cohesion)
TO BE READ IN CONJUNCTION WITH THE SCHOOL'S MISSION STATEMENT

Introduction

St Patrick's School follows the Liverpool LEA guidance on addressing schools' duties under Equalities legislation, recognizing that schools can play a vital role in promoting equal opportunities and in creating a society which respects diversity, meets the needs of its citizens and avoids discrimination in any form (*see also our policies on SEN/Inclusion, Admissions, Safe Recruitment, Personal, Social and Health Education and Citizenship, our Anti-Bullying Policy, and also the School Prospectus, Development Plans and Accessibility Plans*).

Background:

The Single Equality Act which came into place Oct 1st 2010 requires that the duties that are previously set out set out in our Race, Disability and Gender policies into one single Equality Duty. This policy is written to bring together and harmonise those policies. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all **seven** of the equality strands: **age, disability, gender, gender-identity, race, religion or belief and sexual orientation**. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

(See Appendix: LEGISLATION)

We also have regard to the guidance on INCLUSION in the Curriculum 2000 document, as well as the Special Educational Needs Revised Code of Practice.

Our Aims

- To provide a safe and welcoming place for all persons in the school or having connections with the school - pupils and adults.
- To help children and parents who join the school community to be fully aware of the school's ethos and be supportive of it, and to consult extensively in doing this, so as to ensure that we are constantly aware of viewpoints and issues which may develop.
- All policies to accord equality of respect, dignity and esteem to all, whatever their background, colour, culture, gender, orientation, role, age, origins, appearance, status or ability.
- To foster an understanding that diversity within our community is enriching.
- To promote justice, equality of opportunity and fair treatment for all pupils, allowing all, irrespective of their background or ability, to achieve the level of success and self-respect which they deserve.
- To challenge all forms of personal discrimination against individuals, especially those who are perceived as 'different' or outsiders; and any discrimination against any groups of people based on group stereotype
- To instill in pupils an awareness that sexism, racism and other prejudices are unacceptable, and to establish an environment and curriculum where school becomes effective in reducing prejudice and raising self-esteem, giving children the confidence to resist such attitudes.
- To support Looked After Children and work to ensure they may achieve good standards of attainment and progress.

- To support Asylum Seekers, Traveller families and any other group which may encounter prejudice, as they access education.
- To work to eradicate the use of discriminatory, insulting or intimidating language of any kind within the school, including homophobic language.
- To take appropriate action when dealing with any form of sexism, racism any other discriminatory attitudes and behaviour within the school environment.
- To recognise in our teaching the major contributions made by people of all cultures - and both women and men, "able-bodied" or not - in the Arts, Sciences and Humanities.
- To make careful choices when resourcing the school in order to ensure that prejudicial stereotypes are not reinforced.
- To work towards the removal of the "invisibility" of the black community, women and the disabled from curriculum angles and perspectives. Every child is to be held in high esteem; their needs carefully assessed and monitored in the light of their ability, talents and previous and present experience.
- To ensure that all are entitled to appropriate educational and spiritual provision.
- To strive to ensure that every child has the opportunity and support necessary for them to attain their full potential in every sphere of achievement.
- To ensure the positive achievements of all pupils will be celebrated and recognized.
- To invite writers, performers and other role models with diverse cultural racial, social and gender backgrounds into school to work with the children.
- To ensure that overall structures, policies and attitudes are evaluated and regularly reviewed in order that no one within the school community is subject to discrimination or prejudice in any context.
- To ensure that those with management responsibility and individual members of staff, accept responsibility for planning teaching, learning and curriculum apply this policy to all we do.
- To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.

Staff: The school adopts the Local Authority's advice and guidance through its Human Resources policies for fair advertising, recruitment, selection, training and retention of staff. The school recognises all staff have the right to work in a safe and harassment free environment, the right to career advancement pathways and that staff have individual and collective responsibility to respect each other's contributions regardless of age or experience, and to support the school's ethos and principles of safeguarding within the recruitment process.

For Governors and Headteacher

- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.
- Overall structures, policies and attitudes are to be evaluated and regularly reviewed in order to ensure that no one within the school community is subject to discrimination or prejudice in any context.
- In recruiting staff, qualifications, experience and suitability for the proper discharge of relevant duties will be taken into account. Age, gender, disability, ethnic origins, married or single status will not be considerations.
- The safeguarding of children is paramount in all recruitment scenarios.
- All recruited to the staff of this Catholic school are to have respect for the teaching of the Catholic Church and its place in the life of the school.
- All staff, whatever their religious persuasion, are highly valued for their service and positive contribution to the ethos of our Catholic school community.

The Ethos of our school

At St. Patrick's, we feel that racism and other prejudices go against our aim of a feeling of safety and well-being for all our children. We want visitors to feel at ease in our environment and be able to see, through diverse resources, displays and the well-informed attitudes of our staff and children, that we value every individual as equal. We want the victims of injustice or prejudice not only to feel that the situation will be addressed, but also that it will be addressed openly, and that he/she will receive positive support in order to develop strategies for coping with the upset he/she has suffered.

We will also counsel the child who has made the remarks in order to help them, in a positive way, to understand that such language/attitudes are hurtful and wrong, and to prevent any further occurrence.

We want the children to become able to recognise prejudice and injustice in everyday life and, through their knowledge and understanding, combat them positively and effectively. We want them to become aware of racial or prejudicial attitudes in the media, or wherever else it may occur, and be able to analyse it.

We hope, as a staff, to show by example that we value diversity, and to create an atmosphere that is conducive of mutual respect.

We aim to consult and involve parents so that we can constantly be up to date with the ever-changing development of groups, cultures and viewpoints and do not offer stereotyped, out of date images of any groups, cultures or viewpoints.

In the light of many recent cases of racism, homophobia and maltreatment of the vulnerable, we recognize the need to rigorously implement this policy. We also appreciate the need to be proactive about equality education so that all pupils and staff become more informed and understanding of each others values, beliefs and human rights.

We are very aware of the apparent "invisibility" of some groups that has lain unchallenged for years in books and in some sections of the media that present a one-sided view of history and culture.

We aim to continue to involve parents as well as governors and staff in the constant monitoring of this policy and welcome any advice that they may give.

The community, diversity and community cohesion

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Partnerships with parents and carers, governors, all stakeholders and the wider community are central to our school's strategies and essential to the implementation of this policy and our School Development Plan.

Procedures

- We will regularly review our procedures for dealing with racist incidents as a whole school/staff approach, and we will use the Local Authority model framework for reporting and monitoring racial incidents, with minor adjustments in format.

(Please see appended reporting and monitoring forms and model letters).

- We will also regularly review our procedures for dealing with incidents of bullying or harassment, reporting and monitoring incidents, with the aim of eliminating all such inappropriate behaviour related to **age, disability, gender, gender-identity, religion or belief and sexual orientation**. (Please see appended reporting and monitoring forms and model letters).
- **In accordance with our statutory duties in respect of Equalities legislation, we will formulate equality and diversity targets and objectives within the School Development Plan.** This will ensure that these principles are central to our everyday work in ensuring the best education, welfare and personal development for all our learners. Representatives of all stakeholders will be involved in this process.

(see relevant parts of SDP, including Accessibility Plan)

- **The progress towards these targets and objectives will be reviewed annually, and the outcomes reported to governors (through SDP review pages)**
- **Relevant outcomes will also be reported to the Local Authority**
(Please see School Development Plan and Recording and Reporting procedures:
 - Equalities Plan
 - Accessibility Plan
 - Other relevant parts of the SDP, eg. SEN, Attendance, PSHE, RE, Parents in Partnership
 - Procedures for academic target-setting, monitoring and reporting to LA, Governors and Parents

Role of the Co-ordinator

The headteacher, supported by the Deputy Head, will ensure that we work together towards the fulfillment of specific aims and objectives set out in this policy.

Staff Checklist for Curriculum Planning purposes.

- Be aware of aspects within each topic that are more open to an equal opportunities perspective, and that challenge race, gender, age and physical stereotypes.
- Ensure that there is scope within planning and delivery of teaching to cater for the learning needs of all ability levels.
- Actively challenge stereotyping, prejudice and discrimination.
- Be willing to take on controversial issues including racism, sexism and homophobia.
- Challenge the absence or distortion of the lives and successes of some groups such as black people, women, people with disabilities, or the disadvantaged.
- Show similarities as well as differences.
- When choosing examples use families from a variety of different backgrounds.
- Avoid 'tokenism'.
- Avoid purely touristic, exotic, and decorative views of social or cultural groups: try to demonstrate a true image.
- Show the skills of people from different cultural and social groups within Britain to illustrate positive diversity within the British way of life.
- Value the social background and identity of the children in the classroom.
- Value the **language diversity*** of children in the classroom.

(In doing this, we must have special regard to the needs of developing bilinguals as they assimilate English as an additional language.

We will work closely with ELLS, EMTAS and other relevant bodies to ensure this).

Equalities checklist

1. Resource purchase checklist - check presentation of:

- Ethnic groups
- Gender roles
- People of differing abilities
- Family grouping mix
- Class
- Urban/rural living
- Religious/cultural diversity
- Authority figures
- Language groups/scripts

in relation to books, posters, home corners, story tapes, music resources.

2. Checklist; take our aims into consideration when considering

- Positive images
- Classroom groupings
- Activities access
- Diversity of resource collection for topic work (e.g. food)
- Show similarities as well as differences.
- Value and draw upon the language diversity of our pupils.
- Lining up?
- Registers?
- Follow up any complaints re: racist abuse, bullying or intimidation

Policy written by: J Lewis

Date of policy: September 2015

Review date: September 2018

APPENDIX: PRINCIPAL LEGISLATION; EQUALITIES

- o *Sex Discrimination Act 1975*
- o *Race Relations Act 1976*
- o *Sex Discrimination Act 1986*
- o *Employment Act 1989*
- o *Disability Discrimination Act 1995*
- o *Protection from Harassment Act 1997*
- o *Human Rights Act 1998*
- o *Race Relations (Amendment) Act 2000*
- o *Special Educational Needs and Disability Act 2001 (often abbreviated to SENDA)*
- o *European Directive on Equality in the Workforce 2002*
- o *Employment Equality (Religion or Belief) Regulation 2003*
- o *Employment Equality (Sexual Orientation) Regulation 2003*
- o *The Employment Equality (Sex Discrimination) Regulations 2005*
- o *Disability Discrimination Amendment Act 2005*
- o *Equality Act 2006*
- o *Racial and Religious Hatred Act 2006*
- o *Employment Equality (Age) Regulations 2006*
- OSingle Equality Act 2010

ALSO

- o The Education and Inspections Act 2006 introduced a **duty on all maintained schools in England to promote community cohesion** and on Ofsted to evaluate and report on the contributions made in this area.
- o The duty on schools came into effect from 1st September 2007 and the duty on Ofsted started in September 2008.

The current legal duties for schools and their governing bodies - Roles and responsibilities

Race equality - having a race equality policy has been a legal requirement in schools since May 2002. the Race Relations (Amendment) Act 2000 imposes a positive duty on schools to promote race equality.

The general duty includes:

- Promoting equality of opportunity
- Eliminating unlawful discrimination
- Promoting good relations between people of different racial groups

Specific duties for schools: The law says that a Governing Body must:

- Prepare and maintain a race equality policy
- Develop an implementation plan
- Assess the impact of policies and procedures on pupils, staff and parents
- Monitor and review the operation of such policies and procedures in particular their impact on the attainment levels of black or ethnic minority pupils
- Monitor the school workforce by ethnicity. Monitor applicants, those short listed and those appointed by ethnicity. Monitor internal appointments by ethnicity.

Disability Equality - The Disability Discrimination Act 2005 introduces general and specific duties for schools.

The general duties are:

- Promote equality of opportunity between disabled persons and non-disabled persons
- Eliminate discrimination harassment of disabled persons
- Promote positive attitudes towards disabled persons in public life
- Take steps to take account of disabled person's disabilities, even where that involves treating disabled people more favourably

Specific duties include:

- The development of a Disability Equality Scheme that provides a framework to assist schools in planning, delivering, evaluating and reporting on their activities to ensure they comply with the general duty
- An associated action plan that shows the steps over a three year period of how the school will meet the general duty

Gender Equality - The Equality Act of 2006 amends the Sex Discrimination Act 1975 to place statutory duty on all public authorities (including schools) when carrying out their functions and, to have due regard to the need to :

General duty:

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

Specific duties require each school to:

- Prepare and publish a Gender Equality Scheme showing how it intends to fulfil its general and specific duties and setting out its gender equality objectives
- Consider the need to include objectives to address the causes of any gender pay gap in formulating overall objectives
- Gather and use information on how the school's policies and practices affect gender equality in the workforce and delivery of services
- Consult stakeholders and take account of relevant information in order to determine its gender and equality objectives
- Assess the impact of its current and proposed policies and practices on gender equality (on men and women, boys and girls)*
- Implement the actions set out in its scheme within three years
- Report against the scheme every year and review the scheme at least every three years

The Gender Equality Duty and Schools - Guidance for public authorities in England published in March 2007 defines in detail the meaning of 'scheme' and 'objective' in the context of Gender Equality.

The general duty came into effect for all schools in April 2007.

Religion or Belief, Sexual Orientation and Age regulations

Religion or Belief - The Equality Act 2006 introduced legislation in relation to the provision of education by prohibiting discrimination on the grounds of religion or belief. Religion or belief includes any religion which has a clear structure or belief system, whilst belief is defined as any religious or philosophical belief. Any lack of religion or belief is also covered by these phrases. Schools are encouraged to be familiar with present employment regulations and admission procedures as they relate to their particular establishments and where they may be exceptions to allow discrimination on

the grounds of religion or belief. The new laws also relate to all services provide by schools, extended schools and those schools that are at the hub of the new children's centres. Parents, other service users and visitors will also be entitled to protection under the 'goods, services and facilities' aspects of the legislation.

Sexual orientation - The Equality Act 2006 has harmonised legislation in relation to the provision of goods, facilities and services by prohibiting discrimination on the grounds of sexual orientation, including perception of sexual orientation. This legislation complements legislation introduced in 2003 that makes it unlawful to treat people less favourably because of their real or perceived sexual orientation in employment. Issues such as how the curriculum reflects religion or belief and sexuality including sexual orientation (lesbian, gay, bisexual and trans-sexual issues), would be an important part of the school's planning and improvement agenda.

Age discrimination legislation - This was introduced from October 2006. The law says that people cannot be discriminated against due to their age. The regulations will affect us all and cover people of all ages, both old and young. The new regulations aim to tackle assumptions about capability or fitness of someone based purely on their age and to counter age myths. The main areas legislation will impact on are:

- Recruitment and selection
- Harassment and dignity at work
- Training and promotion during employment
- Retirement

Harassment, victimisation or unjustifiable exclusion from training on the grounds of age will now be unlawful.