



## Equality Policy and Objectives

| Mission Statement (5 Promises)        |  |                       |
|---------------------------------------|--|-----------------------|
| <b>Keep Everyone LEARNING</b>         | <p><i>Because God calls us to fullness of life in Christ we provide varied exciting opportunities for children to achieve highly.</i></p> <p>God invites us to promise; <b>to keep everyone learning</b></p>   |                       |
| <b>Keep Everyone INCLUDED</b>         | <p><i>Because God calls us to love our neighbour we respect and include each other and develop the skills of confidence, resilience, independence, empathy and understanding.</i></p> <p>God invites us to promise; <b>to keep everyone included</b></p> |                       |
| <b>Keep Everyone SAFE</b>             | <p><i>Because God shows us the best way to live we get to know ourselves and learn how to be safe.</i></p> <p>God invites us to promise; <b>to keep everyone safe</b></p>  |                       |
| <b>Look After the World Around Us</b> | <p><i>Because God calls us to live as faithful members of the community we respect the world around us.</i></p> <p>God invites us to promise; <b>to look after the world around us</b></p>   |                       |
| <b>Be Honest</b>                      | <p><i>Because God calls us to be like him we get to know ourselves and learn to respect the truth.</i></p> <p>God invites us to promise; <b>to be honest</b></p>   |                       |
| <b>Approved by:</b>                   | <b>Approval Date:</b>  | <b>Renewal Date:</b>  |
| FGB                                   | 25 <sup>th</sup> March 2021  | Spring 2025 (4 Years) |

## Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any individual**)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **Our Mission Statement**

These mission promises were developed in consultation with all stakeholders in school and were formed from the Catechism of the Catholic Church, The Virtues, British Values and the Core Curriculum. In line with the equality act they aim to ensure all members of the school community feel valued and respected.

*Because God calls us to fullness of life in Christ we provide varied exciting opportunities for children to achieve highly.*

God invites us to promise; **to keep everyone learning**

*Because God calls us to love our neighbour we respect and include each other and develop the skills of confidence, resilience, independence, empathy and understanding.*

God invites us to promise; **to keep everyone included**

*Because God shows us the best way to live we get to know ourselves and learn how to be safe.*

God invites us to promise; **to keep everyone safe**

*Because God calls us to live as faithful members of the community we respect the world around us.*

God invites us to promise; **to look after the world around us**

*Because God calls us to be like him we get to know ourselves and learn to respect the truth.*

God invites us to promise; **to be honest**

## Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and seek support from the Local Authority.

## Responsibility

We believe that promoting Equality is the whole school's responsibility:

| School Community       | Responsibility  |
|------------------------|---|
| Governing Body         | Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources.   |
| Head Teacher           | As above including:<br>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents. |
| Senior Leadership Team | To support the Head as above<br>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.   |
| Teaching Staff         | Help in delivering the right outcomes for pupils.<br>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.<br>Design and deliver an inclusive curriculum.<br>Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.  |
| Non -Teaching Staff    | Support the school and the governing body in delivering a fair and equitable service to all stakeholders.<br>Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated.<br>Support colleagues within the school community.<br>Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.  |

|                         |  |
|-------------------------|--|
| Parents/Carers          | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Pupils                  | Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.  |
| Local Community Members | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.  |

**We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives through the publication on the school website and as part of our newsletters.**

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitor and Review**

Every year, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Our Objectives can be seen in policy and procedural documentation and are outlined below.

#### **Objective 1:**

##### **At our school all learners are of equal value. (Keep everyone learning.)**

We see all learners and potential learners, and their parents and carers, as 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
- whatever their sexual identity.

##### **Objective 2: We recognise and respect difference. (Keep everyone included.)**

Treating people equally does not necessarily involve treating them all the same. 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, 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
- sexual identity.

**Objective 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. (Keep everyone included.)**

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.

**Objective 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.

**Objective 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
- all sexual identities

**Objective 6: We consult and involve widely**

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. We 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.