



## Blessed Robert Widmerpool Catholic Voluntary Academy

### Equality Policy

#### Introduction

The school is committed to ensuring equality of opportunity for all its employees, pupils and any others involved in the school community. These duties reflect international human rights standards. All children are provided with opportunities to learn in creative and encouraging learning environments which embrace a range of teaching styles.

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#### Specific Duties

To publish information to show compliance with the Equality Duty.

To publish Equality objectives at least every 4 years which are specific and measurable.

#### General Duties

Duties set out in the Equality Act 2010 prevent discrimination against pupils because of their sex, race, disability, religion or belief, gender reassignment, sexual orientation, or pregnancy or maternity.

Duties under the Education and Inspections Act 2006 are to promote community cohesion.

Duties also reflect international human rights standards as expressed in the UN convention on the rights of the child and the UN convention on Rights of People with Disabilities, and the human Rights Act 1998

#### Aims

- Eliminate discrimination, harassment and victimisation that is unlawful under the Equality Act 2010 including: disability, sex, race or ethnicity, sexual orientation and religion or beliefs
- Recognise all learners are of equal value, whether or not they are disabled, whatever their age, ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual identity.
- Recognise, respect and value difference
- Promote positive attitudes and mutual respect between groups and communities
- Foster a shared sense of cohesion and belonging where all members of the school and wider community are able to participate fully in the life of the school
- Work to raise standards for all pupils, especially the most vulnerable
- Ensure equality in policies and procedures related to recruitment, promotion and continuing professional development

## **Elimination of Discrimination, Harassment and Victimisation**

The schools policies and Education for Personal Relationships (EPR) programme provide a basis for children within which they can grow in confidence as people and become informed, thoughtful, responsible, healthy and safe members of society.

The EPR programme encompasses PSHE and Citizenship as well as Sex and Relationship Education, drugs education, bullying awareness, safety, civic rights, duties and responsibilities and developing thinking skills.

It seeks to educate the whole person: spiritually, intellectually, morally, emotionally, psychologically, and physically towards Christian maturity.

The school:

- Takes account of equality issues in relation to admissions and exclusions
- Carries out their Reasonable Adjustment duty for disabled pupils and provide access for pupils to facilities and services
- Promotes equality and diversity through the curriculum

## **Admissions**

Admissions arrangements are fair and transparent and do not discriminate on the grounds of sex, race, disability, sexual orientation, gender reassignment, pregnancy or maternity. As a Catholic Academy, priority may be given on the basis of faith in cases of oversubscription in accordance with the Admissions Code. (Admissions Policy)

## **Employment**

Employment equality is promoted to ensure that no one is discriminated against when it comes to, employment, promotion or training. As a Catholic Academy, the school Standards and Framework Act, 1998 states that preference may be given in connection with the appointment, remuneration or promotion of teachers whose religious practice is in accordance with the Catholic Faith. This applies to the Assistant Head and Head Teaching Roles.

## **Behaviour, Exclusions and Attendance**

The Behaviour Policy takes full account of the new duties under the Equality Act. Reasonable, appropriate and flexible adjustments are made for pupils with a disability. Data is closely monitored on exclusions and absence from school for evidence of over-representation of different groups and action is taken promptly to address any concerns. (Behaviour Policy)

## **Prejudice and Bullying**

All forms of prejudice and prejudice-based bullying are challenged. These include prejudice around:

- Disability and SEN
- Race, religion or belief
- Gender and sexual orientation

The school Anti-Bullying Policy outlines the strategies in place to minimise bullying of all pupils.

A record of any bullying or prejudice-related incidents is kept by the head teacher. A report is provided to the governors about the numbers, types and seriousness of prejudice-related incidents and how they have been dealt with.

## **Advancing Equality of Opportunity between Different Groups**

The school:

- Collects and analyses data in order to inform planning and identifies targets to achieve improvements
- Collects data and monitors progress and outcomes of different groups of pupils and uses this data to support school improvement
- Collects, analyses and publishes data: on the school population by gender and ethnicity; on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability; by year group – in terms of ethnicity, gender and proficiency in English; on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
- Monitors standards reached by different groups on a termly basis and publishes this analysis on a yearly basis
- Ensures equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
- Implements an Accessibility statement which lists the access arrangements for disabled pupils. (Appendix 4)

## **Fostering Good Relations**

The school:

- Prepares pupils for life in a diverse society and ensures there are activities across the curriculum that promote spiritual, moral, social and cultural development
- Teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through RE, PSHE and citizenship across the curriculum
- Uses materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping
- Promotes a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour

## **Governing Body**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

## **Senior Leaders**

The Head teacher and SLT are responsible for implementing this policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of lawful discrimination.

## **Teaching Staff**

Should:

- Promote an inclusive and collaborative ethos in classrooms
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that occur
- Provide resources in their teaching that give positive images in terms of race, gender and disability
- Promote positive messages about equality to visitors through displays, assemblies and whole school events

## **Development of the Policy**

Pupils, staff governors and carers will be consulted regarding this policy and have opportunity to influence its development.

## **Developing a Voice for Pupils, Staff and Parents/Carers**

Parents and pupils have the opportunity to meet regularly to discuss progress and concerns with staff.

Any pupils, staff and community members can raise issues through the line management system, House systems and by contact with the Head Teacher. Issues will be passed to the Governing Body who will respond with recommended action within one term.

Urgent issues can be raised at any time with the Headteacher, other school staff or one of the governors.

## **Reviewing and Monitoring**

The policy is reviewed annually by the governing body.

This policy, along with Equality Objectives and Action Plan are available on:

- The school's VLE, website
- On the school server
- As part of induction for new staff

Review Date: February 2014

## **Appendices**

**Appendix 1** - Checklist of key equality considerations

**Appendix 2** - Equality Objectives for 2013-2015

**Appendix 3** - Equality Action Plan

**Appendix 4** – Access Statement

## **Appendix 1.**

### **Check list for school staff and governors**

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy, Action Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff (AHT) has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies

## **Appendix 2**

### **Equality Objectives 2013-2014**

- Pupils to make at least 2 levels progress from KS1-2 in English and Maths
- Maintain the highest expectations of success for all pupils.
- Increase participation of pupil premium pupils in extracurricular activities by providing a gardening club, code club and science club.
- To provide opportunities to develop pupil voice (a learning voice).

**Appendix 3**

**Action Plan**

<b>Aim</b>	<b>Action</b>	<b>Timescale</b>	<b>CPD Resources</b>	<b>Progress</b>
All pupils to make at least 2 levels progress across KS1-2 in English and Maths.	<ul style="list-style-type: none"> <li>• Termly review of data to monitor progression and identify intervention required.</li> <li>• Termly assessment meetings with staff to discuss the success of interventions.</li> </ul>	Feb 2012 – Feb 2014	Staff training on SPTO. Assessment Meetings – HT/DHT	Interventions monitored by staff and SLT.
Increase participation of children classed as pupil premium in extracurricular activities.	<ul style="list-style-type: none"> <li>• Provision of a gardening club, code club and science club.</li> <li>• Review further provision with extended schools provision.</li> </ul>	Feb 2012 – Feb 2014	Gardener Mad Science Code Club	Raise achievement amongst Pupil Premium pupils.
Provide opportunities to develop pupil voice throughout the school (a learning voice)	<ul style="list-style-type: none"> <li>• Ensure pupil voice is apparent throughout the school.</li> <li>• Ensure pupils' suggestions, interesting ideas and key questions are displayed in classrooms and around the school.</li> <li>• Children contribute to reviews, surveys consultations etc.</li> </ul>	Feb 2012 – Feb 2014	SENCO SLT Monitoring of planning	Pupil Voice is apparent throughout the school – website, assemblies, display, House Groups, Eco Council. Pupil Voice included in every review.

## ***Appendix 4***

### **Access Statement**

Ramped access is available to the rear of the building. Staff will open rear gates immediately on request for full disabled access to the school.

Disabled toilet facilities for adults or children are available in the entrance of the school building.

Children will be accompanied by a familiar member of support staff and given full support as per their individual needs protocol. Adults, staff or visitors, will be given appropriate assistance on request.

A pedestrian gate and safety rail is in place at the entrance of Foundation Stage.