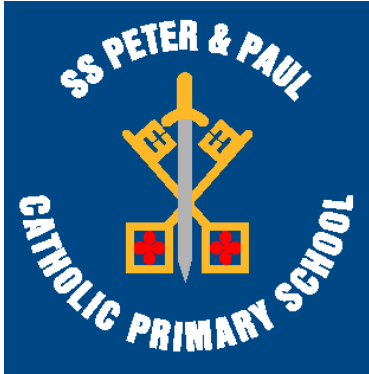


OUR BLESSED SAINTS FEDERATION



St Luke's Catholic Primary School

Equality Policy

Policy Status			
Date of policy:	June 2021	Date of Review	2024
Approved by Our Blessed Saints Governing Body on:		13th July 2021	

"Whoever welcomes this child in my name, welcomes me"(Luke 9:48)

St Luke's Catholic Primary School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn. Equal opportunities should permeate through all aspects of school life and is the responsibility of every member of the school community.

Equality Statement

At St Luke's Catholic Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St Luke's Catholic Primary School, we believe that diversity should be respected and celebrated by all those who learn, teach and visit here.

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 unlawfully discriminated against and are given equality of opportunity.

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



The law requires us to carry out some specific responsibilities 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

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and Equality Human Rights website: <http://www.equalityhumanrights.com> which includes the guidance for education providers (schools)

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Mission Statement

“Whoever welcomes this child in my name, welcomes me” (Luke 9:48)

We believe that Christ is the source of our authority and the reason for the distinctive nature of our Catholic school. Our school aims are based on our belief that each child is made in the image and likeness of God. In educating our children, we are aware not only of our life here on earth but also of our eternal destiny.

Both Federated schools - provide a welcoming, safe, secure and Christian environment for its children and staff, both teaching and non-teaching. Based upon Christian principles, and our Catholic faith, we aim to develop each and every child to their fullest possible potential. The foundation of our aims, our teaching and learning are the words of Christ. We keep this in mind as we acknowledge the gap between our vision and reality and endeavour to bring these closer together.

All we do is underpinned by our Christian values and our children are at the heart of all we do. So, whilst the Catholic faith is central to our school’s approach, we welcome children of all cultures and faiths, or none.

School Equality Objectives

- To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.
- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities with particular reference to issues of equality and diversity.

What constitutes discrimination

Discrimination definition:

“The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.”

Discrimination can be:

1. Direct discrimination
2. Indirect discrimination
3. Victimisation
4. Harassment
and for Disability
5. Discrimination arising from a disability
6. Failure to make reasonable adjustments

Race Definition

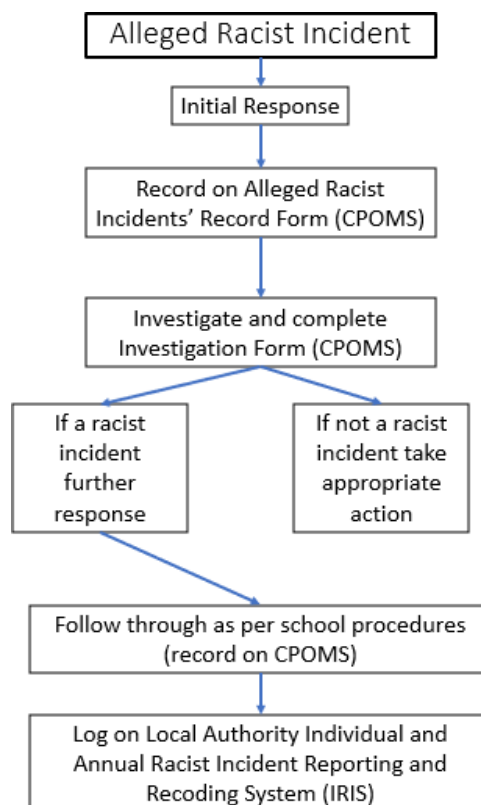
“Race means any group defined by race, colour, nationality or ethnic or national origin, including countries within the UK, and Gypsy or Irish Travellers.”



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 may seek support from the Local Authority Multicultural Development Team.

School procedures for dealing with Discrimination



Low - Prevention strategies

- An ethos in which pupils are actively encouraged and enabled to report behaviour that is of concern, including bullying and racism.
- Delivery of a curriculum which teaches the value of diversity and the nature of racism.
- Regular and varied sampling of relationships and attitudes across the school which informs the review of the success of school policy and practice.

E.g.

- monitoring of playground language
- pupil surveys and staff
- pupil interviews

- Children's Safeguarding Board involvement for pupil views

- staff CPD to ensure awareness of school procedures and the law

Medium - Prevention strategies

- At the time of racial tension in the communities, we take a clear lead in ruling out the expression of racism in the school community. E.g.
- School assemblies
- Structured work in personal development education
- theatre in education work
- Closer working with parents/ carers and communities.
- Communication to parent through school website
- Networking with other schools in their area to share relevant information resulting from monitoring analysis and good practice in prevention strategies.

Targeted Interventions including Show Racism the Red Card and workshops from outside agencies (TAARC and TWIF) may be used to support.

High - Prevention strategies

A multi-agency approach - to ensure a full picture can be gained of racist incidents

- the provision of appropriate support to victims
- the provision of appropriate support to perpetrators
- Telford and Wrekin Multicultural Development Team
- Victim Support
- Citizens Advice
- Youth Service
- PREVENT referral

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

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: 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 of the 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 Management Team	To support the Acting Head Teacher as above 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. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. 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. Uphold the commitment made by the acting head teacher on how pupils and parents/carers can expect to be treated. Support colleagues within the school community. 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 acting 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.
Visitors	To be aware of, and comply with, the school's equality policy. To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

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 acting head teacher and governing body.

Monitor and Review

Every four years, 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.

Appendix Definitions

Equality- This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may to be treated differently in order to achieve an equal outcome.

Inclusive- Making sure everyone can participate, whatever their background or circumstances.

Diversity- Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion- People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community- From the school's perspective, the term "community" has a number of meanings: The school community- the students we serve, their families and the school's staff.

The community within which the school is located- in its geographical community, and the people who live and/or work in that area.

The community of Britain- all schools by definition are part of it.

The global community- formed by European and International links

Gender Dysphoria- Gender dysphoria is a recognised condition in which a person feels that there is a miss match between their biological sex and their gender identity.