

# St. Mark's Catholic Primary School



## Equality and Diversity Policy and Objectives

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## 1. Introduction

- In accordance with our mission statement we pledge to respect the equal human rights of all our pupils and to educate them about equality
- We will respect the equal rights of our staff and other members of the school community, in particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

### **This Equality Scheme sets out:**

- The school's context
- The schools aims and values in relation to equality
- specific reference to community cohesion, race equality, disability equality, gender equality
- roles and responsibilities
- monitoring, reviewing and assessing impact

## 2. The School Context – What sort of school are we?

St. Mark's is a one form entry, voluntary aided school. The school is situated in Knowsley LA which reflects high levels of deprivation, We currently have 41% of pupils eligible for Pupil Premium. The vast majority of pupils are white British, 3% Asian/Indian, 3% Black Caribbean. The school has a high level of pupil mobility, current stability rate of 81%. The attainment of pupils on entry is below average. The percentage of pupils on the S.E.N. Register stands at 25% well above national average.

## 3. Equality – aims, values and objectives

At St Mark's we aim to provide equality and excellence for all in order to promote the highest possible standards.

Our Equality scheme is based on the following core values as expressed in this school's mission statement.

*At St. Mark's Catholic Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We believe in the uniqueness of the individual and recognise the diversity and range of contributions that each can make.*

*We aim to provide for the spiritual, moral, emotional, physical, mental and social development of the whole child; this included a growth in knowledge and understanding of self, and the world in which we live. We seek to foster self-esteem and a sense of responsibility to others and the world around.*

*In all that we do we endeavour to provide a high quality of education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require for living.*

## Equality Objectives <sup>[L]</sup><sub>[SEP]</sub>

- We will create an ethos in which pupils and staff feel valued and secured in their differences. <sup>[L]</sup><sub>[SEP]</sub>
- We recognise and celebrate difference in our school community. <sup>[L]</sup><sub>[SEP]</sub>
- We will build self-esteem and self-confidence in pupils so they can experience success and reach their full potential. <sup>[L]</sup><sub>[SEP]</sub>
- We will ensure our curriculum and the range of educational opportunities we offer recognises the needs of all pupils and seeks to narrow the gap for vulnerable learners. <sup>[L]</sup><sub>[SEP]</sub>
- To provide training for staff and governors on equality and diversity. <sup>[L]</sup><sub>[SEP]</sub>
- We challenge stereotyping and prejudice whenever it occurs. <sup>[L]</sup><sub>[SEP]</sub>
- By being positive role models for all in the way we live our lives. <sup>[L]</sup><sub>[SEP]</sub>
- We ensure that all recruitment, employment, promotion and training systems are fair <sup>[L]</sup><sub>[SEP]</sub>to all, and provide opportunities for everyone to achieve. <sup>[L]</sup><sub>[SEP]</sub>
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. <sup>[L]</sup><sub>[SEP]</sub>

#### **4. Our approach to promoting equality**

The overall objective of the school's equality scheme is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio economic background, where the person lives or spent convictions.

The principles of this scheme apply to all members of the extended school community – pupils, staff, governors, parents and community members.

#### **5. A cohesive community**

At St. Mark's school we try to achieve a cohesive community through a common vision, concentrating on what binds our community rather than what could divide it. We endeavour to create a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'. Diversity of backgrounds and circumstances is appreciated, respected and protected in order to support cohesion in a changing community.

Children are encouraged to understand their rights along with their responsibilities and all have similar life opportunities irrespective of background. We have prepared a separate Community Cohesion Policy and action plan which is reviewed regularly.

##### Race Equality

In line with the Race Relations Amendment Act we promote equality of opportunity for all, good race relations between different racial groups and eliminate unlawful racial discrimination. We have a Race Equality Policy which is reviewed regularly and we assess and monitor the impact on pupils attainment levels.

##### Disability Equality

At St. Mark's School we promote equality of opportunity between disabled persons and other persons and eliminate discrimination that is unlawful under the Disability Discrimination Act 1995. We will also look to promote positive attitudes towards disabled people, seeking to meet their needs and eliminate any harassment related to their disabilities.

We have a Disability Equality Action Plan which is reviewed regularly.

##### Gender Equality

In line with the Equality Act 2006 we look to eliminate unlawful sex discrimination and harassment, promoting equality of opportunity between males and females. We have a Gender Equality Action Plan which is reviewed regularly and we assess any current or proposed policies and practices on gender equality.

## **6. Roles and responsibilities**

All who work in the school have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

### **Our governors are responsible for:**

- making sure the school complies with all current equality legislation
- ensuring that the schools equality scheme and its procedures are followed

### **The Headteacher is responsible for:**

- making sure the procedures are followed
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils and their parents/carers know about it
- producing regular information for staff and governors about the plans, how they are working and providing training for them on the policy if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination; including racist bullying, homophobic bullying and bullying related to gender or disability

### **All our staff are responsible for:**

- dealing with racist, sexist, homophobic incidents and other hate incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Keeping up to date with the law on discrimination and taking training and learning opportunities
- Being able to recognise and tackle bias and stereotyping

### **Pupils are responsible for:**

- Demonstrating a zero tolerance towards all forms of discrimination and racism
- Using their 'student voice' through working with staff to develop policies relating to this area; for example an anti bullying policy, anti racist policy, bullying policy and procedures or school/class rules which challenge discriminatory behaviour
- Keeping equality and diversity issues on the pupil council agenda
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### **Visitors and contractors are responsible for:**

- Knowing and following our equality scheme

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor. Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. BME and Traveller pupils)
- Monitoring exclusions

## **7. Monitoring, reviewing, assessing impact**

This scheme is supported by a race equality action plan and disability and gender equality schemes. These are linked with the school development plan and include targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce.

This scheme will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment is used to inform future planning and decision-making.

The Headteacher will provide monitoring reports for review by the Governing Body. These will include: school population, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

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## Appendix 1 Equality Plans

### Racial Equality Plan

#### 1. Introduction

This plan sets out how St. Mark's Catholic Primary School will work to promote race equality.

The plan addresses our specific duties under the Race Relations (amendment) Act 2000. It forms part of our general Equality Scheme and also relates to Knowsley Council procedure for reporting racist incidents involving pupils in schools.

#### 2. Ethnic Monitoring

As a school we are fully aware of the ethnic origin of our children as described in the school context section of this report. This information is kept up to date. We are also fully aware of those children for whom English is a second language.

#### 3. Impact Assessment

The following policies/plans have been assessed in regard to the schools duties under the Race Relations (amendment) Act 2000:

- Overarching Equality and Diversity Scheme
- Race Equality Policy
- Disability Equality Scheme
- Gender Equality Scheme
- Community Cohesion Policy and action plan.
- All curriculum policies

The outcomes of this were:

All policies, schemes and action plans are up to date and comply with our duties and ethos as outlined in our Race Equality Policy and take account of our Race Equality statement.

There has been no pattern or trend of under achievement in assessment levels of children of different races. This will continue to be monitored.

The following policies/plans are to be assessed over the next 3 years.

As above.



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**4. Action Plan to address general duty to promote race equality**

	<b>Example evidence</b>	<b>well established</b>	<b>developing</b>	<b>Not yet in place</b>	<b>Action/task/priority</b>
i. promote equality of opportunity	All policies are up to date and staff are trained appropriately	<b>Yes</b>			
ii. Eliminate unlawful discrimination	All policies and procedures are in line with legislation	Yes			
iii. Eliminate racist harassment	All instances of racial harassment are dealt with very seriously by senior staff members. Children are made aware of the seriousness of racial incidents. Serious incidents of verbal and physical abuse are reported to the authority and parents are informed.	Yes			
iv promote good relations between different ethnic groups	Ethos of respect for all well maintained eg through Halewood Child of Excellence.	Yes			
v. other actions required (please list)					

**5. How policies and practice are monitored:**

Attainment of all children is monitored 3 times a year. Patterns or trends are noted and intervention strategies are employed to ensure all children are reaching their expected levels.

The policy is reviewed regularly and presented to Governors to ensure all duties are fulfilled.

**6. How information gathered is used;**

Attainment levels inform teaching and any necessary interventions.

Any concerns feed into staff development plans

**7. Staff Development:**

Awareness of policy and requirements – staff meeting

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### **Disability Equality Plan**

#### **1. Introduction**

This document sets out how St. Mark's Primary School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This document addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general equality scheme and also related to our Accessibility Plan.

#### **2. Impact assessment**

The following policies/plans have been assessed in regard to the general duties under the Disability Discrimination Act 2005 and the Special Needs and Disability Act 2001 and will be assessed over the next 3 years.

Race Equality Policy  
Overarching Equality Scheme  
Disability Equality Scheme  
Gender Equality Scheme  
Community Cohesion Policy and action plan.  
All curriculum policies

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3. Action plan to address the General Duty to promote disability equality

	Example evidence	well established	developing	Not yet in place	Action/task/priority
i. promote equality of opportunity between disabled persons and other persons	All policies are up to date and staff are trained appropriately	Yes			
ii. Eliminate unlawful discrimination	All policies and procedures are in line with legislation	Yes			
iii. Eliminate harassment related to disabilities	Any instances would be dealt with by SLT	Yes			
iv promote positive attitudes to disability	Through careful choice of resources that reflect disability Wheelchair basketball club		Yes		To ensure resources reflect disability To make more of eg Paralympics
v. Encourage participation by disabled people	Make the school as accessible as possible to those with disabilities		Yes		Ensure any new developments are accessible to those with disabilities

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**4. Accessibility Plan - as required by the Special Educational Needs and Disability Act (SENDA) 2001**

	<b>Example evidence</b>	<b>well established</b>	<b>developing</b>	<b>Not yet in place</b>	<b>Action/task/priority</b>
i. improvements in access to the curriculum			Yes		Resources to be improved and collected as needs dictate
ii. physical improvements to increase access to education and associated services			Yes		Resources and building improvements as needs and opportunity arise
iii. improvements in the provision of information in a range of formats for disabled people			Yes		Opportunities sought to improve and widen provision of information

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### **Gender Equality Action Plan**

#### **1. Introduction**

This document sets out how St. Mark's Catholic Primary School will work to address the General Duty to promote gender equality.

The plan addresses our specific duties under the Equality Act 2006

#### **2. Impact Assessment**

The following policies/plans have been assessed in regard to the schools duties under the Equality Act 2006.

Race Equality Policy

Overarching Equality Scheme

Disability Equality Scheme

Gender Equality Scheme

Community Cohesion Policy and action plan.

All curriculum policies

The following policies/plans are to be assessed over the next 3 years

As above

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3. Action Plan to address general duty to promote gender equality

	Example evidence	well established	developing	Not yet in place	Action/task/priority
i. Eliminate unlawful discrimination	All policies are up to date and staff are trained appropriately	Yes			
iii. Eliminate harassment related to gender	All policies and procedures are in line with legislation	Yes			
iv promote equality of opportunity between men and women/boys and girls	Recruitment procedures are in line with gender equality	Yes			
v. other actions required <ul style="list-style-type: none"> <li>• to continue to consult Raise on Line to check on gender attainment</li> </ul>		yes			