



"Live, Love and Learn"

EQUALITY AND DIVERSITY POLICY

Approved by Governors on:

Review Committee:

Review: Annually

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Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of St Teresa's Catholic Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality is a God given right. At our school this should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St Teresa's Catholic Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. This is fundamental to our ethos, our Mission Statement and our way of living.

Our Mission Statement

We are made in the image of God to live, love and learn in a caring Catholic community, where tolerance, confidence and independence are nurtured and every achievement makes us proud.

Our Values

Our patron, St. Theresa of Lisieux, showed through her attention to the 'little way' that 'Love proves itself by deeds'. We have worked together as a school community to reflect this in our core values of love, fairness, determination, respect, tolerance, confidence and achievement.

School in Context

St Teresa's is a smaller than average one form entry primary school; the number of pupils on roll has increased over a period of six years, with approximately 160 on roll. The majority of pupils are from White British backgrounds and approximately 40% of pupils are from other

ethnic groups and increasingly, the school is receiving children from Eastern European countries. In total, over a third of pupils speak English as an Additional Language (EAL). The majority of pupils come from families whose socio-economic circumstances are amongst the most disadvantaged in terms of deprivation across England and Wales. The percentage of children eligible for free school meals (FSM and FSM6) remained at approximately 50%.

The Nursery has a maximum 26 children on roll. Although the majority of these children are of White British heritage, there is a small percentage of children of other ethnic origins who do not speak English as their first language. The large majority of the children who attend the Nursery are from similar socio-economic circumstances as the pupils who attend the school. On entry assessment shows that pupils are well below typical development for their age, particularly in communication and language and literacy.

Accessibility

We have a ramp to enable access to the school building. There are 6 steps linking KS1 and KS2 but we are able to use the shared corridor in Fishwick County Primary School to avoid these. However, to enter internally and externally into Early Years, KS1 and intervention rooms a single step needs to be negotiated. We have 3 disabled toilets, one with a shower.

Ethos and Atmosphere

At St Teresa's Catholic Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community. There is an openness of atmosphere which welcomes everyone to the school. As a school community, we challenge any type of discriminatory and/or bullying behaviour. All pupils are encouraged to greet visitors to the school in a warm and welcoming manner, demonstrating friendliness and respect.

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

Provision is made to cater for the spiritual needs of all the children through daily acts of collective worship, whole-school/class/groups/individual based charitable deeds and fund raising, assemblies, and classroom based and externally based curriculum activities. We have quiet areas for reflection, such as the Peace Garden, where children and adults are encouraged to take time out of the hectic school life and put thoughts into perspective.

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation.

Monitoring and Review

St Teresa's Catholic Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils so we can monitor the achievement, progress attendance and exclusion data for whole cohorts, gender, EAL, disadvantaged children and new to the school.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilities, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St Teresa's Catholic Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors: For example, applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews.

Due regard is given to the promotion of equality in the School Improvement plan. The person responsible for the monitoring and evaluation of the policy and action plan is the headteacher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils. Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity

The school places a very high priority on the provision for special educational needs and disability.

We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work

The school also provides an environment in which all pupils have equal access to all facilities and resources. All pupils are encouraged to be actively involved in their own learning. A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Consideration will be given to the physical learning environment –both internal and external, including displays and signage

Curriculum

At St Teresa's Catholic Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of high quality resources and materials within St Teresa's Catholic Primary School is a high priority. These resources:

- reflect the reality of an ethnically, culturally and sexually diverse society

- reflect a variety of viewpoints
- show positive images of males and females in society
- include non-stereotypical images of all groups in a global context
- are accessible to all members of the school community

Language

We recognise that it is important at St Teresa's Catholic Primary School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Bilingual pupils are encouraged to use their first language effectively for learning.

Personal Development and Pastoral Guidance

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils. All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations). All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We recognise that perpetrators may also be victims

and require support. Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community. Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at all key stages where possible. We encourage the career development and aspirations of all school staff. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils. It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality as identified in this policy. Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. Equalities policies and practices are covered in all staff inductions. All temporary staff are made aware of policies and practices. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential. All parents/carers are encouraged to participate in the full life of the school. Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties

- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities
- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of

discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procurement

St Teresa's School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.