

Sacred Heart Hindsford R.C. Primary School

Single Equality Policy



Policy written by I. McDermott –

Head Teacher

January 2020

Accepted by Governors:

J. Carter
I. McDermott

signed (chair)
signed (Head)

Shared with staff: date: January 2020

**By living out our Catholic faith
TOGETHER
we ENCOURAGE
and ACHIEVE**
"I have called you by name"

Introduction:

This single policy reflects the legal duties set out in the 2010 Equality Act and it replaces previous separate policies on disability, race and gender.

Statement/Principles:

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

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. At Sacred Heart RC Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

This policy is for and is shared with the whole school community including pupils, parents/ carers, staff, Governors, visitors.

Monitoring and Review:

The staff member responsible for co-ordinating the monitoring and evaluation is Mr M^cDermott [Head Teacher]. Responsibilities include:

- Providing updates on equalities legislation and the school's responsibilities in this regard
- Working closely with the governor responsible for equality
- RSE Policy is updated and reflects statutory requirements (September 2020)
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEND, Children Looked After, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors.

Policy Commitments

Promoting Equality: Curriculum:

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality – RSE Policy reflects this and statutory content (September 2020)
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials that positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement:

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement

- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school:

- At Sacred Heart RC Primary School, 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
- We strive to achieve a feeling of openness and tolerance 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 reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents/ carers) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, the School Council, pupil voice activities about their learning and the life of the school
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development:

- All posts are advertised formally either internally or externally
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity
- Access to opportunity & professional development is monitored for equality
- Equalities policy and practice is covered is part of staff induction
- Supply staff and contractors are made aware of the equalities policy

- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying:

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents [Mr M^cDermott, Head Teacher]
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Sacred Heart RC Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents / carers are encouraged to participate in the life of the school
- Maintain good channels of communication both informally and formally
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents / carers of newly arrived pupils feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all relevant equalities legislation
- The school has an up to date Single Equalities Policy
- The actions, procedures and strategies related to the policy are implemented
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which

are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

- Statutory RSE Curriculum is in place and reflects national expectations and reflects the faith of the school.

The Head Teacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality policy and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy
- Statutory RSE Curriculum is in place and reflects national expectations and reflects the faith of the school
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Statutory RSE Curriculum is in place and reflects national expectations and reflects the faith of the school
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.

Equality Information Report: 2019 - 2020

Actions	Outcomes
<p><i>Ensure children have access to other cultures through literacy and the curriculum:</i></p> <ul style="list-style-type: none"> • <i>Jungle Book</i> • <i>Non-Chronological Reports (India)</i> • <i>Mary Seacole</i> <p><i>Collate a range of resources which provide children with a range of experiences of other cultures.</i></p>	<ul style="list-style-type: none"> • Children have an increasing knowledge of other cultures and how these cultures have shaped our stories and lives.
<p>Ensure children have access to other cultural events:</p> <ul style="list-style-type: none"> • Black History Month – Drumming Session • Children to attend the launch of Black History Month in Bolton – Town Hall celebration • TA visiting other schools to promote BHM (Positive role-model to others) 	<ul style="list-style-type: none"> • Children see African History and Culture in a positive light and begin to appreciate the similarities and differences. • Children have celebrated African Culture and can see how the region values it – Town Hall visit. • Positive female role-model – visiting other schools to talk about and lead drumming sessions from her own culture.
<p>Ensure children have access to other faith's and religion's celebrations and events:</p> <ul style="list-style-type: none"> • Visit by Ann Angel (Jewish workshop) Autumn 2019 • Hindu Workshop – Spring 2020 <p>Develop a link with other places of worship – next year.</p>	<ul style="list-style-type: none"> • Children were able to see / discuss the similarities and differences between Judaism and Christianity. They heard first hand tales of how this influences the visitor's life – Faith in Action.
<p>Ensure children have access to world events:</p> <ul style="list-style-type: none"> • Celebrate Remembrance Day (sell poppies, promote Remembrance Walks, wall display) • Celebrate Holocaust Memorial Day – Leigh Turnpike – attend the Service and provide artwork for the Wigan Remembrance work. 	<ul style="list-style-type: none"> • Children are reminded of the sacrifices of others and begin to understand why we still continually strive for a better world - using history to guide us and remind us.
<p><i>Ensure children have access and know about other ways of living:</i></p> <ul style="list-style-type: none"> • <i>Implement 'No-Outsiders' programme (Archdiocese approved)</i> • <i>Parent Meeting regarding the new RSE Statutory content</i> • <i>Display in school to support the learning – links to 'No-Outsiders'.</i> <p><i>Collate a range of resources which provide children with a range of experiences of other ways of living.</i></p>	<p><i>Spring and Summer Term 2020</i></p>

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