

*St Margaret Clitherow Catholic
Voluntary Primary and Nursery Academy*



Whistleblowing Policy

St Margaret Clitherow Catholic Academy

Whistleblowing



Policy introduction

This Single Equality policy for St Margaret Clitherow Catholic Primary Academy brings together policies and action plans for Race, Gender and Disability equality, meeting the statutory duties in these areas. However, it goes far beyond these strands to include the elements required under the new duty to promote Community cohesion such as religion & faith, sexual orientation, age and every aspect which has the potential to discriminate against or to devalue any individuals within our community such as against those with special educational needs or potential language barriers.

We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments. Our school embraces the aims of the Every Child Matters agenda and these have informed and shaped this document.

The purpose of this policy is to set out how our practice can tackle discrimination, promote inclusive practice and ensure that those in our community requiring extra support receive it.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. This policy will be monitored annually, its impact measured against identified outcomes and reviewed every three years.

Our single equalities and community cohesion policy is inclusive of our whole school community.

In carrying out the Single Equality Policy, we aim to achieve the following outcomes:

- **Raised attainment levels and narrowed achievement gaps** between different groups of pupils within our school, where there are high expectations of all students who are supported to reach their potential. We aim for children from all groups to have high levels of attainment and rates of progress.
- **Well embedded recognition and value of diversity** and so, all our community have a sense of belonging. Pupils from different backgrounds mix and get on well with each other. Our school has positive relations with the local and wider communities, and the community is actively involved in the life of the school.
- **Very good pupil behaviour and attendance** across our school, with no notable difference between groups. Bullying and equalities incidents are dealt with effectively and racist and religiously motivated incidents in schools are recognised by staff and recorded consistently. Our school does not exclude many pupils and

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there are no significant differences in rates of fixed-term or permanent exclusion between groups.

- **Actively involved Community** - Parents from all groups are actively involved in their children's learning and development,
- **School workforce** includes people from diverse backgrounds being represented at all levels, and all staff have full access to opportunities for promotion and career development.

The admissions to the school reflect the backgrounds of the communities served. Wherever available or appropriate, all newly-arrived pupils have immediate access to a school place and to appropriate support in accordance with Voluntary Aided school guidance

Legal framework

1. 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, religion and sexual identity
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

Mission Statement

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GUIDING PRINCIPLES

The equality objectives address our duties under current equality legislation, up to and including the Equality Act 2010.

In fulfilling our legal obligations, we are guided by nine main principles:

Principle 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 and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve 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.

Principle 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 and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

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

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- 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 to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities 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 may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

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

- disabled pupils/parents, parents of disabled pupils as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- women, men, girls and boys.

Principle 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 people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

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We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

7. We keep our equality objectives under review and report annually on progress towards achieving them.

Feedback from Ofsted

The behaviour and safety of pupils are outstanding

In this harmonious school, pupils of all backgrounds get on exceptionally well together. Pupils' very positive attitudes to learning and excellent behaviour contribute significantly to the calm and purposeful atmosphere that permeates the school.

Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by adults. They have a firm understanding of different types of bullying, including physical bullying and persistent name calling, and the pupils that inspectors spoke to had no incidents to report.

The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 4 above

Ethos and organisation

9. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are 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, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

Addressing prejudice and prejudice-related bullying

10. The school is opposed to all forms of prejudice which prevent it from fulfilling the legal

- duties referred to in paragraphs 1-3:
- prejudices around disability and special educational needs

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- prejudices around racism and xenophobia, including those that are directed towards
- religious groups and communities, for example Islamophobia, and those that are
- directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

11. There is guidance in the staff Code of Conduct and staff handbook on how prejudice related incidents should be identified, assessed, recorded and dealt with

12. We take seriously our obligation to report regularly to the governing body about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

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

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

15. The headteacher 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 any cases of unlawful discrimination.

16. The headteacher along with the Senior Management Team has day-to-day responsibility for co-ordinating implementation of the policy.

17. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver a curriculum that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. A copy is available to view on the school website.

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

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Religious observance

20. As a Catholic school community, we value our faith and respect the faith of others. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

21. 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.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

23. 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.

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Our school's equality objectives for 2015-16:

- Ensure our SMSC curriculum is woven through our whole school to ensure it is part of the schools life as opposed to a bolt on subject.
- To ensure our curriculum prepares children for life in Modern Britain through the delivery of a rich and relevant curriculum
- Ensure that children arriving in school with little or no English are supported to make rapid progress to enable them to access the curriculum
- Ensure that staff and the governing body are aware of current legislation surrounding diversity and equality and understand the school's responsibilities.
- Organise visits to places of worship and develop links with other faith communities
- To ensure children understand what it is to live in a democratic society
- Parental & pupil questionnaires to include equality statement
- Raise profile of School Council Little Lights and Chaplaincy team - ensure their contribution to schools Equality plan
- Ensure that all children have equal opportunities to participate in lunchtime activities, plays, school trips etc.
- Equality governor to consult with school council re. equality for all throughout the school and community.

All above action points will be monitored and reported upon through:

- Teachers subject planning - long and short term
- Teacher observations
- Work Scrutiny
- Staff meeting minutes (SLT & whole school)
- Headteacher reports to governors
- Parent & pupil questionnaires
- School and classroom displays