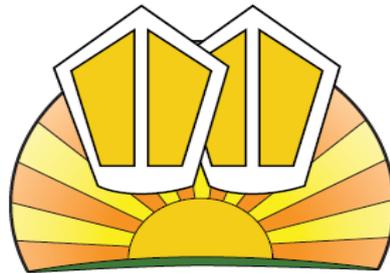


Equality Policy

Saint Edmund's and Saint Thomas'
Catholic Primary School



Inspired by the teachings of Christ, Saint Edmund's and Saint Thomas' Catholic Primary School encourages and guides our pupils and all our school community to have a strong sense of service, love and compassion. In this way, they are encouraged to develop a vision for what they want to achieve with a zest for living life to the full.

Love Learn and Live Like Jesus

SCHOOL AIMS

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to: Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

Removing or minimising disadvantages suffered by people due to their protected characteristics.

Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Through our school ethos, curriculum and community links, we will work towards

a common vision

a sense of belonging for all

similar life opportunities for all

strong and positive relationships between different communities.

Through this Equality policy, St Edmunds and St Thomas' Catholic Primary school seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives, or, spent convictions.

Equality and Diversity is more than just meeting legal obligations, or targets. It's about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

OUR SCHOOL CONTEXT:

Our school is a larger than average sized school with 325 children on roll. The school is situated in Waterloo, Merseyside with almost all children from White British backgrounds and of a Christian faith. Our school has 7 children that have a home language other than English (EAL) We have 157 Boys and 168 Girls with some year groups having a more significant gender balance than others. We have 4 children with EHCP and two with physical disabilities.

Legislation & Guidance:

This document refers to 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 Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

Roles & Responsibilities:

The governing body 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

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they are familiar with all relevant legislation and the contents of this document

Attend appropriate equality and diversity training

Report back to the full governing body regarding any issues

The headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils
Monitor success in achieving the objectives and report back to governors

All school staff are expected to

have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour. We will take steps to ensure all visitors to the school adhere to our commitment to equality

Eliminating Discrimination:

At Saint Edmunds and Saint Thomas Catholic Primary School, we recognise that all members of the school and our wider community are of equal value. 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 regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive update training. The Headteacher is responsible for monitoring equality issues. He is accountable to the governing body and raises awareness of any issues relating to equality.

Advancing equality of opportunity:

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations:

As a school we believe that we should treat each other with care, respect and kindness, and that strong positive relationships make a great school.

We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, Relationship Sex Health Education (RSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds.

Encouraging all children to participate in the school's activities, such as sports clubs

Publicising the Policy and Plan:

We will publicise our policy on the school website making parents aware through regular reminders on the school newsletter. To help new staff this policy will form a basis for their induction alongside other duties.

Equality Objectives:

To promote our Spiritual, Moral, Social and Cultural teaching with particular reference to diversity and inclusion

To monitor and analyse different groups of children's achievement and act on any trends or patterns in the data that require additional support

To raise outcomes for vulnerable children in Reading, Writing and Maths who are not achieving age related expectations

Review parental engagement in learning and school life across all activities to ensure equity and fairness in access and engagement

Monitoring Arrangements:

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Body at least every four years.

Considering Equalities in Decision Making:

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We will keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community



Equality Objectives 2022 2024		
Lead	Others	Links
Kieran Loftus	SLT TLRS Whole Staff Governing Body Parish Communities	Other Policies Behaviour Policy SEND Policy Anti -Bullying Policy School Improvement Plan
Aims	Actions	Success Criteria
To raise outcomes for all vulnerable children in Reading, Writing and Maths who are not achieving age related expectations	Class teachers work to improve attainment To identify barriers to learning by ensuring the curriculum is planned around the interests and needs of the children.	Whole School data shows an improving trend and is at least in line with national expectations and groups such as FSM6 and SEND reflect good rates of progress.
To monitor and analyse different groups of children's achievement and act on any trends or patterns in the data that require additional support	Staff to ensure that they plan opportunities for all children in line with our aims for inclusion Analyse different groups and how well they are achieving Intervention plans to be implemented to support all children Teachers to use data from tracking and children discussion to target specific children that need further support To implement strategies such as pastoral support and counselling programmes for individuals whose performance is influenced by external factors	All groups will reflect good rates of progress from their starting points
To promote our Spiritual, Moral, Social and Cultural teaching with particular reference to diversity and inclusion	Continue to develop links between RSHE and our RE curriculum Develop the use of Cafod materials and work towards the Live Simply standard to encourage the children to think about social justice Using the vehicle of the School Council to develop some of these themes	Our children will have a better understanding of the world in which they live. All children will recognise that they belong and have a role to play in school and their local community.

September 2022 K Loftus

Review Date September 2023