

St Mary and St Joseph's RC Primary School

Equalities Impact Policy

Introduction

This document is intended to replace/cover the following:

Race Equality Policy and Action Plan

Disability Equality Scheme and Action Plan including Accessibility Plan (see appendix)

Gender Equality Scheme and Action Plan

Equal Opportunities Policy including:

Sexual orientation

Age

Religion or belief

Pregnancy and maternity

Special Educational Need

Community cohesion

The policy outlines the commitment of the staff, pupils and governors of St Mary and St Joseph's RC Primary School to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the equal opportunity, achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- Governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

The Policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation. This policy will be reviewed annually and updated by the governing body in the Spring Term 2023.

Statement of Principles

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St Mary and St Joseph's RC Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfill their potential - irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination (Single Equalities Act 2010).

At St Mary and St Joseph's RC Primary School our admissions arrangements are fair and transparent. We aim to provide all our pupils with the opportunity to succeed and

reach their full potential. The achievement of pupils will be monitored by the Headteacher/Assessment coordinator where appropriate - in light of the protected characteristics outlined in the Equality Act 2010. This data will be used 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. We will endeavour to ensure that when we buy services from another organisation that will help us provide high quality education, that organisation will comply with equality legislation. This will be a significant factor in any tendering process.

This policy outlines the commitment of the staff and Governors to promote equality by providing a working environment free from discrimination, bullying, harassment and victimisation.

Statutory Requirements

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination law as into one and sets out the protected characteristics' that qualify for protection from discrimination as:

- Age (relevant in considering our duties as an employer, but not in relation to pupils)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief

The Act introduced a single Public Sector Equality Duty (PSED), sometimes referred to as the general duty. The combined equality duty has three main elements and in carrying out our functions we will have due regard to the need to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Act
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Foster good relations between persons who share any relevant protected characteristic and persons who do not share it

The specific duties, which will help us to fulfil our obligations under the general duty, require us to:

- Publish information to demonstrate show we are complying with the Public Sector Equality Duty;
- Prepare and publish equality objectives

In light of the specific duties the school will publish and review annually appropriate information. We will also prepare and publish equality objectives that will be outcome focused.

School in Context

St Mary and St Joseph's RC Primary School is a one-form entry Primary school. Pupils come from a range of socio-economic backgrounds. The achievement of pupils is monitored by race, gender and disability and the data will be used 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 that embraces respect for all.

Current profile (September 2024)

Total pupils: 204

Boys:

Girls:

White British: 11

Indian: 69

Pakistani: 64

Bangladeshi: 2

Arab: 1

Asian British: 6

White and Asian: 8

Any other Asian Background: 21

Any other white background: 1

Any other mixed background: 12

Black African: 4

Education Health Care Plan: 5

English as an additional Language: 96

Sensory Impairment: 1

Pupil Premium: 53

No religion: 2

Catholic: 14

Christian: 20

Hindu: 10

Muslim: 150

Refused: 1

Sikh: 1

Staff and governors with a disability: 0

Looked After Children: 1

SGO: 2

Ethos and Atmosphere

- At St Mary and St Joseph's RC primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an *openness* of atmosphere, which welcomes everyone to the school. All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through-unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil questionnaires and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Policy Development

This policy applies to the whole school community. The development of this plan and the actions within it has been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

Monitoring and Review

St Mary and St Joseph's RC Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

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.

As well as monitoring pupil performance information, we also regularly monitor a range of other information in the following recommended areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St Mary and St Joseph's RC Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Due regard is given to the promotion of equality in the School Development Plan. The person responsible for the monitoring and evaluation is the Headteacher/Deputy Headteacher. Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

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.

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning 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;
- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development
- Nurture our links with local organisations e.g. police where men and women fulfil the same role.
- Community Cohesion is promoted in RE, RHE, PSHE and through English, Music and Art in particular.
- Provide opportunities for pupils to undertake studies of specific countries in Geography as part of a themed topic.
- Implement a policy on Special Educational Needs and Disabilities (SEND) in line with the recommendations in the latest national SEND Code of Practice.

Curriculum

- Curriculum planning reflects a commitment to equality;
- It also reflects British values.
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials, which positively reflect a range of cultures, identities and lifestyles.

Provision for Bi-lingual Pupils

- At St Mary and St Joseph's RC Primary School, we undertake to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:
- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as refugees and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

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.

Staffing and Staff Development

At St Mary and St Joseph's RC Primary School, 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.

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. We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff where possible.
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Employer duties

At St Mary and St Joseph's RC Primary School, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- Monitoring of recruitment and retention including bullying and harassment of staff
- Pay is relative to experience and responsibility not to gender or sexual orientation.

Equality and the law

There are a number of statutory duties that must be met by school.

a. Race equality

The general duty requires us to

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under the specific duty we will:

- Prepare and publish an equality plan
- Assess the impact, by ethnicity, of our policies on pupils, staff and parents/carers, especially the achievement levels of pupils

- Monitor the impact of policies in relation to raising the achievement of minority ethnic pupils

b. Disability

The Disability Discrimination Act 2006 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 general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation 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 the specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

c. Gender

The Gender Equality Act places a general duty on schools to

- Eliminate unlawful discrimination and harassment on the grounds of gender or gender reassignment
- Promote equality of opportunity between male and female pupils and male and female staff

Under the specific duty we will:

- Prepare and publish an equality plan
- Review and revise this every three years

d. Sexual orientation

The Equality Act (Sexual orientation) 2007 made discrimination on the grounds of sexual orientation unlawful- for schools, this relates to admission and treatment of, and services to, pupils.

e. Age

St Mary and St Joseph’s RC Primary School is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

f. Community cohesion

Schools and their governing bodies have a duty to promote community cohesion. This involves fostering good relations between pupils from different races, faiths or beliefs and different socio-economic backgrounds.

Partnerships with Parents, Carers, Families and the Wider Community

- At St Mary and St Joseph's RC Primary School we will work with parents/carers to help all pupils to achieve their potential.
- All parents and carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities

Roles and Responsibilities

The role of governors

- 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.
- 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.
- 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.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher and Senior Leadership Team

- It is the Headteacher's role to implement the school's Equality Plan and the governing body in doing so supports her.
- 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.
- 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.
- The Headteacher/SLT promote 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 Headteacher/SLT 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 non-teaching

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

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups or activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as “any incident which is perceived to be racist by the victim or any other person.”

Types of discriminatory incidents that can occur:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Discriminatory comments in the course of discussions
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule of an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation

Measuring the impact of the policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. The Policy 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 Policy 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.

St Mary and St Joseph's RC Primary School Equalities information 2025-2029

The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of protected groups where these are different from the needs of other people.
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the protected equality groups: race/disability/sex/gender reassignment/ age/pregnancy and maternity/ religion and belief/sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies & practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved
- Analysed our effectiveness in terms of equality

1. Summary of our equalities evidence

- In relation to RACE, the evidence we hold tells us: Children other than Pakistani pupils are making similar progress compared to other groups nationally; participation in groups reflects the school profile in terms of ethnicity
- In relation to DISABILITY the evidence we hold tells us: pupils with disabilities are making similar progress to those without; participation in groups reflects the school profile
- In relation to SEX, the evidence tells us that girls and boys over time make similar progress to other children nationally. This may vary with different cohorts but there is no trend.
- In relation to GENDER REASSIGNMENT, the evidence we hold tells us: we have no identified group
- In relation to AGE, the evidence we hold tells us: we do not discriminate in relation to age
- In relation to PREGNANCY & MATERNITY, the evidence we hold tells us: we do not discriminate
- In relation to RELIGION & BELIEF, the evidence we hold tells us: those with no religion are achieving similar to other groups and those children with a

home religion other than Christian (Church of England) show no significant difference in achievement; participation in groups reflects the school profile

- In relation to SEXUAL ORIENTATION, the evidence we hold tells us: we have no identified group

2. Summary of how we currently engage with protected groups

- In relation to RACE, our self-evaluation tells us: we are engaging well with groups of different ethnicity
- In relation to DISABILITY, our self-evaluation tells us: we are engaging and supporting well
- In relation to SEX, our self-evaluation tells us: in general, there are no great gender differences and this is cohort specific. There is no trend.
- In relation to GENDER REASSIGNMENT, our self-evaluation tells us: we have no identified group
- In relation to AGE, our self-evaluation tells us: we do not discriminate
- In relation to PREGNANCY & MATERNITY, our self-evaluation tells us: we do not discriminate
- In relation to RELIGION & BELIEF, our self-evaluation tells us: there is no significant difference between the achievements of children from different religions.
- In relation to SEXUAL ORIENTATION, our self-evaluation tells us: we have no identified group

3. Summary of our Equality analysis (i.e. how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

- In relation to RACE, our judgement is: good
- In relation to DISABILITY, our judgement is: good
- In relation to SEX, our judgement is: good
- In relation to GENDER REASSIGNMENT, our judgement is: not applicable at present
- In relation to AGE, our judgement is: good
- In relation to PREGNANCY & MATERNITY, our judgement is: good
- In relation to RELIGION & BELIEF, our judgement is: good
- In relation to SEXUAL ORIENTATION, our judgement is: not applicable at present

Equality Objectives 2025-2029

- (1) To 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.
- (2) To raise levels of attainment in core subjects for vulnerable learners.
- (3) To improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.