



St Gilbert's R.C. Primary School

Policy: Diversity and Equality-February 2015

Background

This policy is written in light of the 2010 Equality Act. However, as St. Gilbert's Roman Catholic Primary School is a Voluntary Aided school with a registered, religious character there are some general exceptions to the Act which are followed by our school. These are identified in Appendix 2.

Aims and Values

St. Gilbert's RC Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At St. Gilbert's RC Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- Provide a secure environment in which all our children can flourish and achieve;
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- Plan systematically to improve our understanding and promotion of diversity;
- Actively challenge discrimination and disadvantage;
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation, and impact assessment of any relevant improvement plans, policies and procedures;
 - Publish and share our policies and impact assessments with the whole community;
 - Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
 - Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
 - Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
 - Have high expectations of behaviour which demonstrates respect to others.
- This policy draws from our existing policies e.g. Equalities Policies, Safer Recruitment, Whistle blowing, Protection of Children Policies e.g. Safeguarding, Behaviour, Antbullying,



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School Context

St. Gilbert's is a group 2 Roman Catholic Primary School in Eccles. It has 265 pupils and draws from a mainly white British community although there are an increasing number of pupils with English as an additional language in the school (for 2.9% in 2011 to 8.4 % in 2013). The % of pupils eligible for free school meals is around 20% and the number of SEN pupils is 33 approximately 13%.The school has a higher than average deprivation factor. Stability is in line with the national average.

Leadership, Management and Governance

St. Gilbert's RC Primary School is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- Working in partnership with families, the local authority (LA) and the wider community to establish promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

Responsibilities

Governing Body:

- Ensure that the school complies with equality legislation;
- Meet requirements to publish equality schemes;
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- Scrutinise the recording and reporting procedures annually;
- Follow the Diocesan guidance on admissions policy, which is fair and equitable in its treatment of all groups;
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy;
- Be pro-active in recruiting high-quality applicants from under-represented groups.

Headteacher/Leadership:

- Implement the policy and its strategies and procedures;
- Ensure that all staff receive appropriate and relevant continuous professional development;
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with LA guidance;
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- Evaluate and Report on progress and attainment annually;



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- Scrutinise attainment and progress of groups including gender, special needs, disability ,free school meals;
- Seek views of stakeholders biannually through questionnaires;
- Monitor attendance and take appropriate action where necessary;
- Report on racism, bullying , exclusions;

Staff:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status. The performance of all children will be monitored through the analysis of school, local and national data, staff Records of Concern, reporting of racism, teacher's attainment, SATs data, QCA assessment.
- In addition to monitoring, to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (Eg. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further school planning, target-setting and decision-making.
- Racist / bullying incidents will be recorded and reported in line with the LA procedures.
- This policy will be monitored for its impact on all stakeholders.
- Equality impact assessments will be made when policies are reviewed, actions taken e.g. recruitment to ensure no persons are unfairly disadvantaged.

Ongoing Strategies

- Clear statements on the unacceptability of: name calling, bullying, harassment, abuse.
- Activities of a non stereotypical nature (home corner/role play, apparatus).
- Time and space for talk (Circle Time, PHSE).
- Opportunities for individuals to discuss about how they are feeling.
- Encourage the sharing of experiences (cultural and others).
- Review/update resources so that the message given should represent the children.
- Role play experiences to include addressing age, disability, race and gender.



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- Provide a differentiated curriculum – by developing classroom approaches which allow individual differences but which do not make distinctions which have negative effects on children learning and developing.
- Provide an equal entitlement curriculum which aims to offer the same coherent and balanced curriculum and learning experiences to all learners.
- Awareness of peer pressure.
- A positive position taken by all school personnel on bilingualism and culture by the use of more community languages or display in school, visitors to school.
- Staff on playground duty to look for vulnerable groups or individuals, assertive pupils, physical contact,
- Children will be encouraged to think about the exclusion of others and the effect it has.
- Introduction of appropriate role models in school.
- Use positive praise system for behaviour management.
- Involvement of children in decision making.
- Monitoring groups within the classroom.
- Use assembly times to reinforce equal opportunity issues.
- Use of books, stories to reinforce positive attitudes.
- Resources reflect a variety of viewpoints and a diverse society.
- Clear definitive and understanding of the term 'bullying'.
- School Chaplains and council reflecting pupil voice.
- Parental and pupil questionnaires.
- Induction arrangement for new pupils and new staff.
- A clear programme to support children with English as an Additional Language.
- Positive role models
- Pastoral support for all pupils.
- All new staff inducted.
- Involvement with the Parish and Community.

Equality Objectives 2014-17

- To narrow the gaps in attainment between Free School Meals groups and non-free school meals children.
- To provide a language programme for children who have English as a second language.
- To promote positive role models in the school through opportunities for all children i.e. sports clubs, arts opportunities, special events e.g. world of work day.