



St Wilfrid's RC Primary  
POLICY FOR EQUALITY & DIVERSITY 2020-21

**At St Wilfrid's we are a  
'School Family Growing Together In Love, Friendship and Faith.'**

We believe all children should be loved, respected and valued.  
'All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis'.  
Article 2 of the United Nations Convention on the Rights of the Child.

### **PURPOSE OF POLICY**

The overall objective of St Wilfrid's RC Primary School's Equality, Diversity and Cohesion Policy is to provide a framework for the school to ensure good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community

- *pupils, staff, governors, parents and all visitors to the school.*

### **EQUALITY & DIVERSITY STATEMENT**

We will not tolerate less favourable treatment of anyone on the grounds of gender, sexuality, race, disability, age, social status and religion or belief.

- Through our school ethos, curriculum and community links, we will work towards a common vision
- a sense of belonging for all
- similar life opportunities for all
- strong and positive relationships between different communities.

Through this Equality, Diversity and Cohesion Policy, St Wilfrid's RC Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less than favourable treatment on any grounds which cannot be shown to be justified.

**Equality and Diversity is more than just meeting legal obligations, or targets.**

It's about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school.



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We will:

- make sure that our employment practices are fair and promote equality.
- actively value the wide variety of lifestyles and cultures, locally and nationally.
- prepare children and young people for living in a diverse society with increasing global connections and controversial issues.
- ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

We at St Wilfrid's RC Primary School are committed to equality. We aim for every pupil to fulfil their potential no matter what their background or personal circumstances.

We are committed to promoting principles of fairness and equality across our entire curriculum, in assemblies and acts of worship, in break and lunchtimes and before and after school activities.

Under the general duty of public sector equality we must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools' provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Age (only applicable to staff, not pupils) Marriage and Civil Partnerships (only applicable to staff, not pupils)



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Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils.

We will have due regard to advancing equality of opportunity including making serious consideration of the need to remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- publishing our equality information
- publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

Equality Information: We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.



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## **THE CONTEXT OF THE SCHOOL**

St Wilfrid's RC Primary School is an average size primary school with up to 210 pupils on roll (Reception to Year 6) with a 20 place nursery

School population

The school has a mainly white population. We have a number of pupils from ethnic groups, nationalities and religions other than Christian.

### **Age**

We have pupils aged from 3 to 11 years old in our school.

### **Disability SEN/LDD**

There is an above average proportion of children with learning difficulties in our school - 20% of pupils. Three child with EHC plan for SEN at present.

We ensure reasonable adjustments are made where appropriate.

### **Gender reassignment**

We support any pupil towards gender reassignment.

### **Pregnancy and maternity**

We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.

### **'Race' / ethnicity**

A number of children are from ethnic minorities including Gypsy Roma.

### **EAL (English as an Additional Language)**

10% of pupils have English as an Additional Language

### **Religion and Belief**

% of our pupils are baptised Roman Catholic.

8% of our pupils are Christian denominations

0.5% of pupils are from other World Faiths

1% of pupils have no religious affiliation

### **Gender**

51% female 49% male

### **Sexual orientation**

We support all pupils regardless of sexual orientation

### **Pupil Premium**

50% pupils eligible for a Pupil Premium

(We will update our equality information at least annually)



## EQUALITY OBJECTIVES

To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

These objectives have been drawn from a specimen school policy for equalities prepared by the DFE and we at St Wilfrid's RC Primary School fully endorse and accept them.

### **1: All learners are of equal value**

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender, sexual orientation or cultural identity.

### **2: Relevant differences are recognised**

Treating people equally can mean treating them differently.

Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

### **3: We foster positive attitudes, relationships and a shared sense of belonging**

Policies and programmes promote

- positive attitudes and interactions
- mutual respect and good relations
- an absence of harassment or prejudice-related bullying between people of different ability, background, gender, sexual orientation or cultural identity.

### **4: Staff recruitment, retention and development**

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion.

Steps are taken to positively promote equality, especially where there is evidence of inequality.

### **5: Current inequalities and barriers are addressed and reduced**

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing,



reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

#### **6: Society as a whole benefits**

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

### **4. EQUALITIES LEGISLATION**

Our commitment is reinforced through our legal duty both as an employer and service provider. The legal duties come from a range of relevant equality legislation and associated codes of practice.

Through this policy we are committed to complying with the general and specific duties, as well as codes of practice.

*(See Appendix 1 and 2 for further detail of these duties and codes of practice.)*

#### **Race**

The Race Relations Act (1976) and the Race Relations Amendment Act (2000) requires schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations.

We have drawn up and will maintain an active Race Equality Scheme, including an action plan, to meet these responsibilities.

#### **Disability**

The Disability Discrimination Act (1995 and 2005) places a positive duty on us to ensure that services provided by the school and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment and promote positive attitudes to encourage participation.

#### **Gender**

The Sex Discrimination Act (1975) and the Equality Act (2010) places a positive duty on us not to treat anyone unfairly because of their gender, this means to eliminate discrimination and promote equality of opportunity between girls and boys, men and women.

#### **Sexual Orientation**

All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation through the Employment Equality (Sexual Orientation) Regulations 2003.

The Equality Act 2010, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services and facilities. We will ensure that we follow these regulations.

#### **Religion and Belief**



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The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations 2003.

The Equality Act 2006, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions.

### **Age**

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of age, through the Age Discrimination Act 2006 and Age Discrimination Regulations.

The provisions apply to all age groups. We will ensure that we follow these regulations.

### **Community Cohesion**

The Education and Inspections Act 2006 places a responsibility on schools to promote community cohesion, locally, nationally and globally.

We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds and promoting positive relationships in the school and local neighbourhood.

We recognise that the biggest influence on educational outcomes is social class and that this can also strongly affect community cohesion.

## **5. IMPLEMENTATION**

We will ensure implementation through action in the following areas

□ **Relationships and ethos** - to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, to address all forms of prejudice related bullying.

□ **Equity and excellence** - to ensure equal opportunities for all to succeed at the highest possible level, removing barriers to access and participation in learning and wider activities and minimising variations in outcomes for different groups.

□ **Teaching, learning and curriculum** - to teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.



☐ **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

## 6. MONITORING, REVIEWING AND ASSESSING IMPACT

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Key Indicators provided by Durham CAMHs/ CYPS are used to evaluate the effectiveness of our Equality, Diversity and Cohesion Policy.

The Head teacher provides monitoring reports for review by the Governing Body. These include:

- ☐ school population,
- ☐ workforce recruitment,
- ☐ retention and progression,
- ☐ special initiatives,
- ☐ progress against Key Indicators
- ☐ targets and future plans.

## 7. ROLES AND RESPONSIBILITIES

All who are associated with St Wilfrid's RC Primary School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

**Our Governors are responsible for:**

- ☐ Making sure the school complies with all current equality legislation.
- ☐ Making sure this policy and its procedures are followed.
- ☐ Making sure that the school has up-to-date equality schemes and action plans.

**Our Head teacher is responsible for:**

- ☐ Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- ☐ Making sure its procedures are followed.
- ☐ Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.





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- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

**All our staff are responsible for:**

- Proactively following this policy and any associated guidelines.
- Providing role models for pupils through their own actions.
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities offered to them.

**All our pupils are responsible for:**

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents that occur.

**All our parents are responsible for:**

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur.

**Visitors and contractors are responsible for:**

- Knowing and following our equality policy.

**Responsibility for overseeing equality practices** in the school lies with the Head teacher and a named Governor. Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).



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- Monitoring the progress and attainment of vulnerable groups of pupils (eg Black and minority ethnic pupils, including Gypsies and Travellers).
- Monitoring exclusion.

### **8. BREACHES OF POLICY**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure

Racial incidents will be recorded and reported to the Local Authority following the procedures and guidelines established by CYPs.

Other prejudice driven behaviour will be recorded and reported following the procedures and guidelines established by the Equalities Unit of DCC.

### **9. REFERENCES TO OTHER DOCUMENTS, ADVICE AND GUIDANCE**

Guidance and advice will be actively sought and used through

- utilising the information provided by DCC Human Resources on employment and staffing procedures. This is available on the Schools' Extranet / Document Library / Human Resources / Equality and Diversity
- using guidance from DFE, QCA, OfSTED
- taking advice from agencies such as The Race Equality Council for Darlington and Durham, the Equality and Human Rights Commission, Trade Unions.



## **Appendix 1 GENERAL AND SPECIFIC DUTIES**

### **RACE EQUALITY : from the Race Relations Amendment Act 2000**

#### **General Duty**

- Promote equality of opportunity
- Promote good relations between people of different racial groups
- Eliminate unlawful racial discrimination

#### **Specific Duties**

- Prepare a written race equality policy and keep it up to date.
- Make arrangements to fulfil the policy through an action plan
- Assess the impact of our policies, including the race equality policy, on pupils, staff and parents of different racial groups, particularly the impact on pupils' attainment levels.
- Monitor the impact of policies on pupils, staff and parents and particularly on pupils' attainment levels.
- Publish, annually, the results of monitoring the policy.

### **DISABILITY EQUALITY: from the Disability Discrimination Act 2005 and other preceding legislation**

#### **General Duty**

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment related to disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even where that involves treating disabled people more favourably than other people.

#### **Specific Duties**

- Make reasonable adjustments to resources and activities to avoid substantial disadvantage for disabled pupils
- Make improvements to the physical environment to increase access to education and associated services
- Increase access to the curriculum for disabled pupils
- Make written information accessible in a range of different ways for disabled pupils, where it is provided for pupils who are not disabled
- Provide auxiliary aids or services, such as equipment or personal support, for pupils with SEN



## **GENDER EQUALITY: from the Equality Act 2006**

### **General Duty**

When carrying out their functions, to have due regard to the need to:

- eliminate unlawful sex discrimination and harassment
- promote equality of opportunity between females and males.

"Due regard" comprises two linked elements: proportionality and relevance.

The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

In terms of unlawful discrimination and harassment in employment and vocational training, the general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

### **Specific duties**

To support progress in delivering the general duty, we accept specific duties which include the following activities:

- Preparing and publishing a Gender Equality Scheme, showing how the school will meet its general and specific duties including setting out its gender equality objectives.
- Formulating our overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- Gathering and using information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services, in particular education functions.
- Consulting stakeholders (ie pupils, parents, employees, others service users or potential service users, including trade unions) and taking account of relevant information in order to determine its gender equality objectives.
- Assessing the impact of its current and proposed policies and practices on gender equality.
- Implementing the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so.
- Reporting against the scheme every year and review the scheme at least every three years.

## **RELIGION AND BELIEF: from Employment Equality (Religion and Belief) Regulations 2003**

Within the Regulations religion or belief is defined as any religion, religious belief or similar philosophical belief. It does not include political beliefs.

### **Duties**



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- To avoid all forms of discrimination, direct and indirect, in employment on the basis of religion or belief.
- To avoid all forms of harassment on the grounds of religion or belief.
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint related to religion / belief discrimination.

**AGE : from the Employment Equality (Age) Regulations 2006**

These regulations apply to workers of all ages; it is unlawful to discriminate against young workers as well as older workers

**Duties**

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of age.
- To avoid all forms of harassment on the grounds of age.
- To avoid all forms of harassment on the grounds of age.
- To avoid all forms of victimisation because someone has made or intends to make a complaint related to age discrimination.



## Appendix 2 COMMUNITY COHESION

A **cohesive** community is one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'.
- There is a commitment to equality and social justice.
- The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities.
- People have similar life opportunities, irrespective of background.
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels.
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The National Community Cohesion Standards are framed by four strategic aims:

- Close the attainment and achievement gap.
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.
- Contribute to building good community relations and challenge all types of discrimination and inequality.
- Remove the barriers to access, participation, progression, attainment and achievement.

The DFE Guidance on the duty to promote community cohesion suggests that schools' contribution to community cohesion is under the three headings:

- **Teaching, learning and curriculum** - to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** - to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and extended services** - to provide a means for children, young people and their families to interact with people from different backgrounds



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and build positive relations, including links with different school communities locally, across the country and internationally.

In order to achieve a **cohesive community**, we recognise that we need to :

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum addresses issues of diversity

**Appendix 3 Questions for which quantitative and qualitative evidence is required when current policies are being reviewed. (From DFE Sample Equalities Policy) Aspect/Principle**

**1. Outcomes for learners**

**Disability**

**Ethnicity**

**Gender**

Do our policies benefit all learners and potential learners, whether or not they are disabled? or are disabled learners excluded, disadvantaged or marginalised? Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?

Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out? Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?

Do our policies benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males, with some being disadvantaged? Is due account made of women's and men's differing experiences? Or is a 'one size fits all' approach adopted?

**2. Recognising relevant differences**

**3. Attitudes, relationships and cohesion**

**4. Benefits for the workforce**

**5. Positive impact on equality**

**6. Consultation, involvement and accountability**

Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or is there negativity and little mutual contact? Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?

Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes? Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious background? Or are some excluded?

Do our policies promote good relations between women and men? Or is there tension or disrespect, perhaps expressed through sexual harassment. Do all members and potential members of the workforce benefit, whichever their gender? Or are there differential impacts, both positive and negative?

Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue? Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded?

Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue? Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?

Do our policies help to reduce and remove inequalities between women and men that currently exist? Or do inequalities, for example in seniority and pay, continue? Are our policies based on involvement of and consultation with both women and men? Or are the views and experiences of women or men not sought or heeded?

**Last Update January 2021**

**Next Review January 2022**