



Single Equalities Policy (inc. Single Equalities Action Plan)

<i>Date</i>	<i>Sept 2022</i>
<i>Date of Review</i>	<i>Sept 2024</i>
<i>Signed Chair of Governors</i>	
<i>Signed Headteacher</i>	

We are a Catholic family growing in Christ's love.
We value everyone in our community.
We learn, play and pray together through the love of Jesus.
We strive to be the best that we can be.

The St Teresa Catholic Primary School
Single Equality Policy 2019-2022
Includes Disability, Access, Gender and Race

Core Principle

The St Teresa Catholic Primary School is committed to the inclusion of all pupils, staff, governors and parents into its environment and work. This includes ensuring equality of provision for all stakeholders and those within the community with an interest in the school. The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community. The school will consider the three main elements as stated in the Index for Inclusion:

- Creating inclusive cultures
- Producing inclusive policies
- Evolving inclusive practices

DISABILITY - What is disability?

This is a summary definition of disability taken from the 'Disability Discrimination Act: Guidance on matters to be taken into account in determining questions relating to the definition of disability' 2006 'A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

- A physical or mental impairment includes sensory impairments: impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial
- Long term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech; learning or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Our commitment covers all aspects of school life and includes:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Disability Discrimination Act;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation by disabled people in public life;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

ACCESSIBILITY – What is access?

Access is providing all stakeholders with clear and distinct opportunities to be able to access all areas of the school buildings and grounds and the curriculum. The school will set out key areas for development over a three year period to be improved or maintained to enable this aim to be implemented. This is directly linked to the disability aspect of this policy and plan.

GENDER – All Stakeholders

The gender section of this equality policy enables our school to meet our statutory obligations. The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

We will actively promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

Our commitment covers all aspects of school life and includes:

- Maintaining a school ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.
- Taking active measures to investigate report and act on incidents of gender discrimination.
- Collecting and analysing school data and other gender equality relevant information.
- Consulting all staff, pupils, parents and relevant local communities.
- Monitoring behaviour, discipline and exclusions to remove all practices procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality.
- Ensuring that admissions and attendance follow LA guidelines.
- Ensuring that staff recruitment and professional development promote gender equality.

RACE – All stakeholders

General Statement:

We live in a multicultural society.

We are aware that racism exists in our society, and so we acknowledge the important role education can play in fighting it.

There should be a commitment to anti-racism throughout the school.

Purposes:

- To provide non-racist models of behaviour.
- To help children understand and respect others regardless of their culture, colour or religion.
- To ensure that resources and materials do not project racist images and stereotypes and they mirror a multi-ethnic society, as in Britain today.

Guidelines:

- Racist incidents must be dealt with as seriously as any other socially unacceptable behaviour.
- All books, resources and materials must be examined to ensure that they do not portray racist images and stereotypes and that they portray a multi-ethnic society positively.
- Children will learn to respect human individuals whatever their cultural or racial origins.
- This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000.

General and specific duties are required as follows:

The general 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 and cultural groups.

In our school, we aim to tackle racial discrimination and promote equality of opportunity in all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our

- schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

Any incident of racial or cultural harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or deputy head teacher and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor,
- the incident will then be recorded using the 'Reporting a Racial Incident' form and recorded in the 'Incident Log.'
- inform both sets of parents, if appropriate.
- All racist incidents will now be reported to the governing body by the head teacher.

AGE, SEXUAL ORIENTATION, RELIGION AND BELIEF-All stakeholders

General Statement:

Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. Below are outlined our priorities and actions to eliminate discrimination and harassment for these equality areas. In meeting the duties described above will mean that all our actions will embody St. Teresa's key principles and values, which includes the following:

- We strive to make the best possible provision for all pupils / staff regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We have adopted the following Inclusion Statement that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equalities are not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.

- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners at St Teresa's.

GENERAL STATEMENT FOR ACTION PLANNING

Through the Equalities Plan (outlined below) we shall be ensuring that all children are being sufficiently challenged in their ideas, thoughts and feelings and we will be breaking down barriers that inhibit progress. This may also mean challenging perceptions of all stakeholders to enable this to happen.

Information gathering

The St Teresa Catholic Primary School collects information from stakeholders through the use of questionnaires and forms. Details will be taken from new intake of pupils and their families and when new staff and governors join the school.

Setting the main priorities and actions through to implementation

The information gathered will inform the main aspects of the scheme to ensure equality for all. This will include setting the main priorities for the school and deciding on the main actions that will be implemented as a result. The actions need to be clear and have distinct success criteria and outcomes for enabling all stakeholders (able bodied, disabled, of both genders) to be included in all the school does. The actions should have clear timeframes and be monitored by the working group. Note should be taken of the opportunities to Promote Equality of Opportunity at each stage of the process as well as identifying the barriers to success.

Single Equalities Action Plan

Equality Strand	Action	Success Indicators	Responsibility	Timescale
All	Publish and promote the reviewed Equality Plan through the school website, newsletters and staff meetings.	Staff are familiar with the principles of the Equality Plan and use them to deliver the curriculum Parents, pupils and other stakeholders are aware of the Equality Plan	HOS/DHT/SLT	Reviewed annually

All	Monitor and analyse pupil attendance, attainment and achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Analysis of teacher assessments / annual data demonstrates the gap is narrowing between identified groups of pupils	HOS/DHT/SLT	Reviewed annually
All	Ensure that the new Primary Curriculum promotes diverse role models that young people positively identify with. Engage with organisations that challenge prejudice (e.g. 'Stop The Hate' workshops)	New Primary Curriculum schemes of work are proactive in addressing all forms of discrimination, and in promoting equality.	HOS/DHT/SLT	Reviewed annually
All	Monitor and analyse pupil SEN and G&T cohorts so that they fully reflect the schools' population in terms of race and gender, and disability.	Pupil cohorts reflect the schools' diversity	HOS/DHT/SLT	Reviewed annually
All	Ensure that school learning materials, displays and promotional material promote diversity in terms of race, gender and ethnicity.	Diversity reflected in school displays and promotional material across all year groups	HOS/DHT/SLT	Reviewed annually
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school (e.g. monitor involvement in the School Council, class assemblies, access to extended school activities)	All pupils given opportunities to contribute to life of the school; action taken to address any under-represented groups .	HOS/DHT/SLT	Reviewed annually
All	Ensure all parents are given opportunity to become involved in the life of the school; monitor attendance at parent/carer consultations, school visits & Friends/PA events; organise translators/BSL interpreters where	All parents given opportunities to contribute to life of the school; action taken to address any under-represented groups	HOS/DHT/SLT	Reviewed annually

	necessary. Emphasise importance of attending school during pre- school visits & parent consultation evenings			
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.	All staff respond to racist incidents in line with school policy Incidents are low and isolated.	HOS/DHT/SLT	Reviewed annually
Accessibility Plan	Ensure that any new building works are fully compliant with current disability legislation	School premises continue to become more accessible for disabled users	HOS/DHT/SLT	Reviewed annually
Community Cohesion	Celebrate cultural events to increase pupil awareness and understanding of different communities Apply for International School Award in 2017 based on developing links with other countries	Pupil surveys show increased understanding of different contexts at local, national and global level	HOS/DHT/SLT	Reviewed annually
Ethos and Atmosphere	Pupil and Parent surveys Class observations Assembly observations	Pupils and Parent satisfaction is over 80% Visitors to school regularly comment on the friendly and inclusive atmosphere of the school. Displays around school capture the cultural diversity of the school.	HOS/DHT/SLT	Reviewed annually
Curriculum	Monitor pupil outcomes	The gap between the performance of pupils in receipt of the Pupil Premium	HOS/DHT/SLT	Reviewed annually

	<p>Appraisal</p> <p>Pupils Views</p> <p>Governors Curriculum Committee</p>	<p>continues to narrow. The performance of pupils who are disabled or who have SEN compares well with national measures</p> <p>Lesson Observations reveal a positively inclusive approach to teaching with lessons adapted to pupils' needs.</p> <p>Pupil views regarding the coverage of the curriculum is highly positive</p> <p>The committee is satisfied that the curriculum is broad and balanced and is accessed by all pupils.</p>		
Rewards and Sanctions	Monitor exclusion records, sanctions & rewards	Rewards and accessed fairly and inclusively and data records confirm this.	HOS/DHT/SLT	Reviewed annually

Bullying	Monitor bullying log for vulnerable pupils/groups	Levels of all kinds of bullying remain low. They are reported to Governor Committee and analysed by group. There appear to be no patterns of a discriminatory nature. Pupils and parents report regularly	HOS/DHT/SLT	Reviewed annually
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		that bullying is very low and dealt with very effectively when it occurs. Staff attendance is high.		
Staff Recruitment	The Governing Body monitor applications and appointments	All Appointments follow fair application of criteria which is free of any form of discrimination with the exception (within Law) of appointments which require the candidate to be a practising Roman Catholic: Head Teacher, Deputy Head Teacher, Head of RE.	HOS/DHT/SLT	Reviewed annually
Staff Development	Monitor CPD records	CPD has been fairly implemented according to the needs of the school development plan and as far as possible in line with within appraisal needs.	HOS/DHT/SLT	Reviewed annually