



St. Nicholas Catholic Primary School



Policy on Equality, Diversity & Inclusion

Policy Written & Agreed:

Ratified by Full Governing Body:

To be reviewed:

September 2022

September 2023



St. Nicholas

Whole School Policy on Equality, Diversity & Inclusion

This Equality, Diversity & Inclusion policy:-

- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Executive Head Teacher and Senior Leadership Team.

At St. Nicholas Catholic Primary School, we welcome our duties and responsibilities under the Equality Act 2010. We believe that nothing should prevent or hinder any child in school from participating in any part of their education and will do everything in our power to ensure this.

As a Catholic school we regard every individual as unique and special in God's family. This policy is designed to support every member of our school, taking into account their unique and special nature as part of God's family.

At St. Nicholas School we have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Foster good relationships.
- Advance equality of opportunity.
- Promote mental health and wellbeing.

Our school values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities.

We aim to promote pupils' spiritual, moral, social, emotional and cultural development, with emphasis on promoting equality, diversity and inclusion as we look to eradicate incidents of prejudice and discrimination from our school.

We have developed this policy to provide a clear framework for how we will achieve our school's aims by:

- Embedding equality within curriculum teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion, respect and inclusivity
- Promoting parental engagement
- Investing in regular staff training encouraging compassion and open-mindedness
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

1.0 Roles and Responsibilities

The School **Local Governing Body** will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for pupils.
 - How pupils are provided with access to benefits, facilities and services.
 - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the Executive Principal and Head of School.

The **Executive Principal and Head of School** will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

All School **Staff** will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

2.0 Protected Characteristics

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, including mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

2.1 Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.

Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with. Pupils' age and stage of development will be taken into consideration before segregating sports teams.

2.2 Race and ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair. Staff will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times.

2.3 Disability

Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan. The school will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

2.4 Religion and belief

Staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief. The school will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

2.5 Sexual orientation

Staff will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

The school will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. The school will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's policy.

2.6 Gender reassignment

Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Pupils will have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our School Uniform Policy.

The school will ensure that there are suitable toilet and changing facilities for pupils to use, including:

- Gender-specific toilets and changing facilities.
- Private changing facilities.

The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in, e.g. if a trans pupil wished to use a private changing room.

The school will support trans pupils to feel comfortable and ensure they can celebrate their identity.

2.7 Pregnancy and maternity

The school will ensure that pupils are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding.

The school will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant or have just given birth.

2.8 Looked-after children (LAC)

LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

3.0 Promoting inclusion

The school will promote inclusion and equality through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our Local Governing Body and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

4.0 Dealing with prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

5.0 Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

6.0 Bullying and discrimination


Our Anti-Bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

The Executive Principal and Head of School will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

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