



## **St Edmund's Primary School** **Equality Policy**

### **Our Mission**

*"A learning community, celebrating Christ in all, building a kingdom of love, hope and joy."*

St. Edmund's School is a place where the Gospel of Jesus Christ and the teaching of the Catholic Church are the foundation of the school's life and work. We are a faith community composed of Catholics, people of other faiths and those with no faith. The staff and governors are committed to promoting the Catholic ethos of the school.

### **The Values We Cherish**

- ❖ Christian values of forgiveness and love
- ❖ Care for others, especially the vulnerable
- ❖ Respect for the beliefs of others
- ❖ Enquiring minds and a spirit of curiosity
- ❖ A love of learning and zest for life

### **Our Vision and Ways of Working**

On the basis of Catholic moral and social teaching, centred on prayer, worship and the Gospel we seek to:

- create a supportive and inclusive environment;
- promote truth, honesty, integrity, kindness and goodwill in our dealings with others;
- build trust, mutual understanding and confidence within our school community;
- work co-operatively with others, supporting especially the role of family life;
- encourage active participation in our parishes and in the wider community;
- use and enhance the talents of our children and supporting community;
- equip pupils with the broad-based skills required for future learning;
- imbue in children the knowledge that personal rights and freedom also involve duties and responsibilities towards others;
- reflect upon and evaluate what we do and take action to improve;
- promote excellence in every aspect of school valuing
  - the highest possible standards and achievements taking into account the needs and abilities of each pupil,
  - staff development,
  - accommodation and resources,
  - positive attitudes and good behaviour.

We shall refer to Our Mission when developing all curriculum areas and aspects of the school.

## **Equality Statement**

### **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

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- 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, and
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do 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 child.**
- Prepare and publish equality objectives.

To do this 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. This will include 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 welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

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- 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.

### **Addressing Prejudice Related Incidents**

St. Edmund’s 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 fare 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 report them to the Local Authority using their guidance material. The Local Authority may provide some support.

### **Responsibility**

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

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Involving and engaging the whole school community in identifying and understanding equality concerns and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher	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 the whole 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 and report prejudice-related incidents.
Senior Leadership Team	To support the Head as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report 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 they are aware of their responsibility to record and report 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 head teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that they are aware of their responsibility to record and report prejudice-related incidents.
<b>School Community</b>	<b>Responsibility</b>

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Parents	Take an active part in identifying equality concerns within 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	Support 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 equality concerns within 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 by publishing them on the school's website.

#### **Monitor and Review**

Every three 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.

Date Approved: April 2015

Reviewed: March 2018

Reviewed: March 2022

Next to be reviewed: March 2025