



St Nicholas Catholic Primary School

'Our Catholic school is a diverse, nurturing and dynamic community which is faithful to Jesus, welcoming to all and provides a learning environment where everyone can succeed'.

Equality & Diversity Policy

2021-23

Rationale

At St Nicholas' Catholic Primary School we are committed to promoting equality of opportunity for all. We will strive to ensure that all existing and potential staff, pupils, parents, carers and users of the school are treated fairly and consistently. Ensuring that all members of the school community are allowed to live, learn and reach their full potential. This document should be read in conjunction with all other school policies.

Principles

We aim to:

- To foster positive attitudes and relationships; to actively promote positive attitudes and mutual respect between groups and communities different from each other.
- To offer an education appropriate to each individual pupil's needs regardless of their race, ethnic or national origins, gender, sexual orientation, disability or religious beliefs.
- To recognise, respect and value difference and understand that diversity is strength; to take account of differences and strive – where ever possible - to remove barriers and disadvantages which people may face.
- To help children understand the diverse world in which they live, fostering the beliefs of tolerance and respect through the prism of 'British Values'.
- To ensure that active encouragement is given to all in order to enable them to fully develop talents and personal skills for co-operative interaction and academic success.
- To continue to tackle issues of disadvantage and underachievement of different groups.

The policy – its purpose

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age, marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils. The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties.

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty by April 6th 2012

2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

In order to comply with the Public Sector Equality Duty we have the following procedures in place to ensure that we are promoting and providing equality of opportunity for all.

- i) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.**
- ii) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.**
- iii) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

Procedures

We will regularly review our procedures for dealing with equality and racist incidents as a whole school/staff approach, and we will use the Local Authority model framework for reporting and monitoring racial incidents, with minor adjustments in format.

We will also regularly review our procedures for dealing with incidents of bullying or harassment, reporting and monitoring incidents, with the aim of eliminating all such inappropriate behavior.

In accordance with our statutory duties in respect of Equalities legislation, we will formulate equality and diversity targets and objectives within the School Development Plan. This will ensure that these principles are central to our everyday work in ensuring the best education, welfare and personal development for all our learners. Representatives of all stakeholders will be involved in this process.

The progress towards these targets and objectives will be reviewed annually, and the outcomes reported to governors (through SDP review pages)

Staff:

The school adopts the Local Authority's advice and guidance through its Human Resources policies for fair advertising, recruitment, selection, training and retention of staff. The school recognises all staff have the right to work in a safe and harassment free environment, the right to career advancement pathways and that staff have individual and collective responsibility to respect each other's contributions regardless diversity, and to support the school's ethos and principles of safeguarding within the recruitment process.

For Governors and Headteacher:

To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

Overall structures, policies and attitudes are to be evaluated and regularly reviewed in order to ensure that no one within the school community is subject to discrimination or prejudice in any context.

In recruiting staff, qualifications, experience and suitability for the proper discharge of relevant duties will be taken into account. Age, gender, disability, ethnic origins, married or single status or other prejudices will not be considerations.

The safeguarding of children is paramount in all recruitment scenarios.

All staff, whatever their religious persuasion, are highly valued for their service and positive contribution to the ethos of school community.

Staff Checklist for Curriculum Planning purposes

Be aware of aspects within each topic that are more open to an equal opportunities perspective, and that challenge any prejudices or stereotypes.

Ensure that there is scope within planning and delivery of teaching to cater for the learning needs of all ability levels.

Actively challenge stereotyping, prejudice and discrimination.

Be willing to take on controversial issues including racism, sexism and homophobia.

Challenge the absence or distortion of the lives and successes of some groups such as black people, women, people with disabilities, or the disadvantaged.

Show similarities as well as differences.

When choosing examples use families from a variety of different backgrounds.

Avoid purely touristic, exotic, and decorative views of social or cultural groups: try to demonstrate a true image

Show the skills of people from different cultural and social groups within Britain to illustrate positive diversity within the British way of life.

Value the social background and identity of the children in the classroom.

Value the language diversity of children in the classroom.

(In doing this, we must have special regard to the needs of developing bilinguals as they assimilate English as an additional language. We will work closely with EMTAS and other relevant bodies to ensure this).

Equalities checklist

Resource purchase checklist - check presentation of:

Ethnic groups

Gender roles

People of differing abilities

Family grouping mix

Class

Urban/rural living

Religious/cultural diversity

Authority figures

Language groups/scripts in relation to books, posters, home corners, story tapes, music resources.

Checklist; take our aims into consideration

Positive images

Classroom groupings

Activities access

Diversity of resource collection for topic work (e.g. food)

Show similarities as well as differences.

Value and draw upon the language diversity of our pupils.

Follow up any complaints re: racist abuse, bullying or intimidation

Publication and Review:

This document will be regularly reviewed by all stake holders of the school community in order to ensure that we, as a school, are meeting the aims set out in this policy and that we are fulfilling our legal and statutory obligations.

The document will be published on the school website, www.stnicholasliverpool.co.uk, and will be available to all staff, parents and governors if requested.

Date written: Sept 2021

Review Date: Sept 2023