



# **GOOD SHEPHERD CATHOLIC PRIMARY AND NURSERY SCHOOL**

## **Single Equalities Policy**

Reviewed: October 2015  
Next review: October 2017

## Equalities Policy Statement

### School Context

Good Shepherd is a one form of entry school located in New Addington – South East Croydon and pupils mainly come from the Fieldway and Addington wards. Our school is expected to accommodate (221 Reception – Year 6 places) plus an additional 52 part time places for the nursery. The Good Shepherd School is proud of its reputation within the community and is now oversubscribed in some year groups.

Pupils with English as an additional language are supported. Other pupils including gifted and talented and special educational needs and others receive regular support, according to their need. Our school community is very diverse and represents variety of different nationalities, cultures and interests, thus promoting tolerance and understanding. Parents are encouraged to play an active part in their child's learning and this is facilitated through curriculum evenings, parenting workshops and by consultation.

The school promotes a broad and balanced curriculum for all pupils and ensures that they have many opportunities to engage in educational visits in the local and wider community. Further contributions to the curriculum are made through artists, musicians, scientists, dancers and story tellers and much more.

### The School's Purpose

The school's aims are clearly set out in the Good Shepherd Mission Statement:

*Good Shepherd School is a part of the Catholic Community of New Addington, Croydon. It exists to promote the love of God and the teachings of Christ under the guidance of the Holy Spirit. We strive to achieve excellence and to provide high standards of education for the children within this Catholic community by:*

- *Being a welcoming school where our children, parents, staff and the wider community are valued and cared for in safe, stimulating environment*
- *Ensuring we are empowered by our diverse community and harmonious partnerships, where all members work together to improve the education for all our children*
- *Providing opportunities for all our children to learn and succeed through a broad, exciting and creative curriculum.*
- *Inspiring all children to achieve their potential and instil a life-long love of learning and a thirst for knowledge.*
- *Nurturing in our children a feeling of self-worth and an appreciation of their uniqueness.*
- *Teaching our children Christian values and how to show respect and love for themselves and others around them, appreciating and celebrating diversity.*

Our school motto 'Striving for Excellence – Together as One' demonstrated our mission to achieve regardless of 'difference'.

Characteristic	Total	Breakdown
Number of pupils	223	Female – 51.2% Male – 48.8 %
Number of staff	43	Female - 88 % Male - 12 %
Number of Governors	16	Female – 56% Male – 44%
Attainment on entry	Well Below average	
Pupils eligible for FSM	43%	
Disabled staff	0	
Disabled pupils (SEN/LDD)	1	
Disabled pupils (no SEN)	0	
Pupils who speak English as an additional language	47.9%	
Average attendance rate (2012-13)	96.6%	
Significant partnerships	Extended schools, school sports partnership, Local Authority Catholic School's cluster New Addington School's Cluster Other primary/infant School partnerships	
Awards, accreditations, specialist status	Healthy Schools International Award	

### **Legal framework:**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

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

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender or gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

We want to ensure every child is given an equality of opportunity to develop socially, to learn and enjoy community life. This means we do our best to make reasonable adjustments to ensure this is every child's experience of our school.

## ***2. We recognise and respect difference.***

Treating people equally (as per number 1 above) does not necessarily mean treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

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

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual or homophobic harassment.

## ***4. We observe good equalities practice in staff recruitment, retention and employment.***

We ensure that policies and procedures should benefit all employees and potential employees, for example, in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating pregnancy and maternity.

We value our staff for their ability and potential to help us make the best possible provision for the children in our school and we aim to recruit a workforce that is representative of all sections of the community, in order to provide a service that respects and responds to the diverse needs of our local population, as well as

delivering the quality education to our pupils that is expected by the School, Governors and the parents.

**5. We aim to reduce and remove in-equalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

We put this into practice with our children and staff by

- Using the P.S.H.E (personal, social and Health education) and RE (Religious Education) to promote tolerance and friendship, and to promote understanding of a range of religions or cultures
- Assemblies dealing with relevant issues
- Involvement with the local communities
- Twinning arrangements with other schools locally and internally which enable pupils to meet and exchange experiences with children from different backgrounds

**6. We consult and involve widely.**

We engage with a range of groups and individuals to ensure that those who are affected by policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled and non-disabled people
- People from a range of ethnic, cultural and religious backgrounds
- Both men and women, girls and boys

The Governors of Good Shepherd School will consult with pupils, staff, trade unions and all those using school services to determine the priorities for the school over the next three years through the following methods of communication:

- Questionnaires to staff, parents, pupils and other interested stakeholders.
- Data Analysis;
- Focus Groups.
- School Council pupil voice

**7. Society as a whole should benefit.**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled and non-disabled people
- A wide range people from differing ethnic, cultural and religious backgrounds
- People of differing sexual orientations

**8. We base our practices on sound evidence.**

The evidence we base our practices on are collated from the following sources:

- Attainment data which shows how pupils with different characteristics are performing
- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies

- Working in partnership with parents, carers and guardians
- Working with the wider community

### ***9. Objectives.***

We formulate specific and measurable objectives, based on the evidence we have collected (as per 8 above) and the engagement in which we have been involved (as per 6 above). The objectives which we identify take into account national and local priorities and issues as appropriate. We use these objectives to inform and shape the schools' Improvement/Development plan, which drives the strategic focus of School in the forthcoming years and is reviewed every three to four years.

### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in all the above nine principles.

To make our teaching more accessible we:

Begin a lesson by stating the learning outcomes, and sharing the 'bigger picture'; we clearly identify the learning intention and the success criteria, and employ a variety of activities that promote a kinaesthetic approach. Furthermore we:

- Provide challenge, competition and short-term goals;
- Give regular positive feedback and rewards;
- Ensure all teaching (where possible) is cross-curricular and topic based.

Teachers modify teaching and learning as appropriate for each child. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment. Different levels of support/intervention are offered to all pupils, depending on need. This may involve extra teacher/teaching assistant's support or the use of additional resources.

### **Ethos and organisation**

We ensure that principles listed in the nine principles above apply to the full range of policies and practices, including those concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, disciplines and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities for example anti-Semitism and

Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum

- Prejudices reflecting sexism and homophobia

There is guidance available to all at the school on how prejudice related incidents should be identified, assessed and dealt with.

We keep a record of prejudice related incidents if any and provide a report to the local authority about the numbers, types and seriousness of prejudice related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and related procedures and action plans are implemented.

#### **Governors will:**

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Ensure the accountability of the Head Teacher and staff for the communication and implementation of the Scheme.
- Ensure that the school carries out the letter and the spirit of the statutory duties (including the provision of returns' to the local authority)

A member of the governing body has a watching brief regarding the implementation of this policy.

The Head Teacher is responsible for implementing the policy: for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in cases of unlawful discrimination.

#### **The Head Teacher will:**

- Consult pupils, staff and stakeholders in the development and review of the Equality Scheme.
- Initiate and oversee the development and regular review of Scheme.
- Embed the vision and values of the Scheme.
- Ensure that the school carries out its statutory duties effectively
- Provide staff training as is necessary to carry out the Scheme
- Ensure a consistent response to incidents e.g. bullying and racist incidents

The Head Teacher has day-to-day responsibility for coordinating implementation of the policy.

#### **All staff: teaching and non-teaching will:**

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice related incidents that may occur in conjunction with the senior leadership team
- Support pupils in their class for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work and plan and deliver lessons that reflect the principles of the schools equality scheme
- Contribute to the implementation of the school's equality scheme
- Contribute to consultations and reviews
- Raise issues with the Head Teacher that could contribute to policy review and development

- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incident

### **Information and resources**

We ensure that the content of this policy is available in a range of formats and is known to all staff and governors and, as appropriate, to all pupils and their parent and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of quality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of different religious beliefs and cultures and their contribution towards our school and community.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams and advance the equality of opportunity through targeted development and training programme.

### **Monitoring and review**

We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender. Specifically we will:

- Monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- Take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- Monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.