

HOLY ROSARY CATHOLIC PRIMARY SCHOOL

*“Together as a family, we love, learn and grow in
the presence of God”*



SINGLE EQUALITY POLICY

LEGAL REQUIREMENTS

The Single Equality Act which came into place in April 2010 brought together the duties that were previously set out in our Race, Disability and Gender policies into one Single Equality Policy. The Single Equality Act combines previous duties into one new Equality duty that covers all seven of the equality protected characteristics of age, disability, gender, gender-identity, race, religion or belief and sexual orientation.

The Equality Act 2010 requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the public sector Equality Duty and its purpose is to promote equality for all.

INTRODUCTION

Deciding on and meeting our Equality Objectives will require ownership by Governors, senior leaders, all staff, the school community and learners.

This document is to help us focus on the outcomes that matter to the people who use our school and to ensure that our services are accessible and delivered effectively.

We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. Our success in meeting our objectives will be monitored and delivered through the governors' role, school improvement processes and our self evaluation processes.

Our Vision and Aims for Equality and Diversity:

Holy Rosary Primary School's Mission Statement is: "Together as a family, we love, learn and grow in the presence of God." At Holy Rosary we ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

We are committed to giving all our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all our children. The achievements, attitudes and well-being of all our children matter.

To ensure that direct or indirect discrimination does not take place we recognise the need for a positive and effective single equality policy. Therefore:

- We promote the concept of equality of opportunity throughout the school, both for adults and for pupils.
- We seek to develop an understanding of, and promotion of human equality and equal opportunities.
- We promote good relationships between members of different racial, cultural and religious groups and communities.
- We will enable students to take responsibility for their behaviour and relationships with others.
- We will not tolerate bullying or harassment of any kind.
- Pupils will be provided with the opportunity to experience, understand and celebrate diversity.

Our school context:

Holy Rosary is in Sefton Local Authority. It is a two-form entry primary school, with nursery, situated in a mixed residential area with children from a variety of socio-economic backgrounds. It is the designated Catholic primary school for pupils from the parishes of Holy Rosary and Most Holy Redeemer and St Kentigern.

Holy Rosary has Teaching School status and has achieved several awards, including National Healthy School Status, Active Mark, the Basic Skills Award, Investors in People, Green Flag Award and Dyslexia Friendly Schools Award.

Our governing body includes teachers, parents and members of the wider community. All are involved in creating a shared ethos.

We gather information about ethnicity, disability, gender and religion through the Admissions Form which is completed by parents when children join the school.

RACE

We recognise that black and ethnic minority people experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. We are committed to working for the equality of all ethnic groups.

Under the duties of the Equality Act we will:

Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them. Dealing with complaints of discrimination and harassment speedily according to local authority guidance '*Challenging and Dealing with Racist Incidents in Schools*' and notify complainants of the outcomes and action taken.
- Encouraging dialogue between different racial groups.

Advance equality by:

- Expanding access and achievement across all communities and in all areas of school activity.
- Promoting the active participation of minority communities in shaping the future of our school.
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations.

Foster good relations and cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity.
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Fostering understanding and respect for the cultures and faiths of all our learners and their families.
- Countering myths and misinformation that may undermine good community relations.

DISABILITY

We recognise that people with disabilities experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school, to

disabled pupils, staff, parents, carers and other school users. We are committed to working for the equality of people with and without disabilities.

Under the duties of the Equality Act we will give due regard to:

Tackle unlawful discrimination against people with disabilities by:

- Challenging patronising or discriminating attitudes.
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
- Monitoring and eliminating discrimination and disability related harassment.
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.

Advance equality for people with disabilities by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and building.
- Increasing the extent to which disabled learners can participate in the school curriculum through reasonable adjustment.
- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives.
- Supporting disabled learners, staff and carers according to their individual need.
- Taking steps to meet people's needs related to their disability, even if this requires more favourable treatment.
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them rather than with people acting on their behalf.
- Monitoring staff and learners by disability.
- Having a Disability Equality Objective.

Foster good relations and cohesion by:

- Promoting equality of opportunity between people with disabilities and other people.
- Promoting positive attitudes towards people with disabilities.
- Increasing the inclusion of positive images of people with disabilities across the curriculum.
- Encouraging participation of people with disabilities in school life.

GENDER

We are committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We are aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours. We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

Under the duties of the Equality Act we will give due regard to the need to:

Tackle unlawful discrimination by:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Challenging patronising or discriminating attitudes.
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men.

Advance equality for girls, boys, women and men, in all our functions by:

- Monitoring learner outcomes and achievement by gender.
- Monitoring staffing and pay by gender.
- Having a Gender Equality Objective.

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women.
- Increasing the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.
- Encouraging the equal participation of boys and girls, women and men in all aspects of school life.

RELIGION AND BELIEF

The aim of Holy Rosary Catholic Primary School is to be a Christian community, living the Gospel values and fostering the spiritual, moral, personal and social development of all pupils. We provide a caring, sharing environment where staff lead by example in relationships and mutual respect.

We recognise that the Equality Act 2010 requires us to promote equality for people based on their religion, belief and non-belief. We will take necessary measures to ensure no one is unfairly disadvantaged as a consequence of their religious beliefs.

Under the duties of the Equality Act will give due regard to the need to:

Tackle unlawful discrimination by:

- Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief.
- Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief.

Advance equality in all our functions by:

- Providing pupils with the opportunity to experience, understand and celebrate different religions and cultural traditions through teaching, learning and a curriculum which promotes equality and celebrates diversity.

Foster good relations and cohesion by:

- Promoting good relationships between members of different racial, cultural and religious groups and communities.
- Fostering an understanding and respect for different religions and faiths through a curriculum that promotes equality and celebrates diversity.

SEXUAL ORIENTATION AND GENDER IDENTITY

We respect the rights of individuals to be open about their sexual orientation and ensure that no one is unfairly or illegally disadvantaged as a consequence of their gender-identity or sexual orientation.

Under the duties of the Equality Act we will give due regard to the need to:

Tackle unlawful discrimination by:

- Taking a pro-active approach to preventing all forms of homophobia within the school.
- Challenging patronising or discriminating attitudes and homophobic language.
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity.
- Including homophobic bullying and abuse as part of our Behaviour Policy.

- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality by:

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation and gender-identity equality.

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women.
- Fostering an environment where prejudice and stereotypical views are challenged wherever they occur.

AGE

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

Under the duties of the Equality Act we will give due regard to the need to:

Tackle unlawful discrimination by:

- Challenging patronising or discriminating attitudes and language.
- Dealing with complaints of discrimination and harassment speedily and according to the school Complaints Policy and the Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality by:

- Assessing the impacts of our policies, functions and procedures on promoting age equality.

Foster good relations and cohesion by:

- Increasing the inclusion of positive, non stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum.

ANTI-BULLYING

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have a Behaviour Policy and Anti-bullying Policy in place, both of which are reviewed regularly by staff and governors. We are committed to analysing all bullying and discriminatory incidents and ensuring the information is used to prevent further issues. The Headteacher reports to the governors on a termly basis the number of incidents of bullying, racial and homophobic incidents and exclusions. We monitor and submit data regarding bullying and discriminatory incidents to the Local Authority as required

EMPLOYMENT PRACTICES

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff. We have an Equal Opportunities Policy in place which is reviewed and updated regularly. Our staffing and recruitment, selection and promotion procedures are based on good equal opportunities practice, in accordance with the Sefton Metropolitan Borough Council's Equal Opportunities in Employment Policy. We have a Grievance Procedure, a Disciplinary Policy, a 'Whistle blowing' and a Staff Appraisal Policy in place and reviewed and updated regularly.

MONITORING EQUALITY

- Admissions Policy is in place which is reviewed and updated regularly by the Head Teacher and governors.
- Attendance Policy is in place which is reviewed and updated regularly by the Head Teacher and governors.
- SEN Policy is in place which is reviewed and updated regularly by the SENCo. SEN Support meetings are held termly with parents of children on the SEN register.
- We share curriculum planning and discuss it at staff meetings.
- Anti-bullying, Behaviour, Grievance, Disciplinary, 'Whistle blowing' and Staff Appraisal Policies are reviewed and updated regularly.
- Pastoral support: the school has an 'open door' policy and is proactive in offering support to staff, parents and children.
- Participation in every school trip is monitored and teachers are proactive in ensuring every child takes part in all school activities.

ROLES AND RESPONSIBILITIES

The Headteacher, along with the governing body, will see that the policy and its procedures are implemented and that staff are aware of their responsibilities. Staff will receive appropriate training and support in putting the policy into practice. Disciplinary action is taken against staff or pupils who discriminate. A governor is appointed to lead in this respect.

The role of governors

In this policy statement the governing body has set out its commitment to equality, and it will continue to do all it can to ensure that all members of the school community are treated fairly and equally.

The governing body monitors, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is under achieving. To do this we will monitor:

Admissions	Incidents of bullying
Attainment	Racial and homophobic incidents
Exclusions	Parents' and pupils' questionnaires
Rewards and sanctions	Participation in extra-curricular activities

The role of the Headteacher

It is the Headteacher's role to implement the school's policy on equality and she is supported by the governing body in so doing.

It is the Headteacher's role to make sure that all staff are aware of the school policy on equality and that the staff apply these guidelines fairly in all situations.

The Headteacher promotes the principle of equality when developing the curriculum, and in providing opportunities for training.

The Headteacher promotes respect for other people in all aspects of school life; in collective worship, for example, respect for other people is a regular theme, as it is also in displays around school.

The Headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

The role of staff

All staff will ensure that all pupils are treated fairly and with respect.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. For example challenging stereotypical images and promoting positive contributions of minority groups.

All our staff challenge any incidents of prejudice or racism. We record any incidents and draw them to the attention of the Headteacher.

It is the responsibility of our governing body to monitor the effectiveness of this policy. They will therefore:

- Monitor the progress of pupils from minority groups, comparing it to the progress made by others pupils in the school.
- Monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against.
- Require the Headteacher to report to the governors annually on the effectiveness of this policy.
- Take into serious consideration any complaints from parents, staff or pupils regarding equality.
- Monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

The Single Equality Policy will be reviewed every three years.

May 2021
(will be reviewed in May 2024)