

**St George's**  
Catholic Primary School



*Inspired by Gospel Values to grow and  
learn in faith, love and laughter.*

**St George's Catholic Primary School**

# **Single Equality Plan 2022-2023**

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## **Equality Plan**

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## Objectives

At St George's Catholic Primary School, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St George's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan the school will operate equality of opportunity in its day-to-day practice in the following ways:

### Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- *Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;*
- *Monitor achievement data by ethnicity, gender and disability and action any gaps;*
- *Take account of the achievement of all pupils when planning for future learning and setting challenging targets;*
- *Ensure equality of access for all pupils and prepare them for life in a diverse society;*
- *Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;*
- *Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;*
- *Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;*
- *Seek to involve all parents in supporting their child's education;*

- *Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;*
- *Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.*

## **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour for Learning Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at St George's.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However will endeavour, wherever possible, to ensure that the staffing of the school reflects the diversity of our community.

### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered

when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- *Monitoring recruitment and retention including bullying and harassment of staff;*
- *Continued professional development opportunities for all staff;*
- *Senior Leadership Team support to ensure equality of opportunity for all.*

#### **4. Equality and the law**

**There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Gender Equality Duty (2006).**

The action plan at the end of this Equality Plan outlines the actions Hackney New Primary will take to meet the general duties detailed below.

##### **4a. Race Equality**

***This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.***

***The General Race Equality Duty requires us to have due regard to the need to:***

- *Eliminate racial discrimination;*
- *Promote equality of opportunity;*
- *Promote good relations between people of different racial groups.*

Under our specific duty we will:

- *Prepare an Equality Plan which includes our written policy for race equality;*
- *Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;*

- *Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.*

#### **4b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy, Inclusion Policy and Accessibility Strategy.

##### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

##### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- *Promoting equality of opportunity between disabled people and other people;*
- *Eliminating discrimination and harassment of disabled people that is related to their disability;*
- *Promoting positive attitudes towards disabled people;*

- *Encouraging participation in public life by disabled people;*
- *Taking steps to meet disabled people's needs, even if this requires more favourable treatment.*

Under our specific duty we will:

- *Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;*
- *Review and revise this Scheme every four years.*

#### **4c. Gender Equality**

***The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.***

***Under our general duty we will actively seek to:***

- *Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;*
- *Promote equality between men and women.*

Under our specific duty we will:

- *Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;*
- *Review and revise this Scheme every four years.*

#### **4d. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good

relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## **5. Roles and Responsibilities**

### **The role of governors**

- *The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.*
- *The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.*
- *The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.*
- *The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.*
- *The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.*

### **The role of the head teacher**

- *It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.*
- *It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.*
- *The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.*
- *The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.*



- *The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.*

### **The role of all staff: teaching and non-teaching**

- *All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.*
- *All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.*
- *All staff will challenge any incidents of prejudice or racism, and record any serious incidents, drawing them to the attention of the head teacher.*
- *Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.*

### **6. Tackling discrimination**

Harassment on account of race, gender or disability is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:  
'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- *Physical assault against a person or group because of their colour, ethnicity, nationality, disability or gender;*
- *Use of derogatory names, insults and jokes;*
- *Racist or sexist graffiti;*
- *Provocative behaviour such as wearing racist or sexist badges or insignia;*
- *Bringing racist, sexist or discriminatory material into school;*
- *Verbal abuse and threats;*
- *Incitement of others to discriminate or bully due to victim's race, disability or gender;*
- *Racist, sexist or discriminatory comments in the course of discussion;*
- *Attempts to recruit others to discriminatory organisations and groups;*
- *Ridicule of an individual for difference e.g. food, music, religion, dress etc;*
- *Refusal to co-operate with other people on grounds of race, gender or disability;*
- *Written derogatory remarks.*

### **Responding to and reporting incidents**

It should be clear to pupils and staff how they report and record incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

As soon as the incident is reported it will be investigated and reported to both the victim's and the perpetrator's family. The school will decide what action should be taken next in terms of teaching and learning.

An incident form should be completed and the incident should be reported to the Governors.

## ***7. Review of progress and impact***

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a four year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **8. Publishing the plan**

***In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:***

- ***Publish our plan on the school website;***
- ***Raise awareness of the plan through the school newsletter, staff meetings and other communications;***
- ***Make sure hard copies are available on request.***

## Equalities Action Plan 2022-2023

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	Autumn 2018 and Ongoing	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan
All	Continue to monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Termly	Analysis of teacher assessments / termly data demonstrates the gap is narrowing for equality groups
All	Continue to ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	CTs	Ongoing	Notable increase in participation and confidence of targeted groups

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
<b>Disability Equality</b>	<b>Maintain a “Register” of children who are disabled following consultation with parents.</b>	<b>Monitoring of engagement of pupils with disabilities in ‘wider outcomes’.</b>	<b>First Aid Lead/SLT</b>	<b>Ongoing</b>	<b>Increased awareness of the range of disabilities represented within the school community.</b>
<b>All</b>	<b>Continue to ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</b>	<b>Increase in pupil participation, confidence and positive identity – monitor through PSHE</b>	<b>SLT</b>	<b>Ongoing</b>	<b>More diversity reflected in school displays across all year groups</b>
<b>All</b>	<b>Continue to ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.</b>	<b>School council representation monitored by race, gender, disability</b>	<b>Member of staff leading on school council</b>	<b>Ongoing</b>	<b>More diversity in school council membership</b>

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
<b>Race Equality Duty</b>	<b>Identify, record, respond and report any racist incidents as outlined in the Plan. Record on CPOMS, report the figures to the Governing body / Local Authority on a termly basis.</b>	<b>The Head teacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</b>	<b>Headteacher / Governing body</b>	<b>Reporting: December, April, July</b>	<b>Teaching staff are aware of and respond to racist incidents</b>  <b>Consistent nil reporting is challenged by the Governing Body</b>

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
<b>Community cohesion</b>	<b>Continue to raise awareness of other faith celebrations throughout the year increase pupil awareness and understanding of different faith communities e.g. Christianity, Judaism, Islam.</b>	<b>Pupil Voice following relevant topics</b>	<b>Headteacher</b>	<b>Ongoing</b>	<b>Increased awareness of different communities Engagement of children, parents and carers.</b>

**Review date:** September 2023