

Equality Policy



ST JOHN PAYNE CATHOLIC SCHOOL

Date Of Issue	Review Date	Nominated Lead Member of Staff	Nominated Committee
Autumn 2023	Autumn 2026	Headteacher	Curriculum & Personnel

Introduction

As a Catholic School St John Payne promotes Gospel values and the teachings of the Catholic Church as an integral part of our mission.

Gospel values therefore provide the foundation for this Equality Policy.

The Equality Act of 2010 creates a legal obligation to avoid discrimination and promote equality. This policy will ensure that St John Payne School complies with this legislation.

Under the Act we recognise the following protected characteristics:

- Age
- Disability
- Ethnicity and Race
- Gender (Sex)
- Gender Identity and Reassignment
- Marriage and Civil Partnership
- Pregnancy, Maternity and Breastfeeding
- Religion and Belief
- Sexual Orientation

Aims of the Policy

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

As part of our duty to **advance equality of opportunity**, we recognise the need to:

- remove or minimise disadvantage suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Clearly our duty to **foster good relations** requires us to **tackle prejudice and promote understanding**. This is central to the school's purpose and has implications for the curriculum and all aspects of our work.

General roles and responsibilities of Headteacher, other staff and Governors.

The **Headteacher** will ensure that the following equality guidelines are followed.

Equality Guidelines

1 Attainment and Progress

- 1.1 Our aim is to ensure all students achieve standards at the highest levels. Pupil achievement is monitored by formal and informal procedures. It is analysed by gender, ethnicity, prior attainment and background.
- 1.2 Any pattern of underachievement of an individual or particular group is addressed through targeted curriculum planning, teaching and support.
- 1.3 The school will ensure, where possible, that assessment is free of gender, cultural and social bias. Baseline assessment is used appropriately for all students.
- 1.4 All students are encouraged to take responsibility for their own learning through regular reflection on their progress.
- 1.5 Progress reports to parents/carers are accessible and appropriate, in order to ensure all parents have the opportunity to participate in the dialogue.
- 1.6 All forms of achievement are recognised and valued.

2 Attitudes and Environment

- 2.1 The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour which is discriminatory in any form, will not be tolerated.
- 2.2 There is high expectation of all students with regard to behaviour and attendance.

- 2.3 All forms of harassment are recorded, monitored and dealt with in line with the school's behaviour and anti-bullying policies.
- 2.4 Students, staff and parents/carers are aware of procedures should incidents of harassment arise and all staff operate consistent systems of reward and discipline.
- 2.5 The school works in partnership with parents/carers and the community to tackle specific incidents of harassment and to develop positive attitudes to difference.
- 2.6 Staff members receive regular training and are encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all children.
- 2.7 It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
- 2.8 Students are encouraged to become independent and to take responsibility for their own behaviour.

3 Admission, Attendance, Discipline and Exclusion

- 3.1 Exclusions and attendance are monitored by gender, ethnicity, special educational need and background.
- 3.2 The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is followed up by appropriate personnel who are aware of community issues.
- 3.3 Comprehensive information about students' ethnicity, first language, religion, physical needs and diet is included on admission and/or administration forms.

4 Teaching and Learning

- 4.1 The teacher ensures that the classroom is an inclusive environment in which students know all contributions are valued. Where groups or individuals are marginalized, the teacher takes positive steps to include them.
- 4.2 Teaching is responsive to students' different learning needs in order to engage all students.

- 4.3 All students are encouraged and helped to become responsible for their own learning.
- 4.4 Teaching styles include collaborative and co-operative learning so all students appreciate the value of working together. All students are encouraged to question, discuss and collaborate in problem-solving tasks.
- 4.5 Pupil grouping in the classroom is planned and varied in order to maximise participation and learning.
- 4.6 Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- 4.7 Resources and displays reflect the experience and background of students, promote diversity and challenge stereotype in all curriculum areas.
- 4.8 All resources are reviewed regularly to ensure they reflect the inclusive ethos of the school.

5 Curriculum

- 5.1 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes.
- 5.2 All students have access to the mainstream curriculum.
- 5.3 The curriculum builds on students' starting points and is differentiated appropriately, particularly for:
 - Students with English as an additional language
 - Students from minority ethnic groups, where necessary
 - Students with special educational needs
- 5.4 The content of the curriculum reflects and values cultural diversity. The choice of literature and text should reflect the diversity of the school and its community.
- 5.5 The curriculum encourages students to explore bias and to challenge prejudice and stereotypes.
- 5.6 All subjects contribute to the spiritual, moral, social and cultural development of all students.

- 5.7 Extra-curricular activities and special events cater for the interests, cultural difference and capabilities of all students.
- 5.8 Informal events are designed to include the whole school community and at times will target minority or marginalized groups.

6 Policy, Leadership and Management

- 6.1 All school policies reflect a commitment to equal opportunities.
- 6.2 The management of the school and the Governing Body set a clear ethos which reflects the school's commitment to all its students and staff.
- 6.3 Teaching and curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the school and wider community.
- 6.4 All staff members are consulted in the decision making process.
- 6.5 When allocated, additional grants and resources (such as those provided for Traveller students and for those with English as an additional language) are appropriately targeted and monitored.

7 Staff – Recruiting, Training and Professional Development

- 7.1 All staff, including non-teaching and part-time staff are given status and support.
- 7.2 The induction of new staff addresses issues of equality.
- 7.3 Staff training and handbook include equal opportunities issues.
- 7.4 All members of staff have access to INSET, which will enable professional development.
- 7.5 Recruitment and selection procedures are fair and equal.
- 7.6 The skills of all staff members are recognised and valued and staff are encouraged to share their knowledge.
- 7.7 Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

7.8 There is a named senior member of staff responsible for equal opportunities in the school.

8 Parents/Carers, Governors and Community Partnership

8.1 All parents/carers are encouraged to participate at all levels in the full life of the school.

8.2 Information and meetings for parents are made accessible for all.

8.3 We ensure that governor support and recruitment is appropriate for all ethnic groups.

8.4 We strive to work closely with all community organisations.

The purpose of this procedure is to ensure that all staff are aware of the need for the curriculum to reflect cultural diversity and of the need to prepare students for life in a pluralist society.

The **Governing Body** will:

- Collect, analyse and publish information about their progress in achieving the three aims of equality legislation
- Consult with relevant parties regarding equality issues
- Use its power to nominate governors to ensure its composition reflects the community it serves
- Encourage parents and staff from all ethnic groups when recruiting to the Governing Body
- Apply the principles of best value without discrimination when purchasing goods and services

The Governing Body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

Arrangements for monitoring and evaluation

The Governing Body will monitor the pattern and frequency of equality related incidents. It will receive reports from the Headteacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.