



Policy for Equality

St. Patrick's RC Primary

DRAFT IN DEVELOPMENT – APRIL 2023

“Christ with me as I learn, grow and shine”

April 2023

To be reviewed April 2025 (Interim review)

And April 2027 (Full review)

ST PATRICK'S CATHOLIC PRIMARY SCHOOL

POLICY FOR EQUALITY

Statement of Intent

As a Roman Catholic School, St Patrick's RC High School is fully committed to a policy of equality of opportunity. We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We seek to create an environment where all members of our school community are treated with respect and are valued for the contribution each makes.

As stated in the Second Vatican Council: "All human beings are endowed with a rational soul and are created in God's image; they have the same nature and origin and, being redeemed by Christ, they enjoy the same divine calling and destiny The forms of social or cultural discrimination in basic personal rights on the grounds of sex, race, colour, social conditions, language or religion, must be curbed and eradicated as incompatible with God's design." (Gaudium et Spes)

We believe that the Equality Act 2010 provides a modern, single legal framework with three broad duties: to support our commitment to

- value diversity
- tackle discrimination
- promote equality and foster good relationships between people

Legal framework

This Equality Policy has due regard to relevant legislation, including but not limited to, the following:

- Equal Pay Act 1970;
- Sex Discrimination Act 1975;
- Race Relations Act 1976;
- Sex Discrimination Act 1986;
- Disability Discrimination Act 1995;
- Race Relations (Amendment) Act 2000;
- Employment Equality (Religion and Belief) Regulations 2003;
- Employment Equality (Sexual Orientation) Regulations 2003;
- Disability Discrimination Act 2005;
- Equality Act 2006; and
- Employment Equality (Age) Regulations 2006.

We will make sure we meet all of our responsibilities under this legislation.

Equality Act 2010

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'.

Our approach to equality is based on the following 7 key principles:

1. All learners are 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 and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to:

- ☐ Eliminate unlawful discrimination, harassment and victimisation
- ☐ Advance equality of opportunity between different groups
- ☐ Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty.

2. Publish Equality objectives at least every 4 years which are specific and measurable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

Appendix 2 shows the school's Equality Objectives for 2023- 2027

Development of the policy

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and the Ofsted inspection framework 2019, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school improvement plan, Self-evaluation review, the school website and newsletters.

There are also references in the Positive Behaviour Policy, Admissions Policy and SEND policy as well as minutes of meetings involving governors, the whole staff and the senior leadership team.

The Equality Act also applies to schools in their role as employers.

What we are doing to eliminate discrimination, harassment and victimisation:

- ☐ We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- ☐ We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- ☐ The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- ☐ We 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.

- ☐ We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- ☐ Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Suspensions, Exclusions and Attendance

The school Policy on behaviour Positive Behaviour Policy - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- ☐ prejudices around disability and special educational needs
- ☐ prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- ☐ prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents are identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

What we are doing to advance equality of opportunity between different groups:

- ☐ We know the needs of our school population well, and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- ☐ We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- ☐ We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- ☐ We collect, analyse and publish data:
 - on the school population by gender and ethnicity;
 - on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
 - by year group – in terms of ethnicity, gender and proficiency in English;
 - on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.
- ☐ We publish an analysis of standards reached by different groups at the end of each key stage:
 - White British FSM and non-FSM

- Free School Meals
- EAL
- All SEN
- SEN Support
- SEN statement/ EHCP (Education Health care Plan)
- Looked after Children
- Known GRT
- Refugee
- ☐ We also collect, analyse and use data in relation to attendance and exclusions of different groups
- ☐ We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.
- ☐ We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- ☐ We use a range of teaching strategies that ensures we meet the needs of all pupils
- ☐ We provide support to pupils at risk of underachieving
- ☐ We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys
- ☐ We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- ☐ We have an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum, improve the physical environment and improve the availability of accessible information to disabled pupils.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objective.

What we are doing to foster good relations

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events eg Family Fast Day (CAFOD) and charity events.

Other ways we address equality issues

- ☐ We maintain records of all training relating the Equalities
- ☐ Our monitoring records include evaluations of aspects of Equalities
- ☐ We keep minutes of meetings where equality issues are discussed
- ☐ We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- ☐ The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- ☐ review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- ☐ secure and analyse responses from staff surveys, staff meetings and training events
- ☐ review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- ☐ analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ☐ ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see Equality Action Plan/ School Improvement Plan)

The objective which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Our Equality Objective for 2023-2027 is:

To reduce language barriers experienced by individuals and specific groups of people who engage with our school with specific reference to identifying how to address issues in relation to multi- agency support

Monitoring and reviewing the objective

We review our equality objective every two years and report annually to the governing body on progress towards achieving it. We involve and consult staff, pupils, governors and parents and carers. We publish an evaluation of the success in meeting the objective for parents and carers on the school website.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governors

- Ensure the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to publish equality objectives at least every four years.
- Ensure the schools policies and procedures are developed and implemented with appropriate regard to their impact on equality.

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

Senior Leadership Team

- Implementation of this policy and procedures.
- Promote key messages to staff, parents, and children about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.
- Ensure that the staff have appropriate skills to deliver equality, including child awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Ensure fair treatment and access to services and opportunities.
- Support the design and delivery of an inclusive curriculum.

Teaching staff

Support the Senior Leadership Team as above including:

- Help in delivering the right outcomes for students.
- Deliver an inclusive curriculum.
- Uphold the commitment made to children and parents/carers on how they can expect to be treated.
- Record and report prejudice related incidents.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor children's progress and academic needs to ensure the appropriate support is in place.

Support Staff

Support the Senior Leadership Team, and teaching staff as above including:

- Support the school and governing body in delivering a fair and equitable services to all stakeholders.
- Uphold the commitment made by the Senior Leadership Team on how children and parents / carers can be expected to be treated.
- Support colleagues within the school community.
- Record and report prejudice related incidents.
- Abide by the school's policies and procedures.

Parents / Carers

- Take an active role in supporting the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Children

- Not discriminate or harass any other children or staff member
- Actively encourage equality and diversity in the school by contributing their cultural experience and values and supporting those of peers.
- Supporting the school to achieve the commitment to tackle inequality.
- Uphold the commitment of the Senior Leadership Team of expectations on how members of the school community are to be treated.
- Report any incidences of bullying or harassment.
- Abide by the school's policies and procedures.

Key contacts

Staff responsible for equalities: Liz Hindley

Lead Governor: Steve DeNobrega

Equal Opportunities for staff

- ☐ This section deals with aspects of equal opportunities relating to staff. 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.
- ☐ All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- ☐ We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- ☐ As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- ☐ We respect the religious beliefs and practice of all staff, children and parents, and comply with reasonable requests relating to religious observance and practice.

☐ 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.

Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy along with the Equality Objective and data is available

- ☐ on the school website
- ☐ as paper copies in the school office
- ☐ in the staff handbook
- ☐ on display for visitors, including parents and carers
- ☐ as part of induction for new staff

We ensure that the whole school community knows about the policy, objective and data through the school newsletter, assemblies, staff meetings and other communications. We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Signed: Chair of Governors

Maureen Woodall

Signed: Headteacher

Liz Hindley

Signed: Governor with responsibility for Inclusion or Equality

Steve DeNobrega

Approved by Curriculum Committee

Date April 2023

Interim review April 2025 with full review April 2027

APPENDIX ONE

Check list for school staff and governors

- ☐ The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- ☐ This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- ☐ The Equality Policy and Objective have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- ☐ The school publishes information to demonstrate purposeful action on the general duties
- ☐ The school analyses pupil achievement in terms of progress and standards for different groups and takes action when the trends or patterns indicate a need
- ☐ The school sets an Equality Objective to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- ☐ A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- ☐ The school ensures that all staff understand and implement the key requirements of the Equality Policy
- ☐ The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- ☐ The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- ☐ All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- ☐ The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- ☐ Visual displays and multi-media resources reflect the diversity of the school community
- ☐ Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- ☐ The school takes part in annual events such as Black History Month, Down Syndrome Awareness Week, No Pens Day, CAFOD etc. to raise awareness of issues around race, disability and gender
- ☐ The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment
- ☐ Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- ☐ The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- ☐ The Governing Body is increasingly representative of the community it serves
- ☐ Procedures for the election of parent governors are open to candidates and voters who are disabled

APPENDIX TWO EQUALITY OBJECTIVE 2023-2027

To reduce language barriers experienced by individuals and specific groups of people who engage with our school with specific reference to identifying how to address issues in relation to multi- agency support

Public Sector Equality Duty	Equality Objective	Actions	Who is Responsible	Progress Commentary
1. Eliminate discrimination, harassment and victimisation 2. Advance equality of opportunity between different groups 3. Foster good relations between different groups	To reduce language barriers experienced by individuals and specific groups of people who engage with our school; with specific reference to identifying how to address issues in relation to multi- agency support.	Hold assemblies Events in Black history month Deliver the PSHE curriculum to support children in their understanding of discrimination and tolerance and understanding To work with parents to reduce anxiety and language barriers to their understanding of school processes	History lead PSHE lead Headteacher	
4. Accessibility - premises	Ensure the new Building developments take into account accessibility to all.	Work with the architect to ensure DDA compliance Ensure plans reflect accessibility	Headteacher	

This Equality Plan sets out the Equalities Objectives for 2023-2027 and is referenced in our school improvement plan