

St. Peter's Catholic School

EQUALITY POLICY

This policy applies to all members of the school, visitors, and to any other person who may come into contact with the school.

The school recognises its responsibilities towards the protected characteristics as noted in the Equality Act 2010, Protected characteristics are: age, disability, ethnicity, gender, those who have or plan to undergo gender reassignment, marital /civil partnership status, those who are pregnant or have recently had a baby, religion or belief, their sexual identity and orientation.

Believing that a good education should broaden the cultural horizon of every child, our School Mission Statement expresses the overriding aim "to be valuable members of our local and global community" It follows that we are conscious of the need to prepare pupils for life in a multi-racial and multi-faith society by fostering respect for, and understanding of, a rich cultural diversity and by seeking to counter racist and discriminatory attitudes.

Aims

Eliminate discrimination, victimisation and harassment and other conduct prohibited by the Equality Act 2010.

- Advance equality of opportunity between people from different protected groups, including:
 - Removing or minimising disadvantages suffered by people due to their protected characteristics;
 - Meeting the needs of people with protected characteristics
 - Encouraging people with protected characteristics to participate in areas where their representation is low.
- Foster good relations between people from different protected groups, including tackling prejudice and promoting understanding.

Principles of Equality

Equality exists where:

- there is opportunity for each individual to develop his or her abilities fully
- individual needs are focused on and individual differences valued
- positive role models are provided that encourage each individual's full development
- there is a calm and friendly atmosphere which encourages and promotes high personal standards
- there is a healthy, safe and secure environment
- individuals are not held back by discrimination, ridicule, put-downs, sarcasm, bullying, harassment or offensive behaviour, whether intentional or unintentional;
- all may make a contribution to the welfare of the school community;
- concerns about injustices are: facilitated, not stifled; investigated and remedied, not obstructed.
- This policy will be monitored through incident records, supported by detailing incidents and action taken.

These principles apply to all members of the school, visitors, and to any other person who may come into contact with the school, regardless of whether or not they share a protected characteristic.

All people treat one another with respect. Overall responsibility for monitoring the equality policy within the school rests with the leadership team.

The School's Commitment

The School is committed to using its best endeavours to ensure that all of its activities are governed by principles of equality of opportunity.

No prospective or actual student or member of staff will unjustifiably be treated less favourably than any other, whether before, during or after their study or employment at St Peter's on one or more of the following grounds (subject to any legal constraints and in relation to the protected characteristics laid out in the Equality Act 2010): age; colour; disability; ethnic origin; gender (including gender reassignment); marital or civil partnership status; nationality; national origin; parental status; pregnancy or childbirth; race; religion or belief (including lack of belief); sexual orientation; or length or type of contract (e.g. part-time or fixed term). The School has particular supportive policies for disability (Disability, Equality Scheme and Access Plan).

This Equality Policy applies to all members of the School community, both students and staff, whether permanent, temporary, casual, part-time or on fixed term contracts, to job applicants, to student applicants, current and former students and to visitors to the School. With regard to staff, this policy applies, but is not limited to, advertising of jobs and recruitment and selection, to training and development, to opportunities for promotion, to conditions of service, benefits, facilities and pay, to health and safety, to conduct at work, to grievance and disciplinary procedures and to termination of employment.

With regard to students, this policy applies, but is not limited to, admissions, to teaching, learning and other benefits under the School's control, to support student welfare.

Teaching and Learning about Equality

We aim to provide an inclusive environment which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected to assist them in reaching their full potential.

The School is committed to including active teaching and learning about equality in its daily life. This is reflected in the relationships and attitudes of staff and pupils, and in the curriculum.

Our curriculum is sufficiently broad in content and in approach to emphasise and celebrate the interdependence of human society, the culture diversity of the world in which we live, and the contributions of many civilizations to the fund of human knowledge and experience.

Formal teaching about racial equality takes place in the School's R.E. and P.D. programmes of study. In Religious Education, English and Humanities pupils are able to explore the causes, nature and effects of prejudice and discrimination. Skills in becoming aware of and countering prejudice and discrimination should be incorporated in the P.D. syllabus at all levels.

As a Catholic School we are especially conscious of the relationship between protected characteristics. We must communicate our commitment to freedom of conscience in religious beliefs and to fostering a deep respect for the religious beliefs and values of others.

"The friendly relationship between believers of different religions comes from respect and love for one another and it starts with recognizing the basic freedom to practise one's own faith completely and to compare it with that of others." (Pope John Paul II, March 1987).

Recording and Reporting Incidents and concerns

Complaints and Concerns

- Any incident, including that which is understood to be of a racial nature and causes upset to the victim related to their culture, will be acted upon in a way appropriate to the seriousness of the incident.
- Parents who have concerns about equality, equal opportunities, and issues that affect the education and welfare of their children are encouraged to contact the school;
- Students who have concerns about equality and equal opportunities, are encouraged to talk to a member of staff. They will be given the opportunity to express concerns through their form tutor, lead tutor, or through year and school councils
- Staff concerns may be pursued through line management and / or via the appropriate staff.
- Serious concerns regarding the application of the Equality Policy should be referred to a member of the Leadership Team.

Monitoring and Review

- All incidents and concerns monitored by Leadership Team

Roles and Responsibilities

School Governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and the single equality scheme are properly implemented
- making sure related procedures are followed

The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their
- parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working
- making sure all staff know their responsibilities and receive training and support in carrying
- these out
- taking appropriate action in cases of harassment and discrimination.

All school staff are responsible for:

- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to:
- recognise and tackle bias and stereotyping
- promote equality and avoid discrimination against anyone
- keep up to date with the law on discrimination and take training and learning opportunities.

Pupils are responsible for:

- supporting the school's equality ethos
- sharing concerns or issues with a member of staff
- good practice and enable review and development.

This may include:

- the anti-bullying policy and specifically racist and homophobic bullying
- developing school/class rules which challenge discriminatory behaviour.

Parents/Carers are responsible for:

- supporting the schools equality ethos
- sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

- following our expectations regarding equality.

Appendix A

Equality Objectives

As part of the Schools commitment to the aims of the equality policy we have developed measurable equality objectives.

Objectives

- All pupils will make progress which demonstrates the school's commitment to equality and inclusivity.

This will be done by:

- Using detailed analysis of student performance by gender, ethnicity, FSM and SEN(D) to identify and address any areas of underperformance.

- Review current process of identifying student participation to ensure extra-curricular activities are truly inclusive.

This will be done by:

- Using detailed analysis of student participation by gender, ethnicity, FSM and SEN(D) to identify and address any areas of discrimination.