

St Monica's Catholic Primary School



Equalities Policy (including Equalities Information and Objectives, Public Sector
Equality Duty Statement)

Review Date: October 2024

Next Review Date: Spring 2027

Objectives Reviewed Annually

Approved by:

Headteacher and
Governing Board

Date: November 2023

Signed (Headteacher)

James Gouldbourne, Ryan McLoughlin

St Monica's Equalities Vision

Vision 1: Our whole school community will treat everybody in the way they would like to be treated: with mutual **respect** for each other and our environment.

Vision 2: We (the school community and parish) will develop **resilience** in ourselves and others by creating a safe and caring environment where we understand that everyone makes mistakes and that we will achieve more by learning from them.

Vision 3: We will provide everybody with a secure and creative environment to **aspire** ever higher and reach their full potential, by offering a broad range of engaging and challenging opportunities.

Vision 4: Our whole school community will be supported in all aspects of school life enabling them to **respect** others, achieve, feel included, and belong, with a key understanding of the Catholic **faith** and other faiths

Vision 5: Our whole school community will understand, develop and show mutual trust and confidence in one another, and ensure that all stakeholders feel listened to and valued.

Vision 6: For all of us to understand our role as a citizen of St Monica's, Sefton, our country and the wider world, and the responsibilities this carries towards ourselves, each other and the environment we live in.

Equal Opportunities

At St Monica's Primary School we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

St Monica's Primary School is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We are a single floor school, with easy access into the main part of the building and have disabled toilet facilities within the school. As with any additional needs the schools work closely with parents and appropriate outside agencies

Why we have developed this Equality Policy

This Equality Policy for St Monica's Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child. Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies

The purpose of this Policy is to set out how our practice and policies have due regard to the need to: - eliminate discrimination, harassment and victimisation; - advance equality of opportunity and - foster good relations between groups. It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Our Approach

At St Monica's, we seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities to embrace the following key concepts:

- Shared humanity: identifying commonality and shared values, aspirations and needs underpins our approach to equality.
- We value our fundamental similarities and universality
- Valuing difference and diversity: we appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence: we recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence: we aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity: we will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice: we will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.
- "No Outsiders" – everyone is welcome in St Monica's

Our vision statement about Equality

- St Monica's seeks to foster a warm, welcoming and respectful environment, which allows us to question and challenge discrimination and inequality, resolve conflicts peacefully, and work and learn free from harassment and violence.
- We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.
- We will build on our similarities and seek enrichment from our differences, and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

- We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities:

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school and to high school
- clear and up to date school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school
- school sports
- employees' and staff welfare
- global links
- the explicit teaching of British values in each phase of the curriculum

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy through asking for feedback wherever possible
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the staff team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- Know and understand the key objectives of the Equality Policy
- ensure that the objectives arising from the policy are part of the School Development Plan (SDP)
- support the SLT in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy every 3 years, and the objectives annually

Our Senior Leaders will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy Equalities policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed

Our pupils/students will:

- be involved in the further development of the Policy through the PSHE curriculum and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- have access to the Policy through a range of different media appropriate to their requirements

- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the further development of the Policy through staff meetings, updates and opportunities for feedback on issues both general and specific.
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements Relevant voluntary or community groups and partner agencies will:
 - Be involved in the further development of the Policy
 - Be encouraged to support the Policy
 - Be encouraged to attend any relevant meetings and activities related to the Policy

How we developed this Policy

Participation and Involvement

- We will involve and listen to what our community has to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.
- We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics.
- With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
- This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures .
- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical

capability to carry out the duties. An applicant completes a generic 'all encompassing' health questionnaire as part of the application procedure.

- We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. 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.
- Our staff team will undertake regular training to help them understand their equality duties and/or the differing needs of protected groups within our school community.
- We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community.

Equality Objectives

- Analysis of the information as outlined above means that we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every year.

Equalities Policy

Public Sector Equality Duty statements

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- 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.
- Protected characteristics - The Equality Duty covers: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

Equality Objectives 2023 - 2025

We will monitor and assess Equality in our school to ensure we continue to promote equality of opportunity for all.

To demonstrate this commitment, we have developed the following equality objectives which will help us take forward equality and diversity matters as an educator and employer, over the next 4 years:

1. We will use performance data to monitor pupil achievement and respond to variations between groups of pupils, subjects, key stages, trends over time and comparisons with other schools
2. Will will raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role
3. We will provide an environment that welcomes, protects and respects diverse people
4. We will ensure that all pupils and other stakeholders are given the opportunity to make a positive contribution to school life
5. We will increase pupil awareness and understanding of different communities through assemblies and cultural events such as celebrating Black History Month, Diversity Day and embedding a wide selection of diverse authors and topics in our curriculum
6. We will raise awareness of the impact of bullying, especially where this relates to protected characteristics (in areas such as Anti Bullying Week)
7. We will to monitor the incidence of policy breaches constantly

These will be reviewed regularly, during which we will also assess the progress St Monica's is making in relation to:

- eliminating discrimination
- improving equality of opportunity for people with protected characteristics
- consulting and involving those affected by inequality in the decisions our schools take to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members or the local community)

Monitoring arrangements

Reviewing Equality Objectives

The review of the progress of our equality objectives will take place annually and will help inform our school priorities. This information will be published and made available across all platforms.

PUBLICATION

All Equality Policies, and Statements will be published on our website and will be made available both electronically and in a hard copy format. St Monica's Catholic Primary School adopts a whole school approach to equality and diversity and consider it important for pupils to learn about equality and human rights.

We adhere to the Equality and Human Rights Commission (EHRC) statement: 'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as whole, learning about these topics can be at best appear irrelevant, and at worst hypocritical. The respect and tolerance it teaches, will help staff and pupils create a healthier, happier fairer school culture and could lead to reductions in bullying and other negative behaviour and improvements in attainment and aspirations'.

- The governing board and headteacher will update the equality information we publish at least every year.
- This document will be reviewed by the governing board and headteacher at least every 4 years.
- This document will be approved by governing board and headteacher