



# Check list for school staff and governors

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- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

# Sacred Heart Primary School

## Single Equality Policy

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### 1. Legal Duties

**As a school, we welcome our duties under the Equality Act 2010. The general duties are to ensure that for prospective pupils, pupils at the school and in some limited circumstances, former pupils, we:**

- **Eliminate discrimination, harassment and victimisation**
- **Advance equality of opportunity**
- **Foster good relations**

We understand the principal of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- **Age (employees only)**
- **Disability**
- **Race (includes ethnic or national origins; colour and nationality)**
- **Gender (including issues of transgender)**
- **Gender reassignment**
- **Maternity and pregnancy**
- **Religion and belief (includes lack of belief)**
- **Sexual identity**
- **Marriage and Civil Partnership (employees only)**

### Harassment

The Equality Act 2010 also prohibits schools from harassing prospective pupils, pupils at the school and in some limited circumstances, former pupils in relation to the following protected characteristics:

- disability
- race
- sex.

## **Victimisation**

The Equality Act 2010 also prohibits schools from victimising prospective pupils, pupils at the school and in some limited circumstances, former pupils. Schools must also not victimise parents who make complaints.

Victimisation is defined in the Act as:

**Treating someone badly because they have done a 'protected act'  
(or because the school believes that a person has done or  
is going to do a protected act)**

A 'protected act' is:

Making a claim or complaint of discrimination (under the Act)

Helping someone else to make a claim by giving evidence or information

Making an allegation that the school or someone else has breached the Act

Doing anything else in connection with the Act

There is also protection for pupils who are victimised because their parent or sibling has carried out a protected act.

## **2. Mission Statement**

At Sacred Heart Primary, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Sacred Heart Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **3. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this policy, the school operates equality of opportunity in its day to day practice in the following ways.

### **Teaching and learning**

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;

- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **Admissions and exclusions**

Our Admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. We follow the Admissions policy as laid down by Sandwell Council for admission to its maintained schools. This policy is reviewed annually. Our Admissions arrangements are published on our school website [www.sacredheartpri.com](http://www.sacredheartpri.com) and are contained in our Prospectus, which is given to parents of prospective pupils, and to parents of pupils new to our school.

Exclusions will always be based on the criteria contained in the school's Behaviour Policy, which is reviewed and updated at least once annually. We will closely monitor exclusions, if there are any, to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **4. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Sacred Heart Primary.

We are committed to the implementation of equal opportunities' principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

#### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, age, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued Professional Development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

### **5. Equality and the law**

**All schools in England, Wales and Scotland, irrespective of how they are funded or managed, have obligations under the Equality Act 2010.**

**The action plan at the end of this Single Equality Policy outlines the actions Sacred Heart Primary will take to meet the general duties detailed below.**

#### **5a. Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in Equality Act 2010

The Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

## **5b. Disability**

This section should be read in conjunction with the school's Special Educational Needs and Disabilities Policy and Accessibility Strategy.

### **Definition of disability**

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Disability Duty requires us to have due regard to the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

## **5c. Gender Equality**

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

## **5d. Sexual Orientation**

The Equality Act 2010 made provision for regulations to extend protection against discrimination on grounds of religion or belief to sexual orientation.

This makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means with regards to Admissions, benefits and services for pupils and treatment of pupils.

## **5e. Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the Governing Bodies of Maintained schools to promote Community Cohesion. Community Cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds.

## **6. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires, parents' evenings, feedback from Parent Support Advisor meetings or parent governors;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing Body meetings.

## **7. Roles and Responsibilities**

### **The role of Governors**

- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The role of the Headteacher**

- It is the Headteacher's role to implement the school's Equality Policy and s/he is supported by the Governing Body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **8. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and are reported to the Governing Body on a termly basis through the Headteacher's report.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

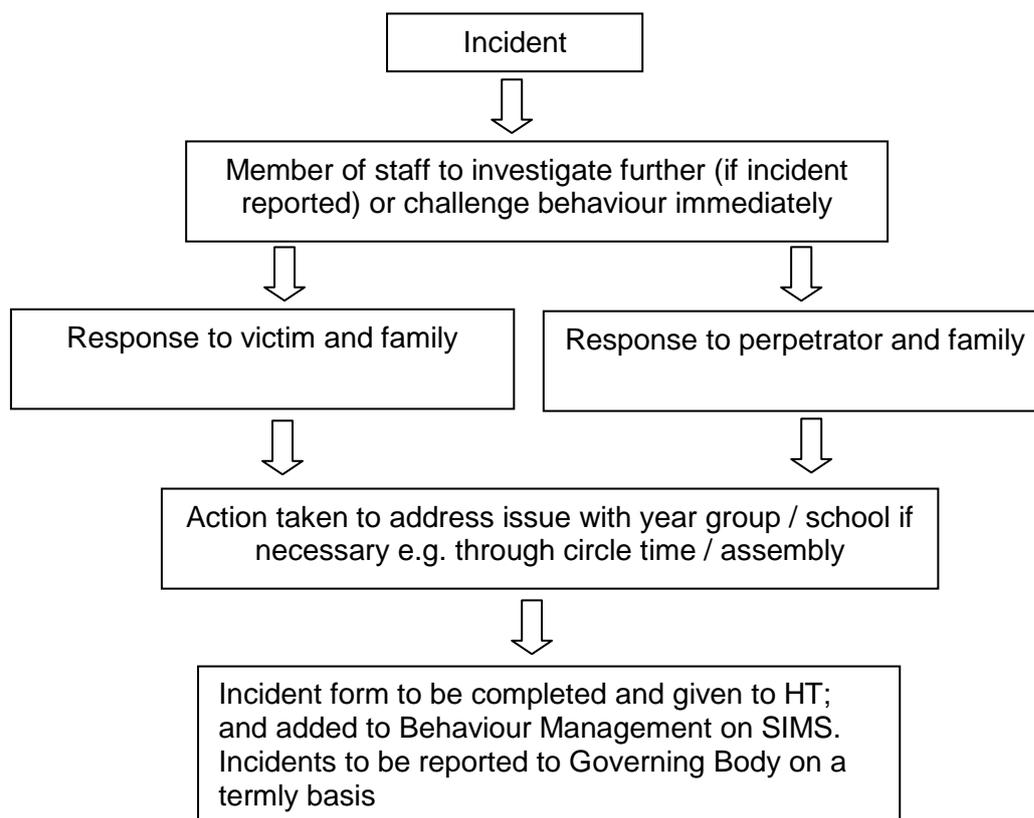
### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. The procedure for responding and reporting is outlined below:



## 9. Review of progress and impact

The Policy has been agreed by our Governing Body. In line with legislative requirements, we will review progress against our Equality Policy and Action Plan annually. A new Policy and Action Plan will be produced on a three year cycle or where required due to changes in legislation.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## 10. Publishing the policy

In order to meet the statutory requirements to publish a Single Equality Policy we will:

- Raise awareness of the policy through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available
- Publish it on the school website [www.sacredheartpri.com](http://www.sacredheartpri.com)

**Signed:** *Melanie Gee (Headteacher)*

**Date:** January 2016 (to be shared with Governors on 8/2/16)

## **Appendix A**

### **ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION**

#### **The school will ensure that:**

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Policy;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as before and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Policy through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

#### **The school will provide:**

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

### **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

#### **The school will:**

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;

- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Help children and young people to understand others and value diversity;
- Promote shared values, awareness of human rights and how to apply and defend them;
- Develop skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

## **MONITORING IMPACT**

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The Headteacher will report to the Governing Body at least annually on the effectiveness and success of its Equality Policy and Action Plan.

## SACRED HEART PRIMARY SCHOOL SINGLE EQUALITY POLICY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes?	Early success indicators
All	Publish and promote the Single Equality Policy through the school website <a href="http://www.sacredheartpri.com">www.sacredheartpri.com</a> , newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher	Immediately after Equality Policy is agreed by Governing Body	Staff are familiar with the principles of the Equality Policy and use them when planning lessons, creating class room displays  Parents are aware of the Equality Policy
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing Body	At least termly	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Curriculum lead and all staff through planning	Ongoing	Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	Member of staff leading on G&T	Ongoing	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class	School council representation monitored by race, gender, disability	Member of staff leading on school council	Ongoing	More diversity in school council membership

## SACRED HEART PRIMARY SCHOOL SINGLE EQUALITY POLICY ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes?	Early success indicators
	assemblies, fund raising etc.				
Race Equality	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body on a termly basis.	The Headteacher / Governing Body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing Body	Reporting through HT report to Governors (termly)	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body
Gender Equality	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and martial arts lessons, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities	Member of staff leading on sports / PE	Ongoing	More girls take up after-school sports clubs
Disability Equality Duty	Promote Staff/Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Headteacher /Lead Governor for Special Educational Needs & Disabilities	Ongoing	More applications from disabled candidates to be School Staff/Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas; Easter.	PSHE assessments/ assemblies	Member of staff leading on PSHE	Ongoing	Increased awareness of different communities shown in PSHE assessments

