

The Cathedral School of St Peter and St John RC Primary



'Growing together within God's loving family, we support, challenge and inspire each other to become the best that we can be'

Policy Name	Equality Information & Objectives
Governors responsible for review	Standards & Effectiveness
Date Approved By Committee	
Review Cycle	Annually – Autumn 2
Statutory/Recommended/Optional	Statutory

Foreword

At **The Cathedral School of St Peter and St John RC Primary** we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, **The Cathedral School of St Peter and St John RC Primary**. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

We all have an ethnicity, an age, a sexual identity, a gender, religious beliefs. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community.

Our equalities and human rights agenda is about proactively working to address inequalities and improving lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives. To support us in this we look to many resources including CARITAS and in particular The Dignity of the Human Person

This document serves several purposes, it sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected. It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the equality groups protected by the Equality Act 2010, it sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life. Our scheme includes our whole school i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school an equitable, respectful and fair place, with an aim to improve outcomes that matter to our school community.

2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people, and how well we are doing to attain them. The Equality Act 2010 consolidates and replaces previous discrimination legislation. The Act covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

The school is obliged to:

- Eliminate discrimination and harassment, tackling prejudice.
- Avoid and deal with any victimisation that takes place following a complaint relating to equality;
- Have due regard to the promotion of equality and opportunity between all members of the school and wider communities;
- Promote positive attitudes and understanding of the protected groups.
- Encourage participation by minority and under-served groups in school life;
- Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others (especially in the case of disabled people), this includes using positive action measures where needed.

3. School values, ethos /Mission Statement

'Growing together within God's loving family, we support, challenge and inspire each other to become the best that we can be'

CAR

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4. School profile

The Cathedral School of St Peter and St John RC Primary is situated in an area of high deprivation. The number of children on roll is 209. School has high levels eligibility for free school meals (currently standing at 28% rec – yr 6). At present 18% of children are SEND

Our links with the church and community are strong. Our curriculum is varied and strives to meet the varied needs of all our learners. There is a strong emphasis on the emotional well-being of all our children and on achieving the best versions of themselves. As a Catholic school we have Christ at the centre teaching the Gospel values whilst learning about other religions celebrating specific days as special learning days such as Holi and Hanukah and Diwali amongst others. Children behave with respect to each other and incidents of racism and bullying of any kind are rare. Our core values are deep rooted in the Gospel and family values which are a common thread running through all areas of school life together with the fundamental British Values 'Democracy', 'Respect', 'Tolerance' and the 'Rule of Law'.

The Governing Board is made up of foundation, staff, parents and LA governors.

5. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have updated our accessibility action plan. This outlines our plans and commitment to increase accessibility of our school environment.

Accessibility Plan can be found on the school website and a paper copy can be produced on request.

6. Policies and Procedures

To ensure our policies and procedures are non-discriminatory we continually strive to ensure that all stakeholders are afforded equal opportunities.

7. Community Cohesion

We continue to support community cohesion by;

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations
- Countering myths and misinformation that may undermine good community relations;

8. Human Rights

Our school integrates human rights values and principles into all areas of school life. We demonstrate our approach via;

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- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation.
- A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them.
- Empowerment of students, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies.
- Student involvement in debates about change.
- An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity.
- Recognizing our roles and responsibilities under the Prevent strategy.
- Rich learning experiences about human rights inside and outside of the classroom

9. Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

10. Roles and Responsibilities for Implementing the Single Equality Scheme

The governing body, headteacher, senior management team and line managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the Scheme
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing Body will:

- designate a governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- ensure that the action plans arising from the Scheme are part of the school development Plan

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the Scheme
- be encouraged to support the Scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this Scheme which could directly affect their child

School Staff will

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying

- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

11. Annual report and review

Each year the GB Policy committee reviews the current scheme.

12. Information, feedback and complaints

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans, or if you wish to make a complaint, please contact;

Contact details:

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