

Frassati Catholic Academy Trust

## St Mary's Catholic Primary School

*Learning and loving on our journey with Jesus.*



To the greater glory of God

# St Mary's Catholic Primary School

## Equality, Equity, Diversity and Inclusion Policy

Date policy last reviewed: February  
2022

Signed by:

Rosie Akehurst Headteacher Date: 18/02/2022

Marius Hopley Chair of governors Date: 19/02/2022

## Statement of intent

At St Mary's Catholic Primary School, we believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Our school's demographic state is directly linked to our overall aims for achieving equality. Specifically, we aim to:

- Meet the needs of all pupils valuing the variety of their ethnicity, religion, gender and abilities
- Provide equal access for all pupils to resources and opportunities
- Provide resources and learning experiences which celebrate the rich mix of society and cultures
- Actively promoting race equality and good race relations by helping to develop within every member of the school community a respect and tolerance of the uniqueness of each person
- Comply with current legislation in relation to equal opportunities as is relevant in a Catholic school
- Make all members of our community aware that any discrimination will not be tolerated St. Mary's Catholic Primary School.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

## 1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Relationships and Sex Education Policy
- Admissions Policy
- Anti-bullying Policy: Pupils
- Child Protection and Safeguarding Policy

## 2. Roles and responsibilities

The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
  - Admissions.
  - The way the school provides and education for pupils.
  - How pupils are provided with access to benefits, facilities and services.
  - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

The headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.

- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

### **3. Recognising and respecting difference**

At St.Mary's we recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we recognise that individuals should not experience disadvantage as a result of their sexual orientation
- Marital status – we understand that our staff, parents and carers may make their own personal choices in respect of personal relationships
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

### **4. Foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

## **5. Observing good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

## **6. Reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

## **7. Consult and involve to ensure views are heard**

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

## **8. Foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

## **9. The curriculum**

We believe that pupils should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil may have. We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

To ensure equality, diversity and acceptance are taught and promoted throughout each subject area:

## **Cultural Diversity**

We will promote this through:

- Our work in Geography, History and other schemes such as God Matters (RE), PSHE and Citizenship, Literacy, Music and Dance, where studies are made of other countries and cultures.
- The study of different faiths as specified in our RE topic plan
- Taking part in workshops and visits, which reflect other cultures and societies.
- Ensuring appropriate reading material is available in the school and reading schemes

## **Promotion of Equality**

This will be supported by:

- Promotion of our Mission Statement
- The teaching of PSHE and Circle Time discussions
- Monitoring test results for ethnicity and gender
- Regular monitoring and updating of this policy and policies which relate to it eg Pay Policy.
- Monitoring and recording all incidents of racism and racial harassment and taking action to address any breakdown in procedures
- Giving the pupils opportunities to discuss issues of gender, race, religion and ability, helping them to develop strategies for countering them

The observation of inclusive teaching strategies is a key aspect of the SLT's annual programme of monitoring.

We will respect the right of parents to withdraw their child from sex education.

## **Promoting inclusion**

We will promote through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.

- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

## **10. Monitoring and review**

This policy will be reviewed by the headteacher and governing board annually and updated where appropriate – any amendments will be duly communicated to staff.

This policy will next be reviewed on September 2022.