

**The Frassati Catholic Academy Trust
St Mary's Catholic Primary School**

*Learning and loving on our journey with
Jesus.*



To the greater glory of God

Diversity & Equality Policy

(see also EAL; SEN policies and accessibility statement)

1 Introduction

1.1 This policy supports the distinctive nature of our school. In this spirit we value the individuality of all of our children and at St Mary's the rich diversity, not only of our local community but of those people from the wider community who visit and work in the School. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 This policy accords with legislation listed in appendix A including:

- Race Relations (Amendment) Act (2003);
- The Equality Act (2010);
- Sex Discrimination Act (1975); (Amendment regulations 2008).

2 Aims and objectives

2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

- 2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 2.6 We challenge personal prejudice and stereotypical views whenever they occur.
- 2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- 2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3 Racial equality

- 3.1 In our school we will:
- strive to eliminate all forms of racism and racial discrimination;
 - promote equality of opportunity;
 - promote good relations between people of different racial and ethnic groups.
- 3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.
- 3.3 We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 3.4 Our curriculum reflects the attitudes, values and respect that we have for all the different ethnic groups that are part of our school community. So, for example, in our Faith & Culture Fortnight and our studies of different faiths in RE we explore the importance of religious faith and practice for those who follow world religions other than Christianity. Throughout the year we learn about religious festivals from other faiths.

4 Disability non-discrimination

- 4.1 Some children in our school have special educational needs or disability. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the Equality Act which came into force in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.
- 4.2 The school is committed to providing an environment that allows SEND children full access to all areas of learning.
- 4.3 Teachers modify teaching and learning as appropriate for SEND children. For example, they may give additional time to complete certain activities, or modify teaching

materials, or offer alternative activities where children are unable to manipulate tools or equipment.

5 Gender equality

- 5.1** We take positive steps to raise the achievement of all gender groups. These include:
- dealing with negative aspects of behaviour, including bullying and name-calling;
 - removing gender bias from our resources;
 - making sure that our displays reflect the full range of activities open to learners at our school
- 5.2** To make our teaching more accessible to all, we:
- begin a lesson by stating the learning outcomes, and giving the 'big picture';
 - employ a variety of activities;
 - deliver work in bite-sized chunks, with mini-plenaries and new starts;
 - provide challenge, competition and short-term goals;
 - give regular positive feedback and rewards;
 - set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.
- 5.3** We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of children in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the attainment for one gender do not do so at the expense of achievement of another.

6 The role of governors

- 6.1** In this policy statement the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
- 6.2** Governors check that all pupils are making the best possible progress, and that no group of pupils is underachieving.

To do this we monitor:

- admissions;
 - attainment;
 - exclusions;
 - rewards and sanctions;
 - parents' and pupils' questionnaires.
- 6.3** The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

- 6.4 The governing body will, in school documentation, make reference to arrangements for pupils with special needs.
- 6.5 The governors welcome all applications to join the school, whatever background or disability a child may have.
- 6.6 The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

7 The role of the head teacher

- 7.1 It is the head teacher's role to implement the school's policy on equal opportunities, and she is supported by the governing body in so doing.
- 7.2 It is the head teacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 7.3 The head teacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.
- 7.4 The head teacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 7.5 The head teacher promotes respect for other people in all aspects of school life; in assemblies, for example, respect for other people is a regular theme.
- 7.6 The head teacher views all incidents of unfair treatment, and any racist incidents, with due concern.

8 The role of the class teacher

- 8.1 Staff will ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- 8.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of different genders and minority groups.
- 8.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. In geography the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.
- 8.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book, and draw them to the attention of the head teacher.

9 Monitoring and review

9.1 It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from groups such as pupil premium, disadvantage, SEND and EAL, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- require the head teacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed every three years or when necessary.

This policy was ratified by the Governing Body on

Date.....

Signed.....

This policy will be reviewed in spring 2022

Statutory Framework

APPENDIX A

The Equality Act (2010)

Children Act 2004

The Disability Discrimination Act (DDA) 1995 (as amended in 2005)

The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2003

The Equal Pay Act 1970 (EPA)

Education and Inspection Act 2006

Duty to Promote Community Cohesion, Education and Inspections Act 2006

Employment Act 2002 and associated regulations Employment Act 1989 Employment Relations Act 1999

Employment Rights Act 1996
Human Rights Act 1998
Management of Health and Safety at Work Regulations 1999
Maternity and Parental Leave etc Regulations 1999
Occupational Pension Schemes (Equal Treatment) Regulations 1995
Part-time Workers Regulations 2000 as amended
Pensions Act 1995
Protection from Harassment Act 1997
Sex Discrimination (Questions and Replies) Order 1975
Working Time Regulations 1998

In addition European Directives, which have been agreed and introduced into UK law.
These cover:

1. Race/ethnic origin in treatment
2. Direct and indirect discrimination on the grounds of:
 - a) Religion/belief; race/ethnic origin; sexual orientation
 - b) Age and disability