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St Cuthbert Mayne Catholic Primary School

Equality Policy

Policy introduction

This Equality document sets out the school's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment. Within a Christian setting, our mission is to provide the best possible learning environment and curriculum to enable all of the children, who are entrusted to us, to reach the potential of their unique gifts and talents. We appreciate that each person is uniquely created and loved by God, we respect their worth, value their contributions to school life and care for their individual needs within a community founded on Gospel values. In upholding and developing the distinctive ethos of a Catholic school we at St. St Cuthbert Mayne embrace the principles of inclusion, equality and diversity, ensure that every person is treated with respect, fairness and dignity and actively promote the values of tolerance, understanding and justice for all within the school and in the wider world.

The School Context

St Cuthbert Mayne Catholic Primary School is a Voluntary Aided school which attracts children from within the Surrey LA and Arundel & Brighton Diocesan borders. It serves the Parishes of Cranleigh and Bramley although we have children traveling from as far as Farnham and Guildford. It admits children from a wide variety of socio – economic backgrounds, however, more are advantaged than disadvantaged and the proportion of pupils entitled to free school meals is below the national average. We are a one form entry school with a PAN of 30. The majority of our pupils are from a white British heritage and the number of pupils who speak English as an additional language is below the national average. The number of pupils who have special educational needs is below the national average. The composition of the teaching and support staff reflects the composition of the pupil school community and that of the Catholic community served by the school.

Equality – aims and values

In line with our Mission Statement, the school is committed to supporting ethnic, linguistic, cultural, religious and social diversity and actively promotes good personal, community and race relations whilst responding appropriately to individual needs and abilities through the following:-

1. Aims and Objectives

1.1 St Cuthbert Mayne Catholic Primary School recognises the unique worth of every individual and provides an education and working environment which is based on Gospel values and ensures that everyone is enabled to reach their full potential.

1.2 We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, intellectual and physical abilities, culture and religion and show respect for all in keeping with the school's Catholic moral teaching and values.

1.3 We ensure that all are given every opportunity to develop their talents to the full. We try to foster and nurture a positive approach to meeting the diverse needs of each individual.

1.4 We ensure that all pupils have equal access to the full range of curriculum and wider opportunities provided by the school i.e. sport, drama, and culture. We are committed to raising standards of achievement for all, focusing on the value added progress made by each individual.

1.5 We constantly strive to remove any forms of direct or indirect discrimination that may form barriers to learning. Performance and attainment of groups are monitored to identify areas of concern.

1.6 We ensure that all recruitment, employment, promotion and training systems are fair to all.

1.7 We challenge stereotyping and prejudice through the promotion of positive social attitudes and respect for all within our PSHE curriculum, collective worship and assembly times. We address self-esteem, respect for others and citizenship issues. Through our policy on management of pupil behaviour we promote positive relationships and provide mechanisms for support if those relationships break down.

1.8 We have a duty of care for all, with preferential consideration for the poor, and to ensure that we provide for those socially, academically, physically or emotionally disadvantaged.

1.9 We strive to prepare our children to live full lives equipped with Catholic Christian values that support social and racial justice and harmony which will help them to make informed moral decisions as responsible members of a society which is diverse socially, culturally and religiously.

1.10 We respect our environment and recognise our individual responsibility for it.

2 The school's approach to promoting equality

2.1 Living our Mission Statement and with mutual respect evident in our relationships, the school tries to be a welcoming community in all aspects of its daily life and so model a community that is based on Gospel values of tolerance, understanding and justice so we actively work to eliminate

unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

2.2 Through our curriculum and programme for EPR & Citizenship, we aim to prepare pupils for life in a pluralistic society valuing themselves and valuing diversity.

2.3 Through the Equality Policy, St Cuthbert Mayne Catholic Primary School seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This include the protected characteristics identified within the Equality Act (2010) i.e, sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment.

2.4 The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

3 A cohesive community

3.1 Although we do not have large ethnic groups within our local community we do have representatives of different cultural backgrounds within the school. In order to achieve a cohesive community, St Cuthbert Mayne Catholic Primary School endeavours to regularly

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all ensure learning, teaching and the curriculum explores and addresses issues of diversity.

4. Roles and Responsibilities

4.1 The Governing Body is responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed
- adhering to its' statutory duty and responsibility under its Trust deed as a Catholic Voluntary Aided School to give preference in recruiting staff to professionally competent Catholic teachers committed to the practice and teachings of the faith.
- ensuring that its Admissions Policy recognises, as provided in law, the school's distinctive character as a Catholic Voluntary Aided School.
- considering, within the framework and policies referred to above, applications from potential staff and parents of children seeking admission whatever the background, gender, disability or sensory impairment of the applicant.

4.2 The Head teacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- promoting the principle of equal opportunity when developing the curriculum to ensure it has a broad balance and inclusiveness.
- ensuring that assemblies and displays around the school reflect diversity to give an enriching environment for pupils and positively promote respect for all people and other beliefs in the context of the school's own Catholic ethos and Gospel values.
- 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
- 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

4.3 All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- using this policy as a guide when designing schemes of work both in the choice of topics and in how to approach sensitive issues. So, promoting equality, good community relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- using the full range of differentiation strategies and teaching methods to ensure that all learners have the opportunity to access the curriculum and make good progress.
- making use of available data for identification, targeting and early intervention of all learners with additional educational needs, setting appropriate, yet challenging targets for improvement.
- keeping up to date with the law on discrimination and taking training and learning opportunities

4.4 Parents/Carers are responsible for:

- paying due regard to inclusive practice
- reading and contributing to school policies and supporting their implementation
- ensuring that their children show respect for all and adhere to our Home School Agreement
- being open to equality and diversity issues on the Parent/Teachers Association agenda, through a shared input with staff on developing policies relating to this area.

4.5 Visitors and contractors are responsible for:

- Knowing and following our equality policy

5. Responsibility for overseeing equality practices in the school lies with the Headteacher and Chair of Governors. Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)
- Monitoring exclusions

6. Monitoring, Reviewing and Assessing Impact

This Equality Policy is supported by a Single Equality Scheme. It is linked to the school development plan and includes targets determined by the governing body for promoting equality.

As part of the regular schedule for monitoring policies and other aspects of school life, this policy and the related scheme will be reviewed by Governors annually and we will review and update the entire plan and policy on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, taking appropriate action to address any gaps.

Governor Lead: Anne Halliday
Nominated Lead Member of Staff: Headteacher
Status & Review Cycle: September 2016
Next Review Date: September 2018

This Equality Policy and Procedure has been approved and adopted by the Governing Body on February 2017 and will be reviewed on September 2018
Signed by: Anne Halliday

Signed by Headteacher (Interim): Natalie McCarthy



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