



Single Equalities Policy and Objectives

- Accessibility Plan
- SEN Policy
- Admissions Policy
- All Employment Policies

Agreed by	FULL GOVERNING BODY
Signed	
Date	September 2021
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1. PURPOSE OF POLICY AND GUIDING PRINCIPLES

The purpose of this policy is to define the commitment of staff and Governors to promote equality and diversity within Holy Cross Catholic Primary School. We will ensure a consistent approach to communicating, implementing and monitoring its obligations to equality in both employment and our education provision. We aim to ensure that all our pupils, parents, governors, employees, contractors and those who may potentially join our school community, are treated fairly, and with dignity and respect.

Holy Cross is a Catholic Primary School and will exercise the right to protection with regard to the exemptions provided for in the 'Equalities Act 2010' relating to schools with a religious character as follows: Admissions, Benefits facilities and services, Curriculum, Collective Worship and Employment.

We believe that equality at our school should filter through 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 Holy Cross Catholic Primary School, equality is a key principle for treating people with respect and dignity irrespective of the age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/ belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010.

At Holy Cross we recognise that it is also unlawful to discriminate by association or perception, e.g. treating a pupil unfairly based on the Protected Characteristics of their parents or other family members.

This statement recognises the four types of unlawful behaviour:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

This policy is drawn up as a result of discussion between different stakeholders.

2. LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

- Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on the Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. MONITORING AND REVIEW

The responsibility for the monitoring and evaluation of this policy is the Headteacher. The governing body, with the support and guidance from the Diocese, are responsible for:

- Providing updates on equalities legislation and the schools' responsibilities in this regard;
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour, discipline and exclusions
 - Attendance
 - Admissions (see above)
 - All forms of bullying including incidents of prejudice related bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention (see above)
 - Visits and visitors

The school will update the equality information we publish and share with the school community on an annual basis.

The document will be reviewed by the Headteacher and Governing Body at least every four years.

This document will be approved by the Full Governing Body.

MEASURING THE IMPACT OF THIS POLICY

The equalities policy and all other relevant policies that are related to this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up the school community. As part of this policy a timeline will be published to enable analysis of the equality objectives to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make any necessary improvements and or changes to policies/procedures/ action plans etc.

4. POLICY COMMITMENTS

CURRICULUM

Holy Cross Catholic Primary School aims to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality, including augmentative provision.
- Our curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school.
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality.
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

ACHIEVEMENT

There is a consistently high expectation of all pupils and staff regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex, sexual orientation ethnicity or social background.

To secure the best possible outcomes of achievement we recognise that:

- All adults in our school will be expected to be good, positive role models in their approach to all issues relating to equality of opportunity.
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement.
- It is important to place a high priority on the provisions for special educational needs and disability.
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

ETHOS AND CULTURE

At Holy Cross Catholic Primary School, we will make every effort to create a feeling of openness and tolerance which welcomes everyone to our school. Those involved in the leadership of the school are instrumental in demonstrating mutual respect between all members of the school community.

- Reasonable adjustments will be made (within the limitations of resources available or provided in an alternative way) to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality.
- Pupils are given an effective voice, for example through the Learning Council

and through pupil perception surveys which regularly seek their views, and where we can we take action.

- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

Holy Cross Catholic Primary School is committed to ensuring that all employees have equal access to jobs, training and professional development opportunities.

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are suitably trained and are aware of what they should do to avoid discrimination and linked to safeguarding practices to ensure good equality practice through the recruitment and selection process.
- Access to opportunities for professional development is monitored on equality grounds.
- All supply staff and contractors are made aware of equalities policy and practice.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

COUNTERING AND CHALLENGING HARASSMENT AND BULLYING

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents;
- The school reports to Governors on an annual basis the number of diversity related incidents recorded in the school.

PARTNERSHIPS WITH PARENTS/CARERS AND THE WIDER COMMUNITY

The school aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. pupils with disabilities, EAL, travellers are made to feel welcome.

Responsibility for the policy

At Holy Cross Catholic Primary School, all members of the school community have a responsibility for the promotion of equalities.

The Governing Body has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable (please see Action Plan);
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on any diversity related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken

The Headteacher and senior leadership has a responsibility for:

- In partnership with the Governing Body, providing a consistent and high profile lead on equality and diversity;
- Overseeing the implementation of the equality policy and any supporting action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

All school staff have responsibility for:

- The implementation of the school's equalities policy and any supporting action plans;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.
- All staff are expected to have regard to this document and to work to achieve the Equality Objectives set out in this policy.

Pupils are responsible for:

- Respecting each other in their language and actions.

HOLY CROSS CATHOLIC PRIMARY SCHOOL EQUALITY OBJECTIVES

At Holy Cross Catholic Primary School, we are committed to ensuring equality of education and opportunity for all staff, pupils, parent and carers, irrespective of race, gender, disability, belief, religion or economic background.

In order to further support our pupils, raise standards and ensure inclusive teaching, we have set out the following equality objectives:

	Objective	Success Criteria	Activity	Lead	Review
1.	All staff and Governors will receive refresher training in Equality and Diversity.	All staff attain CPD certificate.	Educare online CPD module updated annually (1 hour).	Headteacher	
2.	To further develop and refine monitoring procedures.	Outcome data in key areas. Updated list of annual policy reviews.	To design and implement procedures for capturing data in areas not already captured. Information and outcomes regularly shared with Governors as part of the Headteacher's report. Equality impact assessments are routinely planned for.	Headteacher/SMT. Equalities Governor	
3.	Promoting equality: Curriculum: 1. The Holy Cross Curriculum prepares pupils for a life in a diverse society. 2. Curriculum opportunities are explicitly identified to explore concepts and issues related to identity and equality. 3. There is overt promotion of attitudes and values that challenge discriminatory behaviour and language. 4. Non-stereotypical materials are used in curriculum delivery which reflect accurately a range of cultures, identities and lifestyles.	Links to school improvement priorities are identified. Improvement priorities are based on the outcomes of the Equality and Diversity audit. The Holy Cross curriculum supports a positive transition to secondary settings. Pupils demonstrate raised awareness of cultural diversity	Audit of curriculum provision with a particular emphasis on SMSC, cultural diversity and awareness, and the needs of all learner groups. Provision for UKS2 ensures children are adequately prepared for transition to secondary settings. Pupil awareness is targeted across the curriculum. Audit of learning environment to ensure a diverse range of materials are being displayed and used.	Headteacher/SMT.	

4.	<p>Promoting equality: Achievement:</p> <ol style="list-style-type: none"> 1. Gaps in achievement between groups of pupils are routinely identified through pupil progress meetings, and addressed through interventions plans or pupil support plans. 2. There are improvements in achievement levels for pupils with SEND, those eligible for Pupil Premium, and those identified as vulnerable. 	<p>There are improvements in outcomes for pupils identified through rigorous pupil progress meetings.</p> <p>Effective evidence-based interventions are in place to accelerate pupil progress for identified groups or individuals.</p> <p>Staff and leaders can demonstrate their impact on pupil progress and attainment.</p>	<p>Effective use of Pupil Premium and SEND funding to support access to the curriculum and the provision of high quality interventions.</p> <p>Effective QFT to meet the needs of all pupils.</p> <p>Equality of curriculum access for all pupils, including, where appropriate, provision for Blended Learning.</p> <p>Equality of access to enrichment activities.</p>	<p>Headteacher Inclusion Lead Maths/English Lead Class teachers LSAs</p>	
5.	<p>Promoting equality: Ethos and culture:</p> <ol style="list-style-type: none"> 1. Foster good relationships between all members of the school community, including pupil voice. 2. Promotion of a welcoming openness and tolerance by all members of the school community. 3. Provision clearly identifies how it meets the cultural, moral and spiritual needs of all learners. 	<p>Strengthened relationships with the local and parish communities.</p> <p>Leadership and Governors overtly model an open and welcoming approach, where all members of the school community feel listened to.</p> <p>Curriculum, worship and enrichment activities evidence opportunities for personal development, building cultural capital.</p>	<p>Meetings with Learning Council, Governors, Community, Parish, priest, PTFA.</p> <p>Curriculum planning and monitoring.</p> <p>Staff, pupil, parent surveys.</p> <p>Provision for mental health and well-being of children and staff.</p>	<p>Headteacher Inclusion Lead RE Lead</p>	

