

# ST AGNES

## Catholic Primary School

*With Jesus beside us, we do our best*



# Equality, Diversity and Disability policy

**Created on:** February 2016

**Author:** B McDaid

**Approved by:** Resources  
Committee

**Last reviewed on:** 9/20

**By:** Full Governing Body


**Next review due by:** Sept 2024

**By:** Full Governing Body

## Our Vision and Values

At St. Agnes we believe that although we are all very different we have a way of living, behaving and doing things that allow us to serve as a witness to the Catholic Faith in our Lord Jesus Christ.

Our school motto is: **With Jesus Beside Us We Do Our Best to:**



**Believe**

We are all valued in God's family and the school family. We **believe** in ourselves and in our abilities.

**Persevere**

When things get difficult we will **persevere** so that we will grow stronger, realising we can turn to each other and God.

**Contribute**

We will **contribute** to the life of the school, the parish, the local community and the wider world to which we all belong.

*By doing these we will:*

### **Achieve**

By being the best we can be, we will **achieve** in making a difference to others and living as God would want us to.

## Statement of Intent

St. Agnes RC Primary School is committed to ensure that it meets its statutory requirements in terms of equality through the Equality, Diversity and Disability Policy.

## Aims and Objectives of this Policy

St Agnes is a one form entry Catholic Primary School in the London Borough of Tower Hamlets. The school community continues to relentlessly and rigorously focus on overcoming the significant barriers to educational attainment resulting from disadvantage and poverty which the children experience. This focus on removing barriers to learning can be seen in the outcomes for children most of whom are below average on entry and upon leaving the school the majority are achieving at or above national expectations. This is despite very high levels – up to 50% in some cohorts. There are a higher number than average of pupils who have SEND and Free School Meals (29%).

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)

- Children Act 2004
- Equality Act 2010
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006

## AIMS AND VALUES

St Agnes School is a welcoming school where everyone is valued highly and where gospel values of tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximize their potential regardless of age, sex, race, colour, religion or disability. We endeavor to promote positive relationships with parents, children, governors, staff and members of the wider community.

At St. Agnes School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to –

- Provide a secure environment in which all our children flourish and achieve.
- Provide a learning environment where all individual see themselves reflected and feel a sense of belonging.
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community.
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will –

Invoke stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.

Publish and share our policies and impact assessments with the whole community.

Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.

Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.

Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.

Have high expectations of behavior which demonstrates respect to others.

## **LEADERSHIP, MANAGEMENT AND GOVERNANCE**

St Agnes School is committed to –

Being pro-active in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.

Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution.

Working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that this policy is followed.

## **RESPONSIBILITIES**

It is the **Governing Body's** responsibility to:

- Ensure that the school complies with equality legislation.
- Meet requirements to publish equality schemes.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans.
- Scrutinize the recording and reporting procedures at least annually.
- Follow the Diocese of Westminster Admission policy, which is fair and equitable in its treatment of all groups through the fair access protocol.
- Monitor attendance and take appropriate action where necessary.
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body.
- Provide information in appropriate, accessible formats.
- Be involved in dealing with serious breaches of the policy.
- Be pro-active in recruiting high-quality applicants from under-represented groups.

It is the **Head teacher's** responsibility to:

- Implement the policy and its strategies and procedures
- Ensure that all staff receive appropriate and relevant continuous professional development.
- Actively challenge and take appropriate action in any cases of discriminatory practice.
- Deal with any reported incidents of harassment or bullying in line with LA guidance.
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy.
- Report as appropriate through Headteacher's reports relevant information to governors.

It is the responsibility of **all staff** to:

- Be vigilant in all areas of the school for any type of harassment and bullying.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.

- Identify and challenge bias and stereotyping within the curriculum and in school's culture.
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society.
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

#### Breaches of the policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

### **POLICY PLANNING AND REVIEW**

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we at St Agnes School are considering all aspects of diversity, equality and disability in this comprehensive policy to be followed by a specific equality and diversity action plan in relation to access, gender and race equality covering a four year period.

#### Policy, Planning and Development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken account stakeholder views.
- All improvement plans will be designed with the element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils/cohorts.

#### Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring, to rule out any potential disadvantage, quality assurance procedures ensuring the school meets its duty to positively promote diversity.
- The data collected is used to inform further school planning, target-setting and decision-making.