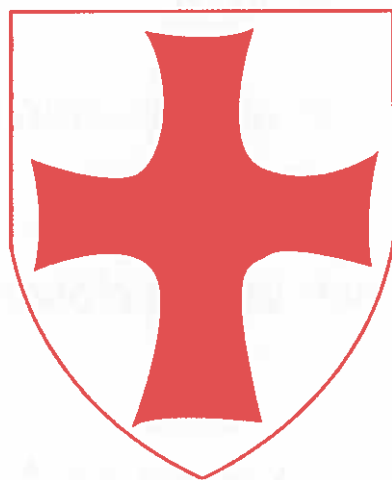


**St. Robert Southwell Catholic  
Primary School  
A school in the trusteeship of**



Diocese of Westminster



**EQUALITY POLICY**

**Adopted by governors on: 13<sup>th</sup> October 2015**

**Reviewed & Reapproved by the Governing Board: September 2017**

**Next Review: October 2018**

**Responsible Person: CLT**

A handwritten signature in black ink, appearing to be 'CLT'.

## **MISSION STATEMENT**

- Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church;
- a community which will develop the whole person
- a community which works closely with parents and parish
- a community which values each child as a unique individual with particular gifts and needs
- a forward looking community which serves its members and the wider society
- a community in which we will lead those in our care to grow in their faith whilst benefiting from an enriching education.



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### EQUALITY POLICY

#### Introduction

St Robert Southwell School is committed to the ensuring of equality of opportunities for all members of the school community. The governing body aims to ensure that no employee, job applicant, parent or pupil or other members of the school community is treated less favourably than anyone else.

**The school holds the fundamental belief that every individual, whatever their colour, culture, gender or ability, should have equal access to the opportunities available in school.**

**We believe in creating an atmosphere where each member feels equally valued and secure and any behaviour which devalues any child for reasons of colour, culture, gender or ability, will create unhappiness and insecurity and will deny this equal access. Such behaviour is therefore unacceptable in this school.**

The school is concerned with all pupils' access to the curriculum and the recruitment and opportunities for all staff.

The Equality Act 2010, which the greater part of it took effect from 1st October 2012 replaces and consolidates previous anti-discrimination legislation, including the Sex Discrimination Act 1975 and the Race Relations Act 1976, with a single Act. The 2010 Act introduced changes that the school needs to take account of. The Act introduced a single Public Sector Equality Duty ( PSED ), sometimes referred to as the general duty that applies to schools and all public bodies. The combined equality duty came into effect in April 2011. In common with all public bodies, St Robert Southwell School will have need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In practice, due regard means that the governing body and the leadership team will:

- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics



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- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought but will keep them under review on a continuing basis
- Integrate PSED into the implementation of all the schools functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.

It is unlawful to discriminate in the following areas, termed protected characteristics:

- Age
- Disability
- Gender
- Race
- Religion or belief
- Marriage or civil partnership
- Sexual orientation

### Aims and objectives

- To comply with the legislation of the Equality Act 2012
- To continue to maintain the school's position as a provider of the highest quality education and, as a good employer, providing development opportunities for all staff
- To ensure that equality remains a focus of the School Improvement Plan
- To establish good management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response
- To ensure all staff work together with a shared sense of purpose to meet the needs of every pupil
- To ensure that pupils and staff contribute towards a happy and caring environment by showing respect for and appreciation of, one another as individuals
- To ensure that complaints or evidence of failure to comply with the school's equality policy will be dealt with promptly and fully investigated according to relevant procedure.



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As a Voluntary Aided school St Robert Southwell School has certain exceptions to the general code as applied to most schools in England and Wales. These are;

- The Admissions code permits the school to give priority to looked after children who are practising Catholics and other practising Catholic children who live and worship in the parish of St. Sebastian & Pancras providing that the school continues to be oversubscribed
- It is unlawful for us to refuse or accept a pupil, based on the sexual orientation of the parent or parents.

We may apply religious criteria when recruiting any member of the teaching staff. In recruitment, remuneration and promotion, although we seek to appoint the person most suitable for the post, we may give preference to persons:

- Whose religious opinions are in accordance with the Catholic faith
- Who attend religious worship

### **Information about the pupil population (please see Appendix 1.1)**

The school is 2FE with PAN of 60 for each year group.

### **Curriculum**

We seek to provide a broad and balanced curriculum in which skills in all subject areas are taught progressively and systematically. The schools aim is to provide the best possible education for all pupils regardless of gender, ability or ethnic origin. The Curriculum aims to avoid stereotypes and provides good role models for all pupils. We seek to ensure that the curriculum is not delivered in a discriminatory way. For example:

- Children from all ethnic backgrounds are called upon to express their views in class discussions
- Girls and boys have equal access to all areas of the curriculum including sport

When curriculum policies are reviewed due regard is given to equal opportunity implications.

#### **Tracking Pupil Progress**

We aim to ensure that all barriers to learning are removed for all our pupils, especially those with protected characteristics. To achieve this we:



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- Track the progress of pupils by analysing data by race, gender, disability, disadvantaged and EAL
- Track the progress of all our pupils by analysing data
- Carry out termly assessments of all pupils in mathematics, reading, writing and science and in the seven areas of the EYFS Curriculum.
- Set individual targets for pupils in English and Mathematics

Special Issues for some protected characteristics

### **Race**

The governors will ensure that all pupils are not treated any differently because of their ethnic origins or colour.

### **Sexual Orientation**

The governors will ensure that children of gay, lesbian or bi-sexual parents are not singled out for unfair treatment.

### **Disability**

The governors will make all reasonable adjustments to avoid disadvantage to a disabled pupil. When considering what a reasonable adjustment is, the governors will take into account the circumstances of each case. Factors which would be considered would include: the financial or other resources required for adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route.

### **Positive Action**

Under the Act, the school can now make New Positive Action provisions to allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. These measures will need to be a proportionate way of achieving the relevant aim. The school will use these provisions as appropriately as possible.

### **Specific Duties**

In order for the school to fulfil its obligations under the Act, it will update the published Policy Annually and publish equality objectives at least once every four years. The objectives will be measurable and focus on improvements and positive outcomes.



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### **Equality objectives for the school year 2015-16**

- To accelerate progress of higher attaining girls to ensure they achieve or exceed expected progress in mathematics.

This will be achieved by identifying higher attaining girls children who are in danger of under achieving in the area of mathematics and putting in place appropriate intervention and challenge using small group teaching, specialist teacher in maths. The impact and progress will be reviewed half termly.

### **Recruitment and Employment of Staff**

The governing body will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Candidates for employment or promotion will be assessed objectively against the requirement for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary.

The governing body will consider any possible indirect discriminatory effect of its standard working practices, including the number of hours worked, the times at which these are to be worked and the place at which work is to be done, when considering requests only if the governing body consider it has good reasons, unrelated to any protected characteristics, for doing so. The governing body will comply with its obligations in relation to statutory requests for contract variations and will also make reasonable adjustments to its standard working practices to overcome barriers caused by disability. The school will monitor the ethnic, gender, and age composition of the existing workforce and of applicants for the jobs ( including promotion ) and the number of people with disabilities within these groups and will consider and take any appropriate action to address any problems that may be identified as a result of the monitoring process.

The governing body will ensure that appropriate training is provided on equal opportunities to all staff likely to be involved in recruitment.

All staff will assist the governing body and the whole school to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.

All staff should be aware that they can be held personally liable as well as, or instead of, the governing body for any act of unlawful discrimination. If any member of staff considers that they have experienced unlawful discrimination, they may use the schools grievance procedure to make a complaint. The





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governing body will take any complaint seriously and will seek to resolve any grievance that it upholds.

### **Implementation and Review**

The role of the governing body is:

- To ensure the policy is implemented and that it is reviewed every year
- To promote and understanding of the pivotal role of equal opportunities in the context of the school's ethos and values

The role of the headteacher is:

- To implement the Policy with support from the governing body
- To ensure that all staff are aware of the policy and that all staff apply it in all situations
- To ensure all appointment panels apply the procedures and principles in this policy, so that everyone is treated equally and fairly
- To ensure that all members of the school community, especially those with protected characteristics, play a full part in all aspects of school life
- To ensure that all complaints about unlawful discrimination are investigated and resolved appropriately

The role of the staff is:

- To always act and behave in a way that is consistent with the aims and objectives of the policy
- To regularly review policies to take account of equal opportunities implications

**All members of the school community are responsible for promoting the school's equality policy and are obliged to respect and act in accordance with the policy.**





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## APPENDIX 1.1

### PUPIL POPULATION (Summer 2 Census)

#### Information on pupils by protected characteristics (see Appendix 1.1)

- The Equality Act 2010 protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

**Disability** :The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Gender	Number of pupils	Percentage (%) of school population
Male	228	49.5%
Female	232	50.4%

Pupil Special Educational Needs (SEN) Provision (code E, S, K)		
	Number of pupils	Percentage (%) of school population
No Special Education Need	392	85.2
School Support	66	14.3%

Ethnicity and Race	Percentage (%) of school population		Percentage (%) of school population
White Eastern European	21.7%	Black African	2.6%
White British	27.6%	Black Caribbean	2.6%
White Irish	15.6%	Black other	0.4%
White other	5.2%	Asian	8.2%
Traveller of Irish Heritage	0.2%	Other Ethnic Group	15%

#### Information on other groups of pupils



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- In addition to pupils with 'protected characteristics', we wish to provide information on the following groups of pupils:

<b>Pupil with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage (%) of the school population</b>
Number of pupils who speak English as an additional language	102	104	206	44.7%

<b>Pupils from low-income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage (%) of the school population</b>
Number of disadvantaged pupils (Pupil Premium)	15	13	28	6%