

Saints Peter and Paul Catholic Primary School



Equality Policy

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The principles of equality at Saints Peter and Paul:

"We are a school which VALUES ALL THE STAFF AND PUPILS and seeks to encourage them to contribute across the range of their talents and abilities, for the benefit of all."

Guiding Principles

Equality of opportunity encapsulates our provision of quality and excellence for all in order to promote the highest possible standards of achievement. This equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and visitors from the community.

It is a fundamental principle of the school's policies that all people should be valued. The school is committed to promoting equality of opportunity for all members of the school community and aims to:

- Value everyone as individuals in their own right
- Develop all members according to their needs
- Ensure equal access for all to the curriculum
- Provide a friendly and secure environment
- Develop knowledge and understanding of the multi-cultural nature of society and foster inclusive attitudes.

The school's aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, sexual orientation, age, disability, and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in society. Saints Peter and Paul takes steps to:

- promote equality of opportunity
- promote racial equality and good race relations
- oppose all forms of prejudice and discrimination

All members of the school, staff and governing body have the responsibility of implementing this policy. The effectiveness of the policy will be evaluated annually as part of the monitoring and review against the targets in the school development plan for each academic year.

The policy should be read in conjunction with *The Aims of the School, the Special Educational Needs Policy* and *Guiding Principles*.

This policy was written in 2010..

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1.1 Curriculum

At Saints Peter and Paul we believe that:

"all pupils, taking account of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure:

- breadth and balance for all;
- appropriate levels of expectation and genuine challenge;
- relevance, continuity and progression in learning

by providing courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our pupils. It also means that many features of the

curriculum are common to all pupils. No pupils are denied access to any part of the curriculum on grounds of ability."

The staff are therefore expected to:

- have high expectations of **all** pupils;
- employ a variety of appropriate teaching methods;
- ensure that, wherever possible, pupils are found means of access to the curriculum and given opportunities to succeed e.g. staff may need to inform the Special Needs Coordinator of a particular student's needs, or employ the help of additional support.

Each area of the curriculum is planned and designed to ensure full access for all pupils.

1.2 Community

The school reflects the wider community in which it is located. We are keenly aware of our role in promoting understanding, appreciation and respect for a wider pluralistic society.

The school has a Community Use room – Little Saints. The aims of the room are to be accessible for the whole community and the spirit and guidelines which underpin the school's community are provided for the local area.

1.3 Ethos and Environment

Resources used in the classroom are checked for stereotyping, or offensive material. Inappropriate material is brought to the attention of the SLG and removed from use.

Interpreters and translators are available if / when necessary through liaison with the Local Authority to ensure that we keep all parents/carers informed of school activities and their children's progress.

This is a Catholic School and the Ethos of the school is embedded in a culture of love, care and mutual respect. Other religious beliefs and customs, of all members of the school community, are shared and respected. The lunchtime assistants are aware of and cater for the dietary restrictions of Muslim and children.

The Local Authority "EAL" support leader briefs staff working with EAL children to raise awareness of:

- correct pronunciation, spelling and usage of pupil's names
- family background
- religious practices (dress, diet and fasting)
- cultural differences
- home language(s) of the pupils

By showing cultural awareness and sensitivity we are showing that we equally value all our pupils and this will help to promote their self-esteem.

1.4 Racial and sexual harassment

Our definition of a racist incident is that of recommendation 12 of the Report of the Stephen Lawrence Inquiry:

"A racist incident is any incident which is perceived to be racist by the victim or any other person."

Our definition of racial harassment is as follows:

".. verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism."

Any incident which is thought to be racist, by staff, pupils, or any other person on the school site must be reported by contact with a Senior Teacher for staff incidents, and through Reception for all visitors.

Even if the victim of an incident does not complain, it should be treated as a racist incident if the other person perceives it as such.

The details recorded are: date, names of perpetrators and victims, ethnicity of all individuals involved, nature of the incident, action taken in response, and the name of the person reporting the incident.

All incidents which involve a member of a minority ethnic group are monitored termly by the headteacher and patterns and frequency used to inform future planning. This analysis is used to inform the Headteacher's reports to the governors.

We recognise the possibility that members of the staff can also experience racial harassment from pupils, from other staff, from parents/carers, or members of the public. We will support them in the same way as we would pupils. This support will include:

- Listening attentively and accepting their terminology
- Acknowledging their feelings, reassuring them that they were correct to make the disclosure
- Indicating that a report needs to be made to stop further harassment
- Immediate and continued support with assurance that the matter will be treated seriously and a full investigation will take place.

Sexual harassment of any nature is similarly inappropriate. Any incidents will be treated with similar levels of support and seriousness.

1.5 Student Records

Student progress is carefully monitored for all children. Groups of children, including those with ethnic diversity, special educational needs, children looked after and gender are carefully monitored for emerging trends and patterns.

1.6 Language and Language Diversity

At Saints Peter and Paul we acknowledge that Standard English is the accepted means of communication in this country and we aim to ensure that all pupils can use it with ease.

However, despite having relatively few occurrences, we also believe that bi-lingualism is a positive asset in the modern world. We encourage and support bilingualism by:

- accepting that bi-lingual children may need to discuss work in their first language;
- using the bi-lingual assistant to explain new areas of work to the pupils in their first language;
- emphasising the importance of maintaining the mother tongue at home (concepts developed in one language may be transferred to another language);
- making every effort to supply interpreters and translators for parents whose first language is not English;
- valuing pupils' home languages, cultures and identities in the classroom and about the school.

1.7 Staffing and Staff Development

Staff entering the school are expected to abide by the school's aims and Guiding Principles. These are underpinned by the distinct Catholic ethos and are embedded in our values of love, care and mutual respect..

The school recognises the right of all staff to in-service training and is committed to facilitating the participation of part-time and long-term supply colleagues in training events.

Please also see the Archdiocesan statement on Equal Opportunity in Employment, which is fundamental to the school's Catholic nature.

1.8 Monitoring and Reviewing

It is vital that all members of the school's staff and governing body take responsibility for monitoring equal opportunities..

Pupil contribution is crucial to the monitoring process; year team staff encourage discussion and review of equal opportunities issues in tutor group time, PSHE and reports back from the year council groups.

2.0 Equality Policy Appendices

2.1 Appendix 1 Identifying Racist Incidents

2.2 Appendix 2 Dealing with Racist Incidents

2.3 Appendix 3 Bilingual Pupils - Guidelines for Staff

2.4 Appendix 4 Gender Guidelines for Staff

APPENDIX 1

2.1. Identifying racist incidents and behaviour

The following is a list of initial categorisations of types of racist behaviour, followed by guidance on appropriate responses.

- a) derogatory name calling, insults, racist jokes and language
- b) verbal abuse and threats
- c) physical assaults
- d) ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language
- e) refusal to co-operate with others because of any of the above differences
- f) stereotyping on the basis of colour, race, ethnicity etc.
- g) racist comments
- h) racist graffiti
- i) written abuse
- j) damage to property
- k) incitement of others to act in a racist manner
- l) provocative behaviour such as wearing racist badges or insignia
- m) bringing racist materials such as leaflets, magazines or computer software onto the premises
- n) attempting to recruit other young people to racist organisations and groups

APPENDIX 2

2.1 Dealing with racist incidents

(A) Incidents involving pupils

This checklist is included as part of the policy to ensure internal consistency in the use of sanctions in relation to incidents involving pupils/young people. It is recognised that teachers and staff will use their professional judgement in dealing with specific incidents but individual practice should be based on policy. The following examples may be helpful:

CATEGORIES	ACTIONS
a. Derogatory name-calling, insults, racist jokes and language b. Verbal abuse and threats / Racist comments	1. Members of staff must not ignore any form of verbal racist abuse in the establishment 2. Explain fully to the perpetrator that verbal racist abuse is offensive and unacceptable 3. Full report to the headteacher 4. Individuals who are persistently abusive must be dealt with in line with both the racial harassment and behaviour policies. 5. Parents/carers should be informed 6. Offer support to all those involved, including perpetrators 7. Record as a racist incident

CATEGORIES	ACTIONS
c) Physical assaults	1. Report to the class teacher, SMT, headteacher as appropriate. In certain circumstances, establishments may need the support of the police. 2. Full report to the headteacher Consider exclusion.

	<p>3. Parents/carers should be informed</p> <p>4. Take necessary action to prevent recurrence</p> <p>5. Offer support to the victim{<i>s</i>} and perpetrator{<i>s</i>}</p> <p>6. Record as a racist incident</p> <p>7. Send a copy of the Racist Incident Report Form to the LEA</p>
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CATEGORIES	ACTIONS
d) Ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language	<p>1. Members of staff must not ignore any form of ridicule</p> <p>2. Explain fully to the perpetrator that Racist behaviour is offensive and unacceptable</p> <p>3. Pupils/young persons who persist in making fun of individuals or groups in these ways must be referred to the appropriate person, e.g. SLG, or headteacher.</p> <p>4. Parents/carers should be informed</p> <p>5. Offer support to all those involved, including perpetrators</p>

CATEGORIES	ACTIONS
e) Refusal to co-operate with another based on differences of colour, race, ethnicity, nationality, culture, religion or language	<p>1. Every young person has the right to be included in school activities and the school should not exclude any pupil on racial, ethnic or cultural grounds</p>

	<ol style="list-style-type: none"> 2. Pupils/young persons persistently refusing to co- operate must be referred to the appropriate person in authority, e.g. SLG or headteacher. 3. Parents/carers should be informed 4. Offer support to all those involved, including perpetrators 5. Record as a racist incident
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CATEGORIES	ACTIONS
k) Incitement of others to act in a racist manner	<ol style="list-style-type: none"> 1. Educational centres need to be vigilant in identifying potential inter-group tensions that might have a racial context. In every case, consideration should be given to involving the police who can support the school 2. Refer those involved to the SLG or headteacher as appropriate 3. Parents/carers should be informed 4. Offer support to all those involved including perpetrators 5. Record as a racist incident 6. Send a copy of the Racist Incident Report Form to the LEA

(B) Incidents involving staff

An allegation of racist behaviour against any member of staff, whether the victim of the alleged behaviour is a pupil or member of staff, should be investigated thoroughly using the school's discipline policy and procedures before any formal disciplinary procedures are instigated. It should still be recorded as a racist incident. If the matter cannot be resolved satisfactorily the complainant should submit a formal written report to the deputy headteacher / headteacher

APPENDIX 3

3.1 Black and Bi-lingual guidelines

GUIDELINES FOR STAFF

Introduction

These guidelines are to help raise awareness and to help with classroom practice.

General

1. Do I ensure flexible systems of grouping pupils so that bilingual learners have the opportunity to work alongside fluent English mother-tongue speakers and pupils of a wide range of abilities?
2. Do I avoid isolating bilingual learners from the rest of the class?
3. Am I aware of the linguistic, cultural and religious backgrounds of my pupils and how this may affect their learning?
4. Do I avoid treating bilingual learners as members of an ethnic minority group rather than as individuals?
5. Are my expectations of the bilingual learners in my class high enough?

Listening

1. How much visual, written or other kinds of support do I provide for bilingual learners in listening situations?
2. Are my oral instructions, descriptions or explanations in clear and simple English?
3. Do I offer bilingual learners the opportunity to hear (and simultaneously read) examples of new terminology, sentences and whole text at their own pace and as often as they feel necessary?
4. Do I provide opportunities for bilingual learners to hear fluent reading of texts, reading passages, whiteboard notes and instructions by both teacher and other pupils?

Speaking

1. Do I ensure that pupils need to speak in my lessons?
2. Do I provide opportunities for bilingual learners to describe in speech to the teacher and other pupils the activities and tasks with which they are involved?
3. Do I give bilingual pupils the opportunity to speak, read and write in their first languages where this aids understanding and helps support the learning of English?

4. Do I ensure that pupil talk precedes, or is an integral part of reading, writing / or practical tasks?
5. Do I set up tasks, situations or problems where talk is a necessary component in group activities?

Reading

1. Do I provide reading materials which are based on bilingual learners own level of competence in English?
2. Do I attempt to provide simple information books relating to the topic, unit or theme I am currently presenting to the class?
3. Do I provide regular opportunities for shared reading and discussion of texts, reading passages, worksheets etc?
4. Do I avoid giving bilingual pupils dense texts to work on individually?
5. Are my worksheets and whiteboard work clear and legible?
6. Are the instructions on worksheets and homework assignments clear and well-defined?
7. What kind of help do I provide for study and research skills?
8. How much visual or listening support do I offer for reading tasks?
9. Do I give bilingual learners the opportunity to read their own work aloud and to discuss it with other pupils?

Writing

1. How often do I provide models for writing across the range of writing tasks which I give to bilingual learners?
2. Do I write for pupils? Do I act as a scribe for them? Do I help bilingual learners by writing down for them what they are able to express orally?
3. Do I allow and encourage pupils to write in an expressive, personal style when writing assignments are given?
4. Do I offer frameworks for writing? Do I stage writing tasks?
5. Do I expect high standards in pupils' handwriting? Am I alert to any difficulties pupils are experiencing as a result of their lack of familiarity with Roman script?
6. Do I avoid over-correction of pupils' errors in written English? Do bilingual pupils' errors help me to plan future teaching strategies aiming at improving their writing?
7. How much support do I give for the making of written notes?

Classroom Organisation

1. Do I provide dictionaries and a thesaurus?
2. Do I facilitate freedom of movement around the classroom best suited to the particular lesson?
3. Do my walls reflect and display models of good work, key words, visual reinforcement of new ideas and an aide memoir of common errors?

It is the responsibility of all departments to review the strategies employed to prevent racism and encourage bilingual pupils to achieve their full potential.

TEACHING STRATEGIES FOR BILINGUAL LEARNERS

Speaking and Listening

For bilingual learners, pupil talk is a crucial element in their linguistic and conceptual development.

We need to:

- show pupils the value placed on the role of speaking and listening in learning;
- encourage pupils to talk through practical activities;
- set up tasks requiring structured talks as follow-up activities.

We must provide collaborative and active learning techniques such as:

- small group/pair work;
- flexible groups -mixed gender, single sexed groupings;
- mixed ability groups -good English speaking role models and mother tongue support where possible;
- learning situations which are enjoyable and stress free, thus enabling the pupils to experiment and make mistakes from which they can learn without embarrassment.

And tasks which:

- are pupil-centred demanding interaction;
- motivate
- are comprehensible
- provide visual support -real materials, objects, pictures, videos;
- demand listening and speaking skills slightly above the pupils' present abilities;
- involve activities where there is a degree of repetition in both the procedure and use of language e.g. turn taking games and investigations;
- are carefully graded to ensure that language and cognitive skills are acquired;
- provide opportunities for children to exercise skills in problem solving, judgement making and decision taking;
- involve pupils in negotiating their own learning and develop the strategy of 'pupils as experts'.

For pupils who are in the early stages of acquiring English the following strategies are particularly beneficial:

Accessing worksheets and texts

- identifying key vocabulary
- dividing text into smaller units
- sequencing and matching
- cloze procedures
- choosing and ranking
- question and answer activities
- drama techniques -role play
- brainstorming
- puzzles, games
- pupils/teachers producing diagrams, time-lines, flowcharts, graphs, plans, charts and maps
- use of video tapes
- use of ICT
- data search
- project work

Written Work

Valid alternatives to traditional written forms of reporting include collaborative work, shared writing, annotated drawings, posters and models.

These strategies enable pupils to demonstrate their understanding and further extend their skills of written language.

APPENDIX 4

4.1 Gender Guidelines

The purpose of these guidelines is to ensure that boys and girls are given equal chances to fulfil their potential - academic and social. This requires measures to be taken by all staff to ensure that boys and girls are treated equally and fairly; that no practices restrict achievement and development for either gender; and that steps are taken to challenge stereotypes and present balanced views of the roles and expectations of boys and girls, men and women.

The checklists which follow are intended to prompt all staff to reflect on their practices and actions, conscious and unconscious, and to work to promote equality of opportunity.

Checklist for Classroom Teachers

- Examine the seating arrangements: are boys and girls seated separately? Is this their choice?
- Are lists arranged by gender or alphabetically, or chronologically?

- Check how tasks are allocated in mixed gender groups: Who writes notes? Who reports back?
- Be scrupulous about using non-sexist language in talking with, or about, pupils - including pupils in the class and people generally.
- Reflect on what particular qualities or achievements girls and boys are given praise for or are reprimanded for.
- Make sure that boys are not singled out for 'heavy' tasks and girls with 'caring' tasks.
- Look critically at the criteria used for assessing pupils' work, and the comments made by the teacher: are comments on neatness made only about girls' work? Are comments about imagination and energy made only about boys' work?
- Make sure that texts do not communicate stereotypical images of men and women or of particular occupations.
- Ensure that the content of lessons gives equal recognition to men's and women's activities and their contribution to knowledge in the field.
- Be aware that boys need encouragement and praise as much as girls, but often in a different form: use one to one conversations if you feel there may be embarrassment. Try to catch students doing things right and then praise, or reward them.
- Vary teaching and learning styles: boys often prefer oral work and using information technology; they tend to enjoy problem-solving and they learn more from concrete examples. Try to incorporate these activities into your lesson plans.
- Develop sequential, structured learning: break down large assignments into smaller, attainable targets, so that you actively teach the organisation, planning and analysis skills that many students, especially boys, lack.
- Be consistent in policies: 'no calling out', for example, applies to both sexes.
- Reinforce tasks with individuals - boys are less likely to ask for help when they do not understand a topic, or task.

Checklist for Heads of Department

- Make sure that the equal opportunities dimensions of items on the agenda of departmental meetings are always taken into account.
- Scrutinise departmental schemes of work to see if they encourage non-sexist approaches.
- Scrutinise new texts before purchase in order to check sexist bias in content, language and images.
- Regularly check assessment data to see if there are significant differences between the assessment results for girls and boys, and the reports made on the work of girls and boys.
- If work in your department involves students in outside visits, are you prepared to tackle sexist language or practices among those who host your pupil
- Draw on research findings and inspection evidence in order to implement initiatives to boost the confidence and achievement of either sex where there are weaknesses.

Checklist for Assistant Headteachers / Deputy Headteacher

- Think about the way assemblies are prepared and presented. Who leads them? What do they focus on? Are they of equal interest to girls and boys? Do they present positive images of men and women?

- In any formal settings, check the seating arrangements for staff and pupils to see if these arrangements reflect assumptions about gender.
- Look at the way space is used in the school and outside; does one gender dominate a particular area?
- Look critically at policy and practice in relation to uniform. Is the uniform restrictive in any way to either sex? Do rules apply equally to girls and boys?
- Look at extra-curricular activities. Does the gender of the teacher leading a particular activity reflect traditional stereotypes? Are the interests and needs of girls and boys catered for equally well?
- In academic tracking, ensure that tutors set regular targets and check progress frequently, encouraging boys to consider their emotions.

North West Diocesan Statement on Equal Opportunities in Employment

The principle of equal opportunity for all is consistent with social justice and with the Christian ideal of recognising the dignity and worth of all who work wish to work in our schools. The governing body is therefore committed to employment procedures which comply with civil law and do not discriminate on grounds of age, gender, race, colour, nationality, religion, sexual orientation, ethnic origin or disability.

We recognise and value the current and future contribution to our school of staff who while not sharing catholic faith make a strong and sincere commitment to the school's Christian values and Mission Statement.

Some teaching posts include specific responsibility for providing leadership and direction in the religious life and Catholic identity of the school. In other appointments, where two or more candidates for teaching posts are equally strong in the context of the criteria for appointment, preference may be given to a candidate who is Catholic.

In addition, the governing body recognises that the school and Catholic teachers are called to be witnesses to Christ's teaching. We therefore reserve the right as employers to take into consideration any personal behaviour or circumstances which are outside the recognised norms of the Church and which are genuinely within an individual's control. In doing so, we will seek always to give witness to the Christian pastoral principles of love, respect and reconciliation.

February 2010