



Mission Statement
A Caring Christian Family Where We Grow Together.

Equality Procedure

Effective Date: 01/04/2017

Review Date: Quadrennial June 2026

Review Date	Signed Head Teacher	Signed Director RCSAT
13/09/2018		
30/05/2022		

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



1. Statement of Inclusion

- 1.1. Each school in the RCSAT recognises its need to celebrate the diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum.
- 1.2. This procedure details the different areas in which the school shall pay particular attention to ensuring that there is Equal Opportunity for all.

2. Principle Actions

- 2.1. Statements of equality dimensions and opportunity shall be printed in all relevant school documentation e.g school prospectus, vision statement, policies and in the staff handbook.
- 2.2. All governors, staff and pupils shall receive training in relevant aspects of equal opportunities to ensure their ability to actively support this policy.
- 2.3. On acceptance to the school all parents shall receive information detailing the school's Behaviour Code. This information will be available in languages other than English as appropriate to the school community.
- 2.4. The school shall make all reasonable effort to ensure that meetings are accessible and convenient for all and take into account particular needs and requirements, e.g physical access, child care and interpreter support.
- 2.5. Parents, church leaders and members of the local community shall be invited to help in the delivery of the equality curriculum.
- 2.6. The school shall include in its annual report to governors, information concerning the arrangements made for the admission of any disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; the facilities provided to assist access to the school by disabled pupils. Progress in this area shall be documented in the School's S.E.N.D. action plan.

3. Responsibilities for Implementing the Procedure

- 3.1. The Executive Headteacher shall have overall responsibility for the implementation of this Procedure and shall ensure that all aspects of the procedure are managed appropriately.
- 3.2. To facilitate this, the Executive Headteacher has designated named staff and governors to manage aspects of this procedure, including co-ordination, health and safety governance overview and daily checks on the conditions of the premises, reporting any issues to the Executive Headteacher.
- 3.3. The named persons are detailed in Appendix 1 of the procedure.

4. Arrangements for this Procedure

4.1. Multi-Cultural equality

- 4.1.1. The school shall incorporate a balanced view of the world through a multi-cultural approach to teaching.
- 4.1.2. The school shall recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives and work to provide this.
- 4.1.3. The school shall evaluate their teaching practice to ensure that it is not at the expense of indigenous cultures.

4.2. Gender equality

- 4.2.1. The school shall seek to promote non-sexist attitudes in children, staff and other visitors to the school.
- 4.2.2. The school shall allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
- 4.2.3. The school shall work towards the eradication of sexual stereotyping, by evaluating practice with questions such as:
 - 4.2.3.1. Are all children able to try out new roles in play and learning activities?
 - 4.2.3.2. Are all classroom tasks shared equally between girls and boys?
 - 4.2.3.3. Do all children get an equal chance to use equipment and resources?
 - 4.2.3.4. Do all our displays and teaching aids present a non-sexiest attitude?
 - 4.2.3.5. Are our responses to bad behaviour the same to both boys and girls?
 - 4.2.3.6. Are men and women from other cultures presented to children in a non-stereotypical way?
 - 4.2.3.7. Do all children have equal access to playground space and other play facilities?

4.3. Race equality

- 4.3.1. The school shall ensure that no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
- 4.3.2. The school shall challenge racism and racist attitudes in the context of a caring school community by not tolerating the following types of behaviour:
 - 4.3.2.1. Provocative behaviour, e.g. wearing of racist badges or insignia.
 - 4.3.2.2. The use of verbal abuse or name calling of a racist nature.
 - 4.3.2.3. Encouraging others to behave in a racist manner.
 - 4.3.2.4. Ridiculing of an individual for cultural differences.
 - 4.3.2.5. Telling of racist jokes or stories.
 - 4.3.2.6. Exclusion of others because of their culture, ethnicity or race.

4.4. Ability equality

- 4.4.1. The school shall recognise good effort and attitudes regardless of academic achievement.
- 4.4.2. The school shall allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- 4.4.3. The school shall value all efforts and achievements of children in all areas of the curriculum.
- 4.4.4. Every child shall have an entitlement to a positive, helpful learning environment, with carefully planned work which matches individual needs, in order that they may reach their potential.

4.5. Class equality

- 4.5.1. The school shall ensure that children shall not be treated in any way differently because of an assumed social class.
- 4.5.2. The school shall ensure that assumptions will not be made as regards class difference of any individual.

4.6. Physical Ability equality

- 4.6.1. The school shall ensure that children with physical disabilities and needs should not be treated in any way differently to others.

4.6.2. The school shall ensure that provision shall be made for the individual special needs of any disabled children within our school community.

4.6.3. The school shall ensure that a physically disabled child has the same right to take part in all activities within the school environment, in so far as their individual disability allows them to do so.

5. Monitoring of the Procedure

5.1. The school acknowledges that groups of people have often suffered disadvantage due to prejudice or ignorance.

5.2. The school recognises that it is all too easy for the structure of institutions to result in 'inequality by default'.

5.3. To counter this, the school shall commit to examine our policies and practice and to change them where necessary.

5.4. The effectiveness of the procedure and our practice will be evaluated every three years, through the named persons detailed in Appendix 1.

6. Record Keeping

6.1. Records shall be maintained in the school office of any matters relating to this Procedure.



Appendix 1

RESPONSIBILITIES

Area of Responsibility	Responsible Person
Overall responsibility	Executive Headteacher
Co-ordinator in School	Principal Bunbury Principal St Oswald's Principal Warmingham
Governor	

