

SINGLE EQUALITY SCHEME SCHOOL POLICY



'Each child has a divine beginning and an eternal destiny. We help him/her on that journey.'

St Marie's Mission Statement

St Marie's Academy recognises its responsibilities for child protection and the need for procedures to ensure that the welfare of the child is paramount.

We believe that everyone is unique and of equal value. We believe that all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs. No child or group of children will be treated any less favourably than others in being able to access services which meet their needs.

Reviewed – October 2020
Next Review – October 2021

A handwritten signature in black ink, appearing to be 'J. Bus', is written over a faint, light-colored circular stamp or watermark.

Signed Chair of Pupils Committee



ST MARIE'S SCHOOL, A Catholic Voluntary Academy

Single Equality Scheme

1. INTRODUCTION

St Marie's Catholic Primary School has developed this Equality Scheme to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Equality Act 2010
- Education and Inspections Act (EIA) 2006

A statutory duty has been placed on all school governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender. It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on race, disability and gender equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled pupils and the greater levels of exclusions of boys.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting the duty to promote community cohesion on school governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan covering race, disability and gender.

2. OUR APPROACH TO EQUALITY IS BASED ON THE FOLLOWING 7 KEY PRINCIPLES:

2.1. All learners are of equal value.

Whether or not they are disabled, whatever their 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 orientation.

2.2. We recognise, respect and value difference and understand that diversity is a strength.

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2.3. We foster positive attitudes and relationships.

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

2.4. We foster a shared sense of cohesion and belonging.

We want all members of our schools' community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

2.5. We observe good equalities practice for our staff.

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

2.6. We have the highest expectations of all our children.

We expect that all pupils can make good progress and achieve to their highest potential.

2.7. We work to raise standards for all pupils, but especially for the most vulnerable.

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

3. LEGISLATION AND GUIDANCE

3.1. This document meets the requirements under the following legislation:

3.1.1. [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

3.1.2. [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

3.2. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

3.2.1. Age

3.2.2. Disability

3.2.3. gender reassignment

3.2.4. marriage and civil partnership

3.2.5. pregnancy and maternity

3.2.6. race, colour, nationality, ethnic or national origin

3.2.7. religion or belief

3.2.8. sex

3.2.9. sexual orientation

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).¹

¹ Please note that faith schools such as St Marie's School, A Catholic Voluntary Academy have the

4. DUTY TO PROMOTE COMMUNITY COHESION

The Education and Inspections Act (EIA) 2006 requires the governing bodies of Academies to promote community cohesion under a new duty which came into force in September 2007 and schools contribution to community cohesion will be inspected by Ofsted from September 2008. The community cohesion duty builds on the existing legal duties on school governing bodies under the Race Relations Act as Amended 2000.

4.1. From our perspective, '*community*' has a number of dimensions including:

4.1.1. The school community, our pupils, their families, our staff and governing body.

4.1.2. Our parishes and the wider community which uses our facilities and services.

4.1.3. The community within which we are located, including Sheffield.

4.1.4. The UK and global community.

4.2. Our focus on community cohesion work is about promoting cohesion across different cultures, and religious or non-religious, ethnic and socio-economic groups as we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds. Our main contributions to community cohesion can be made in three areas:

4.2.1. teaching, learning and the curriculum: using the curriculum to value diversity whilst also promoting shared values.

4.2.2. equity and excellence: ensuring equity and high standards for all and tackling underperformance by any particular group.

4.2.3. engagement and extended services: engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

4.2.4. The teaching of the Church and the ethos of our schools affirms the value of every individual as being in the image of God. This belief underpins that we do and teach. Therefore all our procedures and practices include monitoring of data to identify any potential issues of inequality or discrimination.

4.2.5. We actively seek to engage with the community through extended services such as work with our parishes, participation in sporting events and adult learning activities to promote social cohesion.

5. ROLES AND RESPONSIBILITIES

5.1. The governing body will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.

5.2. The Headteacher will:

Be responsible for implementing the Policy and will ensure that all staff are aware of their responsibilities and are given appropriate support; and for taking any appropriate action in any case of unlawful discrimination.

following exception in regard to admissions:

[Admissions 2.4 Schools with a religious character may give priority in admissions to members of their own religion. The Admissions Code provides that this may only be done when a school is oversubscribed – schools subject to the Code are not permitted to refuse admission to pupils not of their faith if they have unfilled places.]

5.3. The Headteacher and designated members of the Senior Leadership Team will:

- 5.3.1. Promote knowledge and understanding of the equality objectives amongst staff and pupils
- 5.3.2. Monitor success in achieving the objectives and report back to governors

5.4. All staff will:

- 5.4.1. deal with incidents of harassment or bullying;
- 5.4.2. help to eliminate unlawful discrimination
- 5.4.3. prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents / carers) that take account of the need to eliminate unlawful discrimination and harassment and promote equality and diversity.

Students and parents / carers have a proportionate responsibility to understand and act in accordance with the policy, as do visitors to the school.

All staff and Governors at the school are responsible for the implementation of the Scheme.

6. ELIMINATING DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school will not tolerate any form of harassment and bullying of pupils or our staff.

Our Bullying Policy for Pupils states: That bullying is not tolerated at our school and there is a Code of Practice for dealing with bullying.

7. ADVANCING EQUALITY OF OPPORTUNITY

- 7.1. As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:
 - 7.1.1. Working in partnership with parents and carers, to identify children who have a disability through our pupil admissions procedures.
 - 7.1.2. Collecting data and monitoring progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age appropriate literacy and numeracy skills. We collect and analyse data on the school population by gender and ethnicity, EAL, on the performance of pupils identified as having a special educational need and / or disability and by year group.
 - 7.1.3. Evaluating an analysis of standards reached by significant groups within the school at the end of Key Stage 2. Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
 - 7.1.4. Taking steps to meet the particular needs of people who have a particular characteristic (e.g. We are committed to recruiting and retaining a diverse workforce, taking reasonable adjustments into consideration.)

7.1.5. Committing to cohesion and celebration of diversity (e.g. regular events in school to encourage interaction and raise awareness such as Black History Month)

7.2. In fulfilling this aspect of the duty, the school will:

7.2.1. Publish attainment data each academic year showing how pupils with different characteristics are performing. We collect, analyse and use data in relation to achievement, broken down as appropriate according to Special Educational Needs, ethnicity, gender.

7.2.2. Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

7.2.3. Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

8. FOSTERING GOOD RELATIONS

8.1. The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

8.1.1. Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHEE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures

8.1.2. Holding assemblies dealing with relevant issues.

8.1.3. Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

8.1.4. Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. We promote knowledge and understanding of different cultures and mutual respect and good relations between staff and students.

9. EQUALITY CONSIDERATIONS IN DECISION MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

9.1.1. Is accessible to students with disabilities

9.1.2. Has equivalent facilities for male and female students

All staff are expected to promote an inclusive and collaborative ethos in their classroom and to deal with any prejudice related incidents that may occur.

10. INFORMATION GATHERING

10.1. We will monitor our policies and practices with regard to:

10.1.1. the extent to which equality between pupils is promoted

10.1.2. the extent to which equality between staff is promoted

10.1.3. the extent to which the curriculum and other school activities take race, disability and gender into account

10.2. Information gathering will include:

10.2.1. The profile of our workforce.

10.2.2. Attainment levels.

10.2.3. Exclusions

- 10.2.4. Reports of harassment and bullying of pupils and staff
- 10.2.5. The composition of our Governing Body

11. EQUAL OPPORTUNITIES FOR STAFF

- 11.1. The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability, and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- 11.2. As employers we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff members, including support and administrative staff, receive appropriate training and opportunities for professional development in line with the schools' improvement priorities and appraisal policy.

12. PROCUREMENT AND CONTRACTORS

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices, by using contractors approved by Sheffield City Council and/or the Diocese of Hallam. Otherwise the issue of equality will be raised with the contractor prior to any order placed. We will also challenge any discriminatory behaviour.

13. VISITORS TO THE SCHOOL

We will take steps to ensure that visitors to our school including parents are adhering to our commitment to equality, by challenging any discriminatory behaviour.

14. PUBLISHING THE SCHEME

Our Scheme will be published on the schools' VLE. It will also be available by contacting the school office.

Appendix 1

Check List for School Staff and Governors

1. 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.
2. This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
3. The Equality Policy, Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
4. The school publishes information to demonstrate purposeful action on the general duties.
5. 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.
6. The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
7. The Headteacher has responsibility for co-ordinating the implementation of the policy and monitoring outcomes.
8. The school ensures that all staff understand and implement the key requirements of the Equality Policy.
9. The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
10. The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
11. All groups of pupils are encouraged to participate in school life and make a positive contribution.
12. 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.
13. Visual displays and multi-media resources reflect the diversity of the school community.
14. 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.
15. The school takes part in annual events such as Black History Month, AntiBullying Week, Refugee Week, Interfaith Fortnight etc. to raise awareness of issues around race, disability and gender.
16. The school environment is increasingly accessible to pupils, staff and visitors to the school with disabilities.
17. Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
18. The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.

The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.

Appendix 2

Public Sector Equality Action Plan

Public Sector Equality Duty	Equality Objectives	Actions	Monitoring impact and reporting progress	Who is responsible
Eliminate discrimination, harassment and victimisation	Raise pupil and staff awareness around issues of stereotyping, prejudice. Positively impact community cohesion.	Devise and develop personal development behaviour and wellbeing assembly	GB review of Equality Action Plan	SLT Pupils Committee
Advance equality of opportunity between different groups	Increase access for all groups to after school provision and residential experiences	Analyse data re after school clubs and residentials, begin process of targeting pupils	GB review of Equality Action Plan	SLT Pupils Committee
Foster good relations between different groups	Provide the opportunity for parents and children to have positive dialogue with those with other protected characteristics	Community Faith Question Time	GB review of Equality Action Plan	SLT Pupils Committee
Improving accessibility (Accessibility Plan)	All members of school community able to access facilities with dignity	Review accessibility of toilets for incontinent children	GB review of Equality Action Plan	SLT Pupils Committee
Eliminate discrimination, harassment and victimisation	Raise pupil and staff awareness around issues of stereotyping, prejudice. Positively impact community cohesion. Raise awareness of extremism and terrorism. Scheme of Work from FS to Y6 will be developed	Review and implement revised policies: <ul style="list-style-type: none"> • Sex education • Anti-bullying • RSE • Safeguarding • SEND P4C with Year 6, project around extremism and terrorism	GB review of Equality Action Plan SLT	SLT Pupils Committee

Public Sector Equality Duty	Equality Objectives	Actions	Monitoring impact and reporting progress	Who is responsible
Advance equality of opportunity between different groups	Increase access for all groups to after school provision and residential experiences	SEND residential for targeted children SEND swim tournament Staff meeting on the nine protected characteristics	GB review of Equality Action Plan	SLT Pupils Committee
Foster good relations between different groups	Provide the opportunity for parents and children to have positive dialogue with those with other protected characteristics	Parent Forum World in Our Playground Interfaith Event Visit to Place of Worship	GB review of Equality Action Plan	SLT Pupils Committee
Improving accessibility (Accessibility Plan)	All members of school community able to access facilities with dignity	Ensure that development of library is fully accessible	GB review of Equality Action Plan	SLT Pupils Committee