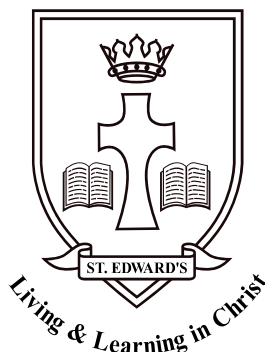


St Edward's Catholic Junior School

"I can do all things through Christ who strengthens me".
Philippians 4: 13



Equalities Policy

Learning is at the heart of our school. We have the commitment of a well-qualified and dedicated staff determined to provide a purposeful and challenging curriculum for all.

The mission statement of our school is: "**Living & Learning in Christ**". Our Mission Statement is for all members of our school community.

At St Edward's we have Faith at the Heart of our Community: Faith in ourselves; faith in each other and faith in God.

We are kind

We are understanding

We are disciplined

We are resilient

We forgive

We recognise that we are part of a much larger community and we reach out to those in need.

Through our Mission Statement, we are '***living and learning in Christ***'.

Through endeavouring to live the Gospel so that it influences everything that happens throughout the school day, we aim to:

- Value every member of the school community and develop the potential of each individual;
- Create an educational environment in which we are encouraged to enjoy our work whilst aspiring to the highest standards of achievement and behaviour;
- Develop a caring community, which recognises that each member is equally deserving of respect, understanding and opportunity regardless of age, race gender or ability.

Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination including discrimination based on religion or belief/ non-belief, sexual (orientation) harassment and discrimination and promote equal opportunities and good relationships between and amongst all. We aim to ensure that the school promotes the individuality of all of our pupils irrespective of ethnicity, attainment, age, disability, gender, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our schools admissions policy is equally open to pupils of all groups, in line with our published criteria.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions, parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all. The Equalities Charter was written by pupils to reflect their understanding of our values.

We are all equal:

No matter what shape or size

Whether we are young or old

No matter what ethnicity or what language we speak

No matter who we are, God loves us

We are special in God's eyes

Big or small, God loves us all.

This policy applies to pupils, staff, governors, parents and carers and visitors to our school.

CURRENT PROFILE OF THE SCHOOL

St Edward's is a two form entry Catholic Junior School which serves the Catholic parishes of Aylesbury. It also includes the villages of Stone, Hartwell, Stoke Mandeville, Weston Turville and Aston Clinton. Although we are a Catholic school, we also welcome pupils from other Christian backgrounds, other faiths and no religious background.

We currently have 250+ children on roll with slightly more boys than girls. Our children are drawn from a wide geographical area. Many of our families have their cultural roots in the British Isles, whilst a high number draw on a heritage from the Caribbean, India, Sri Lanka, Pakistan, Philippines, Ghana, Nigeria, Zimbabwe, Kenya, Poland, Italy, Spain, Portugal, France, Russia and other parts of Europe, Asia, Africa and South America. A high percentage of our children have a first language other than English.

LEGISLATIVE CONTEXT

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In writing this policy Governors have had due regard to legislation.

The Equality Act 2010 replaced all existing equality legislation. It provides a single, consolidated source of discrimination law. It simplifies the law, and it extends protection from discrimination in some areas, covering all the types of discrimination that are unlawful.

With regard to religion we support the rights of all to practise their belief /non beliefs equally within a framework of respect for all.

RESPONSIBILITY FOR THE POLICY

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policies are maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- The named Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

The Head Teacher and Senior Management are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities Policy;
- Co-ordinating activities related to equality and diversity
- Ensuring that all who enter the school are aware of, and comply with, the Equalities Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief/non-belief.

All Staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of Disability, Gender reassignment, Marriage and civil partnership, Race, Religion or belief, Sex, Sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

All Parents/Carers are responsible for:

- Their children's education;
- Being aware of, and complying with, the Equalities Policy respecting the all categories of Protected Characteristics;
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors ;
- Understanding the ethos of the school and becoming involved in school life (i.e. theme fairs, International Day, extended services, FOSE, informal discussions with staff, parent evenings);

All Pupils are responsible for:

- Being aware of and complying with the Equalities Policy;
- Not discriminating on grounds of race, sexual orientation, religion, belief or non-belief, gender; or other equality issues;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;
- Understanding, valuing and celebrating diversity;
- Challenging stereotypes, and prejudices;
- Treating others as their equals.

ELIMINATING DISCRIMINATION, PROMOTING EQUALITY AND CELEBRATING DIVERSITY

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:

- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Promote attitudes and values that will challenge discriminatory behaviour
- Use a range of sensitive teaching strategies when teaching about different cultural traditions

- Develop pupils' awareness so that they can detect bias and challenge discrimination
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion
- Promote and celebrate the contribution of different ethnic groups to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extra-curricular activities that reflect all pupil groupings
- 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
- Increase achievement of all pupils across all curriculum areas and across all stages.

Personal development and pastoral guidance

- Staff take account of disability needs, gender, religious and ethnic differences 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 (as appropriate) with no discriminatory boundaries placed on them due to their disability, gender or race
- All pupils/staff/parents/carers are given support as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate, remedial work is done to ensure that the actions do not occur again
- Positive role models are used to ensure that different groups of pupils can see themselves reflected in the school community

Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups.

Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and are aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policies and practices are covered in all staff induction
- All supply staff are made aware of equalities policies and practices.

Partnerships with parents/carers and communities

- All parents/carers are encouraged to participate in the full life of the school
- We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities
- Members of the local community regularly join in school activities e.g. Family Fun Day, class masses etc.
- The school has a role to play in supporting new and settled communities
- Foster positive relationships between and within groups of pupils, staff, parents, carers and families.

MONITORING AND REVIEWING

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups. 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:

- Exclusions
- Incidents of racism, disability discrimination, sexual harassment, complaints about behaviour and all forms of bullying
- Parental involvement and attitudes through regular surveys, parent forum meetings and other parental feedback
- Pupil attitudes through surveys and Pupil Parliament meetings.

IMPACT ASSESSMENTS AND HOW THE EQUALITY POLICY RELATES TO OTHER SCHOOL POLICIES

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Pupils' progress attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Admissions and attendance
- The curriculum
- Teaching and Learning
- Staff recruitment and retention
- Induction
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

Name and signature of Head Teacher: Mrs Suzette Harris



Name and signature of Chair of Governors: Mrs Maria Harty



Date: October 2019

Review date: October 2020