St Joseph's Catholic Primary School

Singles Equalities Policy

Date of policy review: December 2021

Policy written by: Mark Dyson and SLT members

Key people responsible for Single Equalities: Headteacher & Assistant Headteacher

Key Governor responsible for Equalities: Nicola Chong

Other policies linked to this policy:
Anti Bullying policy, Behaviour Policy, PDWMH

Introduction

St. Joseph's Catholic Primary School is part of Plymouth CAST and the Catholic Church; as such it is hallmarked by God's word in Holy Scripture.

This Single Equality Policy is reflected in our school mission statements

'Love Jesus, Love Learning, Love Life.'

In the area of "Equality" we take as our starting point the words of Saint Paul to the Romans:

"All of us in union with Christ form one body and as part of it we belong to each other. Love each other as much as brothers and sisters should and have a profound respect for each other"

Every member of the school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality or ability.
A good education for all our pupils is possible only if equal opportunities practices are an integral feature of all aspects of the life of the school
Equalities practices should be evident in:

- The formal curriculum (the programme of lessons)
- The informal curriculum (extra- curricular activities)
- The hidden curriculum (the ethos of the school, the quality of personal relationships etc;)

All members of the school should be aware of our single equalities policy; this includes pupils, teaching and non- teaching staff, governors, parents, carers and the wider community.

Guiding Principles

In fulfilling the legal obligations referred to by the legal framework outlined at the end of this document, we are guided by seven key principles:

1. All learners and their parents/carers are of equal value
2. We recognise, respect and value difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. We ensure policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continual professional development
5. We aim to reduce and remove inequalities and barriers that already exist
6. When constructing a policy, we aim to consult and involve all those groups affected by it in its design and review

7. All policies and activities should benefit society as a whole both locally and nationally fostering greater social cohesion and greater participation in public life
8. Alongside our Catholic faith curriculum we encourage children to respond to our social and emotional aspects of Learning topics. These focus on developing key emotional skills such as resilience, self control and social skills

Integrating the Principles into Our Key Areas

Creed

- As a Catholic school, we acknowledge that members of the school come from diverse backgrounds: some have no religious faith; others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others
- We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background unless these contravene health and safety policy and practices
- As a Catholic school the pastoral education of our students is considered of high importance. However, with regard to teaching Religious Education, we consider the role of the teacher is to encourage good moral values and kindness to others
- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by reducing and removing inequalities and barriers that may already exist between people of different religious backgrounds
- We aim to involve people from a wide range of religious backgrounds in the design and review of policies which affect them by direct invitation and/or to comment or posting the policy on the website and invite contribution
- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people with a wide range of religious backgrounds
- Treating people equally does not necessarily involve treating them the same. We need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in religion

Culture

- We value the history, experience and contribution of our multicultural community and seek to express this in the curriculum and life of our school; all members should feel that their language or dialect is valued and that bilingualism is regarded as advantageous. We try to counter negative, patronising and stereotypical views; a prime cause of prejudice is ignorance and misunderstanding
- We understand the need to be different without being excluded
- Our policies, procedures and activities must not discriminate but are differentiated as appropriate to ensure that people from different cultural backgrounds and experiences of prejudice are recognised

Policies, procedures and activities should promote positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, national origin or status and an absence of prejudice related bullying and incidents

- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by reducing and removing inequalities and barriers that may already exist between people of different ethnic and cultural backgrounds
- We aim to involve people from a wide range of ethnic and cultural backgrounds in the design and review of policies which affect them, by direct invitation to comment or posting the policy on the website and invite contribution
- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people with a wide range of ethnic and cultural backgrounds

Socio Economic Status

- We recognise the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self esteem, expectations and performance so as to have wider choices in life
- We intend that our policies should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life
- We acknowledge that members of the school come from diverse cultural, racial and socioeconomic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help promote a school and a society in which there is social, religious and racial harmony
- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by reducing and removing inequalities and barriers that may already exist between people of different socio- economic backgrounds
- We aim to involve people from a wide range of socio- economic backgrounds in the design and review of policies which affect them by direct invitation to comment or posting the policy on the website and invite contribution
- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people with a wide range of socio- economic backgrounds
- Treating people equally does not necessarily involve treating them the same, we need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in life experience, outlook and background

Ethnicity

- We will not tolerate racist behaviour in any form
- We acknowledge that members of the school come from diverse cultural, racial and socioeconomic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help promote a school and a society in which there is social, religious and racial harmony
- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by reducing and removing inequalities and barriers that may already exist between people of different ethnic, cultural and religious backgrounds
- We aim to involve people from a wide range of ethnic and cultural backgrounds in the design and review of policies which affect them by direct invitation to comment or posting the policy on the website and invite contribution
- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people with a wide range of ethnic and cultural backgrounds
- Treating people equally does not necessarily involve treating them the same, we need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in ethnicity so that different cultural backgrounds and experiences of prejudice are recognised

Gender

- As a school, we accept that there are gender inequalities in our society which impose limits on expectations and behaviour, so we constantly examine our curriculum procedures and materials for gender bias or inequality
- We encourage pupils to be aware of the rigid sex stereotypes presented by for example, the media. We try to ensure that our resources include non- sexist books which value the achievements of both sexes equally
- We are committed to providing a curriculum which avoids unnecessary historical gender divisions. All pupils experience subjects previously considered to be suitable for single sex
- We ensure that teachers allocate their time fairly between sexes
- We ensure that all pupils have opportunities working with pupils from both sexes

- We ensure that we break down traditional sex stereotypes
- We ensure that pupils have opportunities for examining their own preconceived ideas of gender roles
- We ensure that pupils are given the opportunity to pursue less conventional subjects (e.g. Food technology for boys or design technology for girls)
- We ensure that whenever possible, classes have equal numbers of boys and girls, unless evidence shows that this is not beneficial for learning
- We do not differentiate between the sexes in respect of our school uniform
- We try to avoid stereotyped assumptions about the behaviour of boys and girls as these can often influence identification and assessment procedures
- Treating people equally does not necessarily involve treating them the same, we need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in gender so that the different needs of girls and boys, and women and men are recognised
- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by reducing and removing inequalities and barriers that may already exist between people of different genders
- We involve both males and females in the design and review of policies which affect them by direct invitation to comment or posting the policy on the website and invite contribution
- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people of different genders
- The governing body regularly reviews attainment levels and learning outcomes of boys and girls, monitoring the difference. They frequently seek advice and implement strategies to differentiate needs to ultimately pursue equality in learning and attainment
- Policies, procedures and activities should promote mutual respect between boys and girls, women and men and an absence of sexual harassment

Sexuality

- As a school, we make no assumptions about the sexuality of any of our members
- In our curricula, sexuality is taught in accordance with the teachings of the Catholic Church and within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small but significant number of our pupils may develop a homosexual or bisexual orientation. We also acknowledge that some pupils may live within a household in which their parents/carers are homosexual. Pupils' questions are answered as they arise as honestly, factually and non–judgmentally as possible.
- Derogatory name calling (of any sort) is unacceptable
- Policies, procedures and activities should promote mutual respect between boys and girls, women and men and an absence of sexual harassment
- Treating people equally does not necessarily involve treating them the same; we need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in sexuality

Disability

- We welcome pupils with additional needs (learning and physical). We undertake to assess and meet the need of all our pupils as far as we are able. We aim to create a happy and educationally exciting environment in which all pupils can prosper
- Because pupils develop at different rates for different activities, we adopt a child– centred approach to learning which is based on each pupil's needs
- Pupils with additional needs constitute a very diverse group: they include pupils with physical, emotional, behavioural, sensory or learning needs. We acknowledge that especially able students have additional needs too.
- We seek assistance from a wide range of agencies where appropriate: for example speech and language therapists, occupational therapists, medical practitioners, social workers, psychologists etc:

- We ensure that pupils with additional needs are facilitated in participating in schools' curriculum to the fullest possible extent
- We liaise with our pre-school settings to establish the needs of new pupils and ensure preparation for their transition is the best possible
- We make reasonable adjustments to ensure pupils with additional needs are treated equally
- We intend that our policies, procedures and activities should promote positive attitudes towards people with additional needs, good relations between those with and without additional needs and an absence of harassment of people with additional needs
- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by reducing and removing inequalities and barriers that may already exist between people of different abilities
- We involve people from a wide range of abilities in the design and review of policies which affect them by direct invitation to comment or posting the policy on the website and invite contribution
- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people with a wide range of abilities
- Treating people equally does not necessarily involve treating them the same, we need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in abilities and experiences of prejudice are recognised
- We welcome all parents, carers and those in the wider community who have additional needs, we aim where possible to assess and accommodate their requirements

Equal Opportunities and the School Structure

Recruitment and Selection

- We endorse in full the Plymouth City Council's and CAST's Equal Opportunities in Employment Policy except in regard to the Bishop's Conference of England and Wales "Guidance on the appointment of teachers to Catholic schools" which will take precedence.
- The school's staff development and recruitment and selection policies are based on good single equalities practice
- We ensure that policies and procedures should benefit all employees and potential
- employees for example in recruitment, promotion and continual professional development whatever their ability, ethnicity, culture, religious affiliation, national origin, national status, gender or sexuality
- As a Catholic School we unequivocally state that our admissions criteria will give precedence to Catholic applicants and that we will allow the Catholic Bishops' Conference of England and Wales guidance on the appointment of staff

Action Plans

- We recognise that the actions resulting from this policy are what make a difference
- We acknowledge the importance of the effective links with schools in monitoring and furthering the progress of this policy
- The school identifies vulnerable groups and aims to make reasonable adjustments and put in place intervention strategies to support progress
- Each year we put in place an action within the schools' improvement/development plan, setting out specific actions and projects to implement this policy
- All subject areas across the school develop a range of intervention strategies where lack of progress has been identified for individual students in vulnerable groups and appropriate action is taken to address the balance and then monitored
- All success achieved is celebrated and rewarded
- Where progress is slow or stalled monitoring is continued and further strategies are implemented

The Curriculum

- Each Key stage workings are based on the principles and practices of the Single Equalities Policy and is reflected in their schemes of work, planning and assessment criteria

Ethos and Organisation

- We ensure that the guiding principles apply to the full range of policies and practices including those concerned with:

Learners' progress, attainment and achievement
Learners' personal development, welfare and well- being
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

- The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to within the legal framework (See end of document)
- The school is opposed to prejudices around ability or additional needs
- The school is opposed to prejudices around Racism, Xenophobia, including those directed towards religious groups such as anti-Semitism and Islamophobia and those directed at travellers, migrants, refugees and those seeking asylum.
- The school is opposed to prejudices reflecting sexism and homophobia
- There is guidance for staff on how prejudice related incidents should be identified, assessed, recorded and dealt with
- We take seriously our obligation to report regularly to the local authority about numbers, types and seriousness of prejudice related incidents at our school and how they are dealt with
- The school works closely with other schools in the local area and with the local Community
- Police Department to improve Community Cohesion not only locally but nationally

Roles and Responsibilities

- The local governing board is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plan are implemented
- A member or members of the governing body has a watching brief regarding the implementation of this policy
- The senior leadership team are responsible for implementing the policy; for ensuring all staff are aware of their responsibilities; are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination
- A senior member of staff (The Headteacher) has day-to-day responsibility for coordinating implementation of the policy
- All staff are expected to:

  Promote an inclusive and collaborative ethos in their classroom
  Deal with any prejudice- related incidents that may occur
  Plan and deliver curricula and lessons that reflect the Guiding Principles
  Support pupils in their classroom for whom English is an additional language
- Keep up to date with Equalities Legislation relevant to their work

Information and Resources

- We ensure that the content of this policy is known to all staff, governors and as appropriate, to all pupils and their parents, carers and associated agencies
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail

Religious Observance

- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with reasonable requests relating to religious observance and practice

Staff Development and Training

- We ensure that all staff, teaching and non teaching receive appropriate training and opportunities for professional development, both as individuals and as groups or teams

Breaches of Policy

- Breaches of this policy will be dealt with in the same ways that breaching of other school policies are dealt with, as determined by the Headteacher and the governing board

Monitoring and Evaluation

- We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate
- In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to abilities and additional needs, ethnicity, culture, language, religious affiliation, national origin, national status, gender and other vulnerable groups as identified by the school
- We use the data collected to form strategies for improvement to try to ensure equality in learning

Legal Framework

- We welcome our duties under the "Disability Discrimination Acts 1995 and 2005"; the "Race Relations Act 1976" as amended by the "Race Relations Amendment Act 2000"; The "Sex Discrimination Act 1975" as amended by the "Equality Act 2006" and the expectation in the "Equality Bill 2009" that we should promote equality, diversity and good relations in relation to age (as appropriate), faith and religion, gender, reassignment and sexual and gender identity
- We welcome our duty under the "Education and Inspections Act 2006" to promote community cohesion
- We recognise that theses duties are essential for achieving the five outcomes of the "Every Child Matters" framework and that they 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"

Other policies linked to this policy:
Anti Bullying, Behaviour, Safeguarding and Child Protection, Health and Safety

Approved by the Local Governing Board

Signed_____Date_____

Proposed_____

Seconded_____