



On 1 October 2010, the Equality Act 2010 consolidated and replaced all existing Equality Legislation, such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

School's Aims and Values

This Policy sets out our commitment to promoting equality and eliminating discrimination and harassment.

At Saint Cecilia's Church of England School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

The school works actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone in our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

Roles and Responsibilities

This equality policy outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. **Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff.**

Introduction to this Equality Policy will be included in induction arrangements for all staff new to the school. School Induction Procedures will highlight duties implied by this policy in the same way as Child Protection, Health and Safety and Behaviour Policies form part of the Induction Process.

- **The Headteacher** will demonstrate through his personal leadership the importance of the Policy. He will ensure that all staff are aware of the Policy and understand their role and responsibilities in relation to it. The Headteacher will assess and monitor the impact of the policy and will report outcomes to the Governing Body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Headteacher will ensure that the additional resources are used appropriately. They will be targeted on the basis of identified need and outcomes are monitored.
- **Governors.** The Governing Body has agreed this policy and will assess and monitor the impact of the Policy annually. One member of the Governing Body will have a specific responsibility for monitoring this Policy, acting as the Designated Governor for equality.

All Staff. All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented. Teachers will know the implications of the Policy for their planning, teaching and learning strategies as well as for behavioural issues.

Pupils. Pupils will be made aware of how the Equality Policy applies to them. They will learn to treat each other with respect and have the confidence to report incidents to adults.

Parents/Carers. Parents and Carers will be encouraged to participate fully in implementing the Equality Policy within the school – particularly by reinforcing its ethos at home. Parents/Carers will be invited to comment on the Policy and will be regularly updated on progress.

Breach of the Policy

We will ensure that all Governors, Staff, Pupils and Parents are fully aware of the content of the Policy and their responsibilities under it. All Governors, Staff, Pupils and Parents will be expected to abide by the Policy. All persons covered by the Policy will be aware of their responsibility to report any action which constitutes, or could be deemed to constitute, a Breach of the Policy – in the first instance to the Headteacher and or member of the senior leadership team. It will be for the Headteacher in consultation with other relevant staff, to decide on appropriate response to any Breach of the Policy, depending on circumstances and seriousness. This may include amongst other actions:

- Formal or Informal Warnings (under the School's Behaviour policy)
- Involvement of Governors
- Fixed Term or Permanent Exclusion

Monitoring, Assessing and Reviewing the Policy

We will monitor the impact of this Policy on pupils, parents and staff. In particular, we will monitor the impact of our Policies on the attainment levels of our pupils.

To monitor our pupils' attainment we will collect information about pupils' performance and progress, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupil's attainment such as:

- Exclusion
- Harassment and Bullying
- Curriculum Teaching and Learning (including language and cultural needs) and provision for pupils with Special Educational Needs and Gifted and Talented Pupils
- Punishment and Reward
- Membership of the Governing Body
- Parental Involvement
- Working with the Community
- Support Advice and Guidance

Monitoring information will help us to see what progress we are making towards meeting our targets and aims. In particular, it will help us to:

- Highlight any difference between pupils
- Ask why these differences exist and test explanations given
- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action)
- Rethink and set targets in relevant strategic plans
- Links will be made with Performance Management objectives which will include qualitative information as well as quantitative data
- Take action to make improvements

Equality Policy Action Plan

The school will produce a Three Year Action Plan to target the areas for improvement identified. This will be an active and evolving document which will be reviewed and updated regularly (at least once per academic year).

Assessing the Impact of Policies

The results of Equality Impact Assessments will be submitted to Governors and will be available to parents and pupils on request.

We will continue to assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies. The main question for assessing the impact of **all** our school's policies - giving special attention to pupils' attainment levels - will include the following:

- Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of pupils are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- Does each relevant policy include aims to deal with pupil attainment, differences between pupils? Do our policy aims lead to action to deal with differences that have been identified (for example, extra coaching

for pupils, or steps to prevent bullying)?

- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
- Can any action we take be traced back to individual policy aims and related targets and strategies?
- Is the action taken appropriate and effective? Are there any unexpected results? If so how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Does each relevant policy's aims lead to effective action?
- What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions we will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to parents, pupils and staff to find out their needs and opinions
- Carrying out surveys or special research

We will use the results of these assessments to:

- Rethink our equality aims, targets and strategies
- Influence and guide their planning and decision making

Making the Scheme Available

We will make this scheme widely available both within the school community and in the wider community so that all the Governors, staff, pupils and parents/carers are aware of it and its contents. We will do this by:

- Formally adopting the scheme at a Governing Body Meeting and recording this in minutes.
- Distributing copies of the adopted scheme to all members of staff
- Discussing the scheme with pupils and making sure they know what it means
- Making copies available to parents.