

# Equality Scheme



**Governors Review Body:** Curriculum, Standards & Faith Committee

**Responsibility:** T. McManus

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# Equality Plan

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## 1. Mission statement

*“Let it be known to all who enter here that Christ is the reason for this school, the unseen but ever present teacher in its classes, the model for its children, the inspiration for its staff.”*

At Sacred Heart, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data 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. At Sacred Heart, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 2. Purpose of this policy – This policy should be read in conjunction with the school’s Safeguarding Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

A person’s age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to public bodies, school including both LA maintained and Academies. The school must have due regard to the need to:

- Eliminate unlawful discrimination and other conduct that is prohibited by the act
- Advance equality and opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications

### **3. Mainstreaming equality into policy and practice**

As well as the specific action plan (equality and accessibility) set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

#### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed and reach the highest level of personal achievement. To do this we:

- Monitor achievement data by ethnicity, gender and disability and action any gaps or discrepancies;
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate other cultures;
- Seek to involve all parents in supporting their child's education;
- Plan opportunities for classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils and the city in which they live.

#### **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 Positive Behaviour Policy. Exclusions are closely monitored to ensure non-discriminatory practice.

#### **4. Equal Opportunities for Staff**

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 at Sacred Heart Catholic Primary School.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We advertise in a variety of places and aspire to ensuring that the staffing of the school reflects the diversity of our community.

##### **Employer duties**

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith are considered when appointing staff and when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

#### **5a. Race Equality**

The definition of race includes colour, nationality and ethnic or national origins. We will strive to:

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

Under our specific duty we :

- Include race equality in our Equality Scheme;
- Assess the impact of our policies and action plans, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of pupils from minority ethnic groups;
- Actively encourage contribution to school life and solicit feedback from families from different minority ethnic groups
- Create a broad inclusive curriculum reflecting our diverse community and respecting the historic and contemporary contributions of different ethnic groups.

## **5b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and the Accessibility Plan that follows this scheme.

### **Definition of disability**

The Equality Act 2010 defines a person with a disability 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'.

### **Legal duties**

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related 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 our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

We are committed to

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the availability of accessible information to pupils with disabilities
- Making all practicable necessary accommodations to ensure that all pupils regardless of abilities can gain access to the same opportunities as their peers

## **5c. Gender Equality**

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment including education and sanctions around use of homophobic language
- Promote equality between genders.

Under our specific duty we will:

- Prepare and publish as part of this scheme an Equality Plan which covers our Gender Equality Scheme requirements, goals and actions to achieve gender equality;
- Review and revise this Scheme every three years.

## **5d. Sexual Orientation**

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief or sexual orientation.

## **5e. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. We undertake to foster respect and understanding between all groups through a diverse curriculum, collective worships, visits, example and living our mission statement.

## **6. Consultation and involvement**

It is a requirement that the development of this scheme. and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the parent focus group.
- Discussion at SLT meetings.
- Staff meetings / INSET;
- Feedback from the school council, whole school surveys on children's attitudes to self and school.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support; Feedback at governing body meetings.

## **6. Roles and Responsibilities**

### **The role of governors**

The governing body has set out its commitment to equal opportunities in this scheme and it will continue to commit wholeheartedly to the letter and the spirit of the statutory duties being carried out at Sacred Heart Catholic Primary School. It will provide the leadership and drive to ensure that the school is fully inclusive to pupils and responsive to their needs based on protected characteristics.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.

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, gender, religion, undergoing gender reassignment or disability.

## **The role of the headteacher (and senior leader responsible for equalities)**

It is the headteacher's role to implement the school's Equality Scheme and be supported by the governing body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Scheme and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes 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 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 and families are treated fairly, equally and with respect, and will maintain awareness of the school's Single Equality Scheme.

All staff will strive to provide a curriculum that gives positive images based on race, gender and disability and challenges stereotypes.

All staff, through our curriculum and ethos, will champion diversity as a strength of our school community, encouraging discussion and exploration to increase understanding and respect.

All staff will challenge any incidents of prejudice, racism or homophobia and record all incidents, and inform the headteacher.

Teachers support the work of support staff and encourage them to intervene in a positive way in any discriminatory incidents.

## **7. Tackling discrimination**

Harassment or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy unacceptable and not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are trained to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, who will escalate as required. Incidents are logged by the headteacher where appropriate and racist incidents are reported to the governing body on a termly basis.

### **What is a discriminatory incident?**

Harassment is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person"

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done (“a prohibited act”) in connection with the act.

### **Types of discriminatory incident**

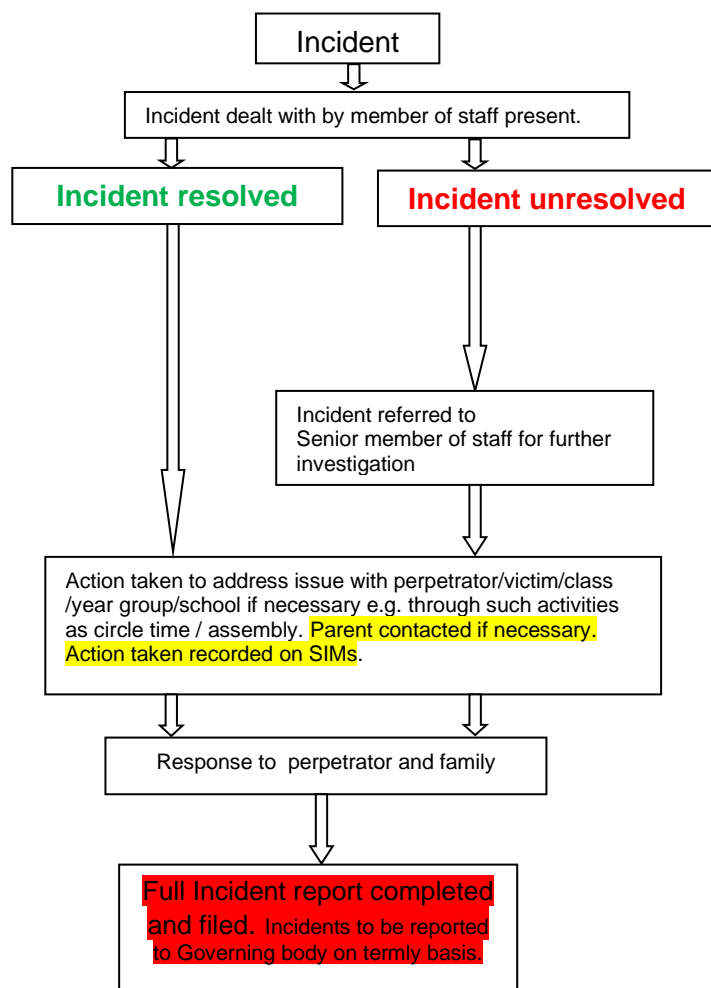
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

It is clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, understand that dealing effectively with incidents of prejudice and discrimination is vital to the well-being of the whole school.

Our procedure for responding and reporting is outlined below:



We will use the information recorded to identify trends and patterns so that we can provide appropriate responses in terms of support for victims and their families in addition to sanctions and support for perpetrators and their families and can also tailor our approach to educating our young people and community.

### 8. Review of progress and impact

The Equality Scheme has been agreed by our Governing Body. We have a rolling programme for reviewing school policies and their impact. In line with legislative requirements, we will review progress against our Equality and Accessibility Plans annually and review the entire scheme on a three year cycle.

We foster ongoing dialogue with pupils, families and staff through discussions and through meetings of School Council, the staff and Parents.

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.

## **9. Publishing the Scheme**

In order to meet the statutory requirements to publish our Equality Scheme, Equality and Accessibility Plan, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, collective worships, staff meetings and other communications;
- Make copies available in alternative formats where requested.
- Make sure hard copies are available from the school office.

## EQUALITY PLAN

Equality Strands	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Single Equality Scheme through a variety of means	Stakeholders to review scheme and plan at regular intervals	All Staff	Summer 2023 –	All staff familiar with the principles of the Equality Scheme and Plan and refer to them when planning lessons, creating class room displays and dealings with individuals.  Parents are aware of the Equality Scheme and Plan
All	Monitor and analyse pupil achievement appropriately; by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability – additional support in place at Wave 2 / Wave 3.	SLT and Middle Leaders	Termly	Analysis of teacher assessments / annual data - demonstrates the gap is narrowing for equality groups.
All	Ensure that through the curriculum and collective worships/ role models that young people positively identify with are promoted. These will reflect the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels.	Senior and middle leaders and class teacher	Ongoing	Notable increase in participation and confidence of targeted groups.
All	Ensure that displays in classrooms/corridors promote diversity in terms of race, gender and disability. (include different languages).	Increase in pupil participation, confidence and positive identity.	Class teachers	Ongoing	More diversity reflected in school displays.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, class collective worships, fund raising etc.	School council representation monitored/ participation in assembly and class additional activities monitored by race, gender, disability.	All staff	Ongoing	Diversity in school council membership / participation in additional school activities.
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities	Discussions with children in class / collective worship Planning and children's books and work monitored to ensure they reflect cultural events.	RE co-ordinators / class teachers.	Ongoing	Increased awareness of a different faith community.



