

Holy Family R.C. Primary School, Limeside, Oldham.

"We live, love and learn in His way."

Equality Policy



OVERVIEW

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations; and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy applies to all members of Holy Family RC Primary School including:

- Staff
- Governors
- Pupils
- Visitors to the school or when engaged in off-site learning
- Temporary staff or contractors
- Students/Trainees

The school recognises its responsibilities for equality for all and will work to ensure fair treatment for all.

Equality of opportunity

Equal opportunity is about the right of everyone to:

- equal chances,
- make good progress and achieve well;
- fair and equal access to provision and opportunities; and
- be respected for who they are.

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of ethnicity, gender, social background, ability, disability, belief, age, marital status, nationality, citizenship or sexual orientation.

Within the school, leaders are instrumental in demonstrating mutual respect between all members of the school community. There should be an 'openness' of atmosphere which welcomes everyone

to the school. Staff and pupils should be expected to greet visitors to the school with friendliness and respect.

Definitions

The Equality Act 2010 covers policies that were previously separate under the headings of disability, race and gender. These broad areas and some new definitions are now encompassed in one policy commitment.

This policy refers to equality in the following groups and covers a number of areas of discrimination.

Protected Characteristics:

- Age
- Disability: a person who has a physical or mental impairment which has a substantial and long term effect on his/her ability to carry out normal day to day activities
- Gender reassignment: a person who proposes to, starts or has completed a process to change his/her gender. This does not have to be under medical supervision
- Marriage & civil partnership
- Pregnancy and maternity: pregnancy related illness must not be taken into account when considering a woman's employment
- Race: this encompasses colour, nationality, and ethnic or national origins
- Religion or Belief: this covers all faith with a structure and belief system which has weighty and substantial influence on human life and behaviour. Those of no faith are also covered
- Sex: both men and women are protected under the Act
- Sexual Orientation: the Act protects bisexual, gay, heterosexual and lesbian people

Types of Discrimination:

- Direct discrimination: someone is treated less favourably than another person because of a protected characteristic
- Discrimination by Association: direct discrimination against someone because they associate with another person who possesses a protected characteristic
- Discrimination by Perception: direct discrimination against someone because others think they possess a particular protected characteristic
- Indirect Discrimination: resulting from a rule or policy that applies to everyone but disadvantages a particular protected characteristic
- Harassment: behaviour that is offensive to others even if not directly aimed at them
- Victimisation: someone is treated badly made or supported a complaint under the Equality Act 2010

Responsibilities

At Holy Family School, the governing body are responsible for overseeing the implementation and monitoring of equal opportunities throughout the school. The Governing Body will ensure the Equal Opportunities provision in the school and that the school is meeting the statutory requirements.

The Headteacher

- To ensure the place of equal opportunities within School Improvement Plan
- To ensure that the 'equal opportunities policy and practice' is in-line with current guidance
- To report to governors on a regular basis
- To ensure the school has identified all staff and students with protected characteristics
- To record and deal with incidents of racism, bullying and other cases of inappropriate behaviour
- To co-ordinate the curriculum in conjunction with curriculum managers to ensure equality of opportunity is represented in the core and foundation subjects

- To ensure appropriate action is taken in response to breaches of the equality act
- To ensure that equal opportunities is covered within all subject policies and plans
- To provide opportunity for resources to be ordered to support this policy
- To apply equal opportunities legislation and guidance in the school's appointment process and general procedures
- To monitor performance by groups of children in their subject either through analysis or discussion with other senior staff
- To ensure the application of the admissions policy
- To continue to monitor and formulate accessibility plans in conjunction with the governing body

The Class Teachers

- To ensure the implementation of this policy within the classroom and in their own dealings with staff, children and the school community
- To contribute to discussions about equal opportunity issues
- To monitor their own procedures and routines to ensure that children are treated equitably
- To refer incidents and concerns, where appropriate, to the Leadership Team

The Role of all School Staff

- To set an example to children in terms of their treatment of one another and display of tolerance and understanding towards the beliefs and cultures of others
- To ensure that policies and procedures are implemented according to the equal opportunities policy
- To be vigilant for incidents of racism, sexism and prejudice an act upon them
- To encourage children to try new activities challenging stereotypical roles and prejudice

Complaints Procedure

If any pupil or parent feels they have a complaint which falls under the Equality Act they should, in the first instance, report this to the Headteacher.

Promoting Equality

Equality and inclusion are at the heart of our core values: love, forgive, respect, responsibility, embrace, achieve and joy.

Love- We love as God loves

Forgive – We forgive others as we want to be forgiven

Respect – We shall treat others with respect

Responsibility – We shall act responsibly and take responsibility for our actions

Embrace – We embrace challenges in learning and each other's differences

Achieve – We will dedicate ourselves to achieve greater heights

Joy – We shall follow our values with joy in our hearts

The school will promote equality in the following ways:

Pupil achievement and progress

School will:

- Support the development of a child's self-esteem.
- Encourage pupils to recognise their own strengths
- Ensure all pupils have equal access to extra-curricular activities
- Ensure that all pupils are offered the guidance and support they need
- Encourage pupils to appreciate their own uniqueness and the uniqueness of their peers.

- Ensure pupils receive regular encouragement and praise to help them become confident, motivated and independent learners.
- Monitor progress and achievement by protected characteristics
- Provide strategies/support to tackle under achievement in protected characteristic groups
- Data will be analysed at SLT level to ensure all pupils are making appropriate progress
- Ensure the highest standards of teaching and learning for all irrespective of ethnicity, religious belief, age, gender, ability and disability or social background
- Continue to develop a learning environment where there are consistently high expectations of all pupils regardless of age, gender, ethnicity, ability or social background.
- Seek to promote the welfare in school of individuals who have specific physical, emotional, learning and religious needs

The Curriculum

- The school will promote equality and diversity through an inclusive curriculum
- Curriculum planning will take account of the needs of all
- Curriculum provision will be monitored and evaluated by Senior Leaders
- Resourcing will reflect the need to provide equal access for all
- The RE and Citizenship curriculum will provide opportunities to celebrate and develop an awareness and understanding of faiths from around the world.
- Teaching methods will be diverse and appropriate for all needs and learning styles
- The school will seek to make full use of resources available in the wider community

Pupil Behaviour Policies

School will:

- Ensure procedures for managing behaviour and discipline will be fair and applied equally to all
- Deal swiftly, effectively and firmly with comments and incidents which are detrimental to the well-being of others
- Challenge inappropriate discrimination and promote cultural diversity.
- Ensure all incidents are recorded and reported to governors regularly.
- Keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.
- Monitor and act upon data gathered about the attendance of all pupils but with particular reference to those with protected characteristics

Admissions and transfers

- See Admission Policy
- The school support the Local Authority with Fair Access Admissions

Language

We recognise that it is important that all members of the learning community use language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of all groups
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals
- Promotes good inter-personal and community relations.

Governors and the Headteacher will:

- Operate fairly and provide equal opportunities to all with regard to staff appointments and staff development.
- Incorporate equality of opportunity into all aspects of the school's operations.
- Monitor and review our performance on a regular basis.
- Ensure the school's access plans are reviewed and updated regularly.
- Ensure all staff and children in the school have access to resources available in the school.
- Ensure all staff and governors are well informed about the policy and trained where necessary

Impact Assement

The school will monitor the impact of this policy via analysis of data collected to ensure that there is no disadvantage to those with protected characteristics within the academy's activities.

Policy author: Alison Booth

Date: 4/1/20

Governor Ratification:

Date: 15.01.2020

Signed: *Anne Ostmeier*

Name: Anne Ostmeier

Version	Date	Updated by	Comments	Governor Ratification Date.
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