



Margaret Roper Catholic Primary School

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Equalities and Accessibility Policy and Action Plan

Responsible: Ethos Subcommittee

Revised: May 2024

Date last reviewed: May 2024 / Approved October 2024

Responsible Governor – Dr Anne-Marie Sawyer

Member of Staff responsible for Equalities – Mrs. Christine Garcia – Inclusion Manager

This policy or any policy is also available in additional formats, including Braille and in different languages upon request, within reasonable timescales as stipulated by the school

1 Mission Statement

- 1.1 Margaret Roper Catholic Primary School was founded by, and is part of, the Catholic Church. The school is conducted as a Catholic school in accordance with Canon Law and the teachings of the Roman Catholic Church. All members of the school community aim to follow Gospel Values in all aspects of school life.
- 1.2 In the Papal Encyclical 'Fratelli Tutti' 2020, Pope Francis calls all nations and people, but particularly Catholics, to play our part in building peace, and to focus on becoming a neighbour to others. Our school, to live out its mission, needs to ensure it responds to this call and to treat all people as our 'Brothers and Sisters'.
- 1.2 Our Mission Statement encompasses the need for all to be enabled to reach their potential within the school environment and in accordance with the statutory Duty for Equalities. (April 2010) and the Public Sector Equality Duty (2011)

Caring, Learning and Achieving together as part of God's Family.

2 Introduction

- 2.1 The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education. The Equality Act 2010 replaces all the existing equality law including: The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Race Relations Act 1976, and The Disability Discrimination Act 1995. Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services. The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

Legislation and guidance

- This document meets the requirements under the following legislation:
- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. See section 7 – Community Cohesion.

The action plan at the end of this Equality Plan outlines the actions Margaret Roper Catholic Primary School will take to meet these duties.

The development of this policy and Action Plan have been informed by staff, pupils, parents and carers and governors. We have and will achieve this by using the following:

- Feedback from parent questionnaires, parents' evening, parent consultation through the school website and email.
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/ Provision Maps, mentoring and support;
- Feedback at Governing Body meetings.

2.2 There are NINE 'protected characteristics' members of our community might have. They are:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race

- Religion or belief
- Sex (gender)
- Sexual orientation

2.3 Equality of opportunity is a fundamental aspect of the ethos at Margaret Roper Catholic Primary School. It is the responsibility of the governors, Headteacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

2.4 At Margaret Roper Catholic Primary School we are committed to ensuring equality of education and opportunity for *all* pupils, staff, parents and carers. We aim to develop a culture of inclusion in which all those connected to the school feel proud of their identity and able to participate fully in school life.

2.5 We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

3 Pupils

3.1 We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability, English as an additional language (EAL) and action any gaps

- Monitor achievement data for disadvantaged pupils and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school.
- The school follows a diocesan approved RSE scheme of work (see RSE policy, available on school website)
- Create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose.
- Pupils will be taught to respect and learn about different faiths, cultures and traditions so that they will be able to develop positive attitudes towards their fellow humans, and, through their understanding, foster greater respect and tolerance.
- **British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are fundamental. These will be actively promoted by the school through its curriculum and everyday actions and in accordance with School Behaviour Policy.

4 Admissions and exclusions

- 4.1 Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics. As a Catholic maintained school priority is given to applicants that demonstrate regular practice of the Catholic Faith. (Admissions Policy)
- 4.2 Exclusions will always be based on the school's Behaviour & Exclusions Policies. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

5 Staff

- 5.1 We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- 5.2 All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- 5.3 As the employer of staff we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- 5.4 Actions to ensure this commitment is met include:
- Monitoring recruitment and retention including bullying and harassment of staff;
 - Continued professional development opportunities for all staff;

6 Tackling discrimination

Discrimination on account of any of the protected characteristics is unacceptable and will not be tolerated.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Incidents of discrimination are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and subsequently to the governing body on a termly basis.

7 Roles & responsibilities

- 7.1 The governing body has set out its commitment to equal opportunities in this Policy and Action Plan and it will continue to do all it can to ensure that the school is fully inclusive. The governing body endeavors to ensure that the composition of the board reflects the diversity of our school's families.
- 7.2 The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- 7.3 The governors welcome all applications to join the school and will not discriminate on the basis of protected characteristics.
- 7.4 The governing body ensures that no member of our school community is discriminated against on any of the protected characteristics
- 7.5 It is the Headteacher's role to implement this Policy and the Action Plan and is supported by the governing body in doing so.
- 7.6 It is the Headteacher's role to ensure that all staff are aware of this policy and Action Plan, and that staff apply these guidelines fairly in all situations.
- 7.7 The Headteacher ensures that no staff member is discriminated against either during the application process or whilst in the employment of the school.
- 7.8 Pupils are responsible for developing class rules which challenge discriminatory behaviour and contributing to the anti-bullying policy, in particular to bullying related to protected characteristics.
- 7.9 Parents/Carers are responsible for supporting the Governors and staff, upholding the Home/School agreement and ancillary school policies related to equality and modeling positive attitudes to their children which promote the principles of this policy.

8 Evaluation & Review

8.1 This policy and action plan will be reviewed at least every three years.

11.4 Responsibility for reviewing the effectiveness of the policy and action plan is held by the governors.

Appendix 1 – Equality Plan for 2024-25

Appendix 2 - Analysis of Pupil Characteristics at Margaret Roper Catholic Primary School – May 2024

Equality Action Plan 2024-2025

The duty to report racist incidents and the publication of the Equality Plan to meet the Public Sector Equality Duty must be included in the action plan below. For further examples of actions please see Appendix A. You may also wish to cross reference the action plan with actions in other documents e.g. School Improvement Plan / Accessibility Strategy / Special Educational Needs Policy.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	MUST BE INCLUDED Publish and promote the Equality Plan through the school website, newsletter and staff meetings, school council.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	June 2024	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays and is daily practice Parents are aware of the Equality Plan
All	<i>Monitor and analyse pupil achievement by EAL, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</i>	<i>Achievement data analysed by EAL, gender and disability</i>	<i>Headteacher / Governing body</i>	<i>Termly as part of SMT/Governor's Curriculum Committee monitoring</i>	<i>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</i>
All	<i>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</i>	<i>Increase in pupils' participation, confidence and achievement levels</i>	<i>Humanities lead, through history lesson plans</i>	<i>Ongoing in year</i>	<i>Notable increase in participation and confidence of targeted groups</i>
All	<i>Ensure representation on the gifted and talented programmes fully reflects the school population in terms of race and gender.</i>	<i>Gifted and Talented register monitored by race, gender and disability</i>	<i>Inclusion Manager</i>	<i>Termly</i>	<i>Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity</i>
All	<i>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</i>	<i>Increase in pupil participation, confidence and positive identity – monitor through PSHE</i>	<i>Headteacher Staff in charge of display</i>	<i>Ongoing</i>	<i>More diversity reflected in school displays across all year groups</i>

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
<i>All</i>	<i>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.</i>	<i>School council representation monitored by race, gender, disability</i>	<i>Member of staff leading on school council</i>	<i>Ongoing</i>	<i>Diversity in Student leadership represents diversity of pupil population. Monitor gender balance in after school clubs.</i>
<i>All</i>	<i>The school recognises and makes reasonable adjustment for the variety of languages spoken in the home. Communication with families is considered in the light of the need for translation or adaptation of materials to ensure all parents/carers are more able to access them.</i>	<i>Due consideration is given to how the school communicates with families and where translation/interpretation is necessary. Parents are asked if they are able to access school communications successfully.</i>	<i>Headteacher All staff</i>	<i>Ongoing</i>	<i>Parent feedback shows that parents, especially where there is another language spoken in the home, are accessing school communication successfully.</i>
Race Equality Duty	MUST BE INCLUDED Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body CPOMS monitoring	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
<i>Disability Equality Duty</i>	<i>Promote Governor vacancies with leaflets in accessible format and by specifically welcoming applications from disabled and minority ethnic candidates.</i>	<i>Monitoring of applications by disability to see if material was effective</i>	<i>Lead Governor on SEN</i>	<i>When vacancy occurs</i>	<i>More applications from disabled/minority candidates to be School Governors</i>
<i>Disability Equality Duty</i>	<i>Ensure that school is made as accessible as possible to members of the school community with disabilities by consideration of the schools: Policies (at each review period) Infrastructure (including digital and written communication) Premises</i>	<i>SMT & Governor monitoring of school policy, infrastructure, communication and site management records how disabilities have been considered in decision making to increase access.</i>	<i>Headteachers Inclusion manager Governors</i>	<i>Ongoing</i>	<i>Where achievable, adaptations are made to ensure that equal access is increased/enhanced. Minutes of governors show this.</i>
<i>Community cohesion</i>	<i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</i>	<i>PSHE assessments</i>	<i>Member of staff leading on PSHE</i>	<i>Ongoing</i>	<i>Increased awareness of different communities shown in PSHE</i>

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	<i>Provide multicultural events to celebrate the school diversity such as Multicultural food fair</i>				<i>assessments</i>

Appendix 2:

Analysis of Pupil Characteristics at Margaret Roper Catholic Primary School – May 2024

Ethnicity	%
White British	40.7
Any other white background	14.3
Black African	11.8
Indian	5.5
White & Asian	4.9
Any other Asian background	4
Black Caribbean	3.2
White & Black Caribbean	2.7
Any other Black background	2.3
White & Black African	2.1
Any other mixed background	2.1
White Irish	1.9
Information not obtained	1.5
Any other ethnic group	1.3
Pakistani	1.1
Chinese	1

Religion or Belief	%
Roman Catholic	78
No Religion	3.4
Christian	11.1
Other Religion	1.5
Information not obtained	0.8
Hindu	2.3
Muslim	2.1
Sikh	0.6

Gender	%
Male	44
Female	56

Disability	%
EHCP	8
SEN Support	21
Hearing Impaired	1
Speech Language & Communication	7
Autistic Spectrum Disorder	1.5

Disadvantaged	%
Free School Meals	11
Pupil Premium	12

While this is not a protected characteristic, we recognise that the disadvantaged children in our school (those who qualify for pupil premium funding) are also a group who may not have access to the same opportunities as their peers.