St Elizabeth's Catholic Primary School

Equality Policy

Adopted – January 2025

Review date – January 2027

St Elizabeth's Catholic Primary School

EQUALITY POLICY AND OBJECTIVES

'We listen, learn and grow with Jesus'

Mission statement

At St Elizabeth's Catholic Primary School we strive for fullness of life for everyone. Through education and prayer, we listen, learn and grow with Jesus.

Legal Framework

St Elizabeths Catholic Primary School acknowledges the duties under the Equality Act to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

We welcome its duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties are essential for reflecting the 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 the legal obligations mentioned above, we are guided by nine principles:

1. **All learners are of equal value**

   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

2. **We recognise and respect difference**

   Treating people equally (as principle 1 above) 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

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

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.

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.

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
- Girls and boys, women and men

6. We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys

7. Society as a whole should benefit

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 of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys

8. We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender.

9. Objectives

We formulate and publish specific and measureable objectives, based on the evidence we have collected and published, in relation to:

- Disability
- Ethnicity, religion and culture
- Gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every year, accordingly, we will draw up objectives within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

Equality objectives identified for the next academic year relates to the Attainment gap of our pupils.

We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We review our curriculum in order to ensure that teaching and learning reflect the principles set out above.

Ethos and organisation

We ensure the principles listed apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' 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

We are opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the Legal framework above.

- Prejudices around disability and special educational needs
- Prejudices around racism and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

We take seriously our obligation to record and report regularly to our governors about the numbers, types and seriousness of prejudice-related incidents in school and how they are dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that St Elizabeth's school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

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 lessons that reflect the principles set out above
- Support pupils in their class 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 and governors and, as appropriate, to all pupils and their parents and carers.

Religious Observance

We respect the religious beliefs and practice of all staff, students and parents, and will comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups.

Monitoring and evaluation

We collect, study and use 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 disabilities and special educational needs, culture, language, religious affiliation and gender.

Equality objectives 2025-2027	Success Criteria	Impact
To promote cultural capital through a rich range of experiences in and outside school to ensure pupils value and respect diversity and difference	Pupils are familiar with and accept diverse communities on a local and national scale. This knowledge positively informs and influences their views and behaviours towards other cultures and communities.	