

St. Mary of the Angels Catholic Primary School

Equality Information and Objectives Policy

Recognising and celebrating the presence of Christ in one another

- ◆ St Mary of the Angels Catholic Primary School aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospel.
- ◆ The school is committed to the widest and fullest education with ambition for all pupils in a partnership between home, school, parish and community.
- ◆ The school aims to create a happy, ordered environment where all members feel secure and valued.



Current date approved:	September 2024
Approved by:	Full Governing Body
Date of next review:	September 2027

The second Vatican Council clearly reiterated what is now fundamental to Catholic belief and teaching—namely the equality between all human beings.

“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 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 or eradicated as incompatible with God’s design”.

(*Guadium et Spec 29*)

As a school, we welcome our duties under the Equality Act 2010. The school’s general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.
- Consulting and involving those affected by inequality

We will not discriminate against, harass or victimise any member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils’ spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school’s values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

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, 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 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 employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days across our exciting curriculum.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Diversity, Equality, Dignity and Inclusion in the Workplace

We do not discriminate against staff with regard to any protected characteristic. 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.

We will ensure that robust and effective procedures are in place for reporting, recording, responding to and monitoring incidents of discrimination or harassment relating to staff and pupils.

We are working to ensure that all groups are represented in the school community.

In relation to new policies and practices, we commit always to seek engagement and meaningful consultation with the staff and staff unions, where relevant.

Training on equality and the processes in St Mary of the Angels to eliminate discrimination, to advance equality and to foster good relations between different groups will be provided to staff and governors.

In fulfilling our legal obligations, we are guided by the following principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers of equal value. Staff ensure that activities are risk assessed as well as checked for accessibility to all pupil needs. We promote and celebrate diversity in our assemblies and across our curriculum.

Principle 2: We recognise and respect difference.

We teach the British Values of democracy, law, individual liberty, mutual respect and tolerance through our school curriculum. Opportunities provided will enable children to experience alternative cultures, religions and ways of life. We focus on tolerance and respect and have a zero tolerance approach to prejudice and bullying.

Treating people equally does not necessarily involve treating them all the same, but giving them equality of opportunity. 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, for example 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

Principle 3: We foster positive attitudes and relationships and share a broad sense of cohesion and belonging.

All staff, governors, pupils and parents will be aware of our policy by publishing it on our website and discussing it in school. 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
- 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 and 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 those who hold a protected characteristic.

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. For example, we consult and involve: disabled people as well as non-disabled, people from a range of ethnic, cultural and religious backgrounds, both women and men, and girls and boys.

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Support the drive of equality, diversity and equality in our setting.
- Keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the previously mentioned guiding principles.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the SLT.

The School Leadership Team will:

- Promote knowledge and understanding of the equality objectives amongst staff, pupils and parents.
- Monitor success in achieving the objectives and report back to governors accordingly.
- Ensure there is collective responsibility and accountability in order to achieve the objectives set.

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations of success for all pupils.
- Support different groups of pupils in their class through adapted planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work.
- Attend all relevant professional development as directed.

Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are reminded of their responsibilities under the Equality Act, for example during meetings and professional development opportunities. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Advancing Equality of Opportunity

- We know the needs of our school population very well; we collect and analyse data in order to inform our planning and identify targets to achieve whole school improvements.

- We take action to close any gaps, for example, for those making slow progress in acquiring age appropriate English and Maths skills and ensure rigorous data analysis of all pupils and groups of pupils. Identified groups of pupils are targeted to raise attainment.
- We also ensure children from all groups are challenged to reach higher levels.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability/vulnerability through our parent/teacher meetings and home visits.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality, to ensure equality at our schools.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school have accessibility plans that are renewed every 3 years and when a significant change has taken place.
- 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 taken will be designed to meet the school's Equality Objectives.

Fostering 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, vocational and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum. We have a wide range of reading books, adopting a theme of 'windows and mirrors' to ensure books are diverse. We also have a range of books linked to the protected characteristics which are age appropriate and assigned to each year group.

We ensure that PSHE and the wider curriculum promotes role models that young people positively identify with, which reflects the school's diversity.

We ensure that displays in classrooms and corridors promote diversity.

- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, disability and 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 sympathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

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, pupils 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.
- Staff professional development will focus on ensuring that there is a clear understanding of the equality and diversity and how this impacts positively upon our curriculum delivery.
- Staff will work to ensure that there is a clear understanding of and any overcoming of unconscious bias and respond effectively to prejudice and racist related incidents.

Monitoring and Review Arrangements

The governing board will update any equality information we publish where necessary, at least every year,

This document will be reviewed by the governing board at least every four years.

This document will be approved by the governing board.