



St Francis Catholic Primary School

Equality & Diversity Policy

Date: November 2019

Ratified by the Governing Body

Review date (1): November 2020

Review date (2): November 2022

These Guidelines are adopted subject to the over-riding requirements of relevant legislation, of the school and to the legal responsibilities and powers of the Governing Body as employer, admissions authority and owner of the school

School Mission Statement

'I am a sign of God's love'

At St. Francis we love, learn and grow in the footsteps of Jesus and are active signs of God's love through praying, respecting and serving others.

INTRODUCTION

St Francis Catholic Primary School is a welcoming and caring Catholic school situated in Walsall in, a predominantly white British area with high levels of deprivation. Our whole school ethos is based on valuing and respecting every individual. We aim to promote Christian values based on the teachings of Christ and to bring all within the community closer to God through the daily practice of these values in all school activities. We are committed to providing social inclusion and equality of opportunity for all. This policy is available on the school website, where the school's information and objectives are also published.

OUR UNDERSTANDING OF EQUALITY OF OPPORTUNITY:

Our school ethos is underpinned by Christian values. We consequently aim to create a school community where the life and dignity of the human person is sacrosanct. Equal Opportunities is about celebrating the uniqueness of all within the school and the wider community and believing that everyone is created in the image and likeness of God, thereby ensuring that everybody has the same chance to develop themselves to their full potential. Equal opportunities are entrenched in everything we do and should be addressed and embraced by everyone.

AIMS AND OBJECTIVES

As a result of this policy we will:

- ensure that all members of the school community feel safe, secure and happy
- ensure that equality of access to all aspects of school life exists for everyone
- actively develop the self-esteem and the self-respect of all members of the school community
- ensure that educational provision is relevant and accessible to everybody
- actively challenge all forms of bullying, harassment, prejudice and stereotyping
- actively engage the support and the commitment of the whole school community in achieving the above aims
- proactively promote equality and diversity in all aspects of school life.

RELEVANT LEGISLATION AND BEST PRACTICE ADVICE:

In drawing up this policy, consideration has been given to the following Acts of Parliament and documents:

- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 1985 Swann Report into the Education of Minority Ethnic Children
- 1988 Education Reform Act
- 1995 Disability Discrimination Act
- 1998 Human Rights Act
- 2000 Race Relations (Amendment) Act
- 2000 Learning for All, published by the Commission for Racial Equality
- 2001 Special Educational Needs and Disability Act
- 2001 Special Needs Code of Practice
- 2002 Statutory Code of Practice on the Duty to Promote Race Equality

- 2003 Employment Equality (Religion, Belief and Sexual Orientation) Regulations
- 2005 Disability Discrimination Act
- 2006 Equality Act
- 2006 Employment Equality (Age) Regulations
- 2008 QCA Curriculum Guidance for the Foundation Stage
- 2010 Equality Act
- Guidance on Social Inclusion (e.g. Circular 10/99 on pupil attendance, behaviour, exclusion and reintegration).

GUIDELINES, DISABILITY:

Pupils with disabilities/learning difficulties/special needs will:

- have the opportunity to access all the facilities and the resources available within the school
- have a fully integrated education alongside other pupils
- be given, if necessary, additional support to ensure that they fulfil their potential
- be provided with an education appropriate to their age, aptitude and ability
- have access to the same broad, balanced and relevant curriculum as other pupils

As a school we will ensure that:

- detailed records are kept of the academic progress being made by pupils with disabilities/ special needs/learning difficulties
- staff work in partnership with parents and carers to ensure that pupils with disabilities/special needs/learning difficulties benefit fully from their time spent in school
- resources are targeted and utilised to ensure pupils with disabilities/special needs/learning difficulties fulfil their potential
- early intervention, target setting and regular monitoring of pupils with disabilities/special needs/learning difficulties is routine practice
- appropriate use is made of local authority support services to ensure that pupils with disabilities/special needs/learning difficulties fulfil their potential
- the early identification of pupils with emotional and behavioural difficulties takes place. Moreover, we will take appropriate action to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

Please also refer to our SEN Policy.

GUIDELINES, GENDER:

- Registers will not separate boys from girls because pupils will be listed alphabetically.
- All pupils will have equal access to all curricular opportunities and activities.
- We expect boys and girls to perform equally well in all subjects and activities, and we will monitor pupil achievement and participation to ensure that there are no significant gaps between boys and girls.
- All pupils will be expected to work together in a constructive and positive manner.
- Staff will ensure that boys/girls, do not dominate such things as the playground, toys and equipment in and outside of the school building.
- New resources will be vetted to ensure that they show girls, boys, women and men involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do.
- When appropriate, stories and poems which challenge gender stereotypes will be read in class and during acts of collective worship.
- Pupils will be discouraged from using sexist language and commended when they challenge such language.
- We expect the same standards of respect politeness from everyone in our school community.

GUIDELINES, RACE:

- When appropriate, the curriculum will celebrate cultural diversity and promote racial harmony.
- When appropriate, pupils will have opportunities to discuss bullying and prejudice, and things that people share in common as well as things that make us different and special.
- Every year, lessons and activities will be arranged linked to other faiths reflecting our diverse society.
- Resources will portray members of different cultural and ethnic groups in ways which are positive and non-stereotypical.
- Accurate information will be kept about the ethnic origin, first language and religion of all pupils.
- The dietary needs of all pupils will be met.
- Members of all cultural and ethnic groups will be welcomed and valued.
- Racist incidents will be dealt with in an effective and consistent manner and in accordance with LA procedures.
- Staff will be encouraged to take part in training to deepen and broaden their understanding of issues to do with race equality.

Please also refer to our RE and Anti-bullying policies.

GUIDELINES, AGE, BELIEF, RELIGION AND SEXUALITY:

- All pupils will be expected to work together in a constructive and positive manner.
- Pupils will be discouraged from using ageist and homophobic language, and language that makes fun of people because of their religion or beliefs. Pupils will be commended when they challenge such language and will be reminded of the negative effects of stereotyping based on age, belief, religion or sexuality.
- Appropriate use will be made of local authority support services to ensure that all pupils fulfil their potential.
- Lessons will be used to value and celebrate diversity.
- Pupils will have the opportunity to learn about the harmful effects of prejudice in all its forms.
- New resources will portray people of all ages, beliefs and religions in ways which are positive and non-stereotypical.
- People will be welcomed and valued no matter their age, belief, religion, or sexuality.
- All incidents of bullying and harassment, including bullying and harassment based on age, belief, religion or sexuality, will be dealt with in an effective and consistent manner.
- As a school we are committed to the early identification of pupils with emotional and behavioural difficulties, and we will take appropriate actions to try to ensure such difficulties do not lead to underachievement, dissatisfaction and/or exclusion.

All pupils, irrespective of age, belief, religion or sexuality:

- will have access to the same broad, balanced and relevant curriculum
- will have access to all the facilities and the resources available within the school
- will be involved in decisions made about their care and education
- will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotyping based on age, belief, religion or sexuality.

Please also refer to our RE and Anti-bullying policies.

GUIDELINES, GENDER REASSIGNMENT, CIVIL PARTNERSHIP AND MARRIAGE, PREGNANCY AND MATERNITY:

- In relation to the three protected characteristics above, parents, carers, visitors, members of staff and all others associated with the school can rest assured that discrimination will not occur, and that people's rights as defined in legislation relating to the characteristics will be respected.
- Pupils will be discouraged from using offensive language about gender reassignment, civil partnership and marriage, and pregnancy and maternity.

- All people will be welcomed and valued no matter their personal circumstances, their marital status, whether in a civil partnership or not, whether pregnant or on maternity leave, or whether undertaking, or having undertaken, gender reassignment.

Please also refer to the CES Guidelines on appointment of senior staff.

GUIDELINES, SOCIO-ECONOMIC BACKGROUND:

The school already engages in various practices designed to ensure that pupils from disadvantaged financial circumstances do not miss out on activities, events, trips or visits undertaken by pupils from more secure financial backgrounds, and such practices will be persisted with in the interests of equality, diversity and community cohesion. More specifically:

- The school will raise the aspirations of all pupils, including those from the most disadvantaged financial circumstances.
- The school will do all it possibly can to help pupils from disadvantaged financial circumstances fulfil their potential.
- Where appropriate and financially viable, the school will subsidise trips, residential visits, visits to museums and/or concerts and/or pantomimes, etc. to ensure that pupils from disadvantaged financial backgrounds do not miss out on social, cultural and educational experiences which are part of every pupil's entitlement to the same broad and balanced curriculum.

INCIDENT LOG

We have a transparent approach to recording incidents in school. This is kept in the Head Teacher's office. If parents are not happy that incidents have been adequately dealt with, they may take their concerns further through the complaints policy. This is available on the school website.

MONITORING AND EVALUATION:

Staff and Governors will monitor the Equality and Diversity Policy once a year. Four years following its adoption, the Governing Body will decide whether the policy needs amending in the light of new legislation and/or best practice advice.

This policy will be reviewed every two years or in the light of changes to legal requirements.

D. Cox (Deputy Headteacher)
March 2018