# St Joseph's Catholic Primary School

*'With God in our hearts, we learn and grow together on our journey through life.'*

# Equality Policy and Objectives

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| **Approved:** | **Summer 2025** |
| **Review Date:** | **Summer 2027** |
| **Signed: (Headteacher)** | **Lorraine Flower** |
| **Signed: (Chair of Governors)** | **Maxime Yao** |

**Vision and Values**

We aim to create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task well done and through committed, enthusiastic and effective teaching. We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect. We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

**Legal framework**

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:

1. 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, and foster good relations between different groups.

2. Two "specific duties"
   This requires all public organisations, including schools to:
   - Publish information to show compliance with the Equality Duty by April 6th 2012
   - Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

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

**Guiding Principles**

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 and a shared sense of cohesion and belonging. 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.

We ensure the principles listed 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
- the curriculum, 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

**Roles and Responsibilities**

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

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. Good practice will be highlighted and promoted throughout the school.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom, amongst colleagues and with visitors to the school
- deal with any prejudice-related incidents that may occur
- plan lessons that reflect our vision and values, support high standards of attainment, promote common values and help pupils to value differences and challenge prejudice and stereotyping
- provide a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- provide support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English
- keep up-to-date with equalities legislation relevant to their work.

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 Review**

1. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
2. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language and gender.
3. We formulate and publish specific and measurable objectives, which take into account national and local priorities and issues, as appropriate, (See appendix 2). Our equality objectives are integrated into the school improvement plan and we keep them under review and report annually on progress towards achieving them.
4. The implementation of the Policy is monitored within the school's self-evaluation and other review processes and the whole equality scheme will be reviewed at least every three years.

## APPENDIX ONE

## Checklist 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 Plan and Objectives 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 trends or patterns indicate a need
- The school sets Equality Objectives 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, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible possible 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 Objectives 2023-2027

1. To monitor pupil progress and attainment in order to ensure that pupils in vulnerable groups achieve their potential.
2. To provide a variety of enrichment opportunities which give the opportunity for all children to become rounded individuals both physically and psychologically. This may include access to sports' clubs, extra-curricular activities, trips and visits, and multicultural weeks. All vulnerable pupils will be specifically offered enrichment opportunities in sports, arts or music.
3. To ensure that planning and resources utilised in lessons are reflective of both our school and wider community. This can be seen through the texts studied, images used and references to inspirational figures and places.
4. To ensure that reasonable adjustments are made for any staff member, parent or pupil with a physical disability or mental health need to better meet their needs in line with our accessibility plan. Where any disadvantages are identified or experienced, they are addressed quickly and monitored accordingly.