

St John Fisher Catholic Academy

Equality Act Policy Statement (Public Sector Equality Duty)

Principles

The Public Sector Equality Duty 2011 has 3 main aims:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

This policy outlines the commitment of our 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, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include:-

- Pupils
- Teaching staff
- Support staff
- Parents/ carers
- Governors
- Multi-agency staff linked to the staff, AEN services staff, school improvement services staff, school attendance service
- Visitors to school
- Students on placement

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. We want to provide an environment which is free from unlawful

discrimination, harassment or victimisation of any kind. We want to educate our pupils in an environment which recognises, celebrates and draws upon the diversity of our country and offers equal respect, appropriate support and fair rewards for all our pupils.

At our school, equality is a key principle for treating all people the same. The Equality Act defines eight 'Protected Characteristics':

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race
6. Religion and belief
7. Gender
8. Sexual orientation

The Equality Act makes it illegal to discriminate against a person with a disability for a reason related to their disability. It is also illegal to have rules, policies or practices which apply to everyone but which may disadvantage people with disabilities. Our school is required to make reasonable adjustments to allow children with disabilities to fully take part in the activities. These requirements are derived from the Disability Discrimination Act-

Less favourable treatment- children with disabilities are entitled not to be treated less favourably than non-disabled children for a reason relating to their disability, without reasonable justification.

Reasonable adjustments- children with disabilities are entitled to have reasonable adjustments made with respect to admission arrangements or in provision of education and associated services, to prevent them being placed at

a substantial disadvantage, unless the refusal to make those adjustments can be justified.

Current Profile of the School

At the January 2017 census present we have 97 boys and 112 girls on roll

Just over half of our pupils are White British. We do have minority ethnic groups represented in the school staff and on the governing body.

We have 2 children with statements of special educational need and 1 with an Education, Health and Care plan.

School is not aware of any staff or governors who have a disability.

An accessibility plan was commissioned in 2016 and all reasonable recommendations have been implemented from the action plan.

Legislation used as guidance when preparing this policy

- Public Sector Equality Duty 2011
- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act
- The Disability Discrimination Act (2005)
- The Race Relations Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- The European Directives
- The Employment Equality (Sexual Orientation) Regulations (2003) and the Employment Equality (Religion or Belief) Regulations (2003)
- The respective Codes of Practice associated with the legislation
- Policy Development

Monitoring and review

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups. We make regular assessments of pupils' learning and use this information to track pupils' progress, as they

move through the school. As part of this process, we regularly monitor the performance of individual pupils to ensure that everyone is making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Interventions and resources are available to support groups or individual pupils where information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Promoting Equality through the Curriculum

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:

- Ensure quality 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 PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and settling challenging targets;

- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy);
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

We aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.

Ethos and Atmosphere

We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;

- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;

Resources and Materials

When ordering new resources and materials we consider how they show equality

The provision of good quality resources and materials within our school is a high priority. These resources should:

- Reflect "the reality of an ethnically, culturally and sexual diverse society;"
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise it is important that all members of our school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;

- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.
- Use first language effectively for learning

Provision for Bilingual Pupils

We undertake at our school to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils whom English is an additional language;
- Pupils who are new to the United Kingdom.

Personal Development and Pastoral Guidance

- Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee 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 or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- 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.

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;

- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to each out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school;
- Encouraging members of the local community to regularly join in school activities

Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy statement is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;

The Headteacher is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy Statement;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy Statement;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equal opportunities;
- Pupils' progress attainment and assessment;
- Behaviour discipline and exclusions;
- Pupils' personal development and pastoral care;
- Teaching and learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Teaching and learning;
- Staff recruitment and retention;
- Governor/staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors.

This policy statement was reviewed in January 2017 and will continue to be reviewed annually.

