

St. Joseph's Catholic Primary School

Single Equality Policy

*Here at St Joseph's Catholic Primary School, we learn and grow through the love of Jesus.
Our community is a safe, caring and happy place where everyone is supported and valued.
We encourage and challenge everyone to achieve their full potential,
spiritually, academically, morally and socially.
We inspire others with a love of learning and aim for excellence in everything we do.
Through our own faith, we treat one another the way we would like to be treated.
We help every child to be gentle and fair: to always do their best.*

'Learning through the Love of Jesus Christ'

Introduction

Here at St Joseph's we are committed to giving all of our children every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations of all the children. The achievement, attitude and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We do this by taking account of pupils' varied needs.

St Joseph's is committed to providing a safe and secure environment for its pupils and staff. The governors and staff are committed to promoting British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths, cultures and lifestyles.

This policy replaces existing policies such as equal opportunity and racial equality.

Here at St Joseph's Catholic Primary School we recognize that each individual is made in the likeness of God and we aim to create an inclusive culture which celebrates our diversity. We take positive action to provide equal opportunity for all students, parents and staff.

Legal Framework

We welcome our duties under the Equality Act 2010 to:

- Advance equality of opportunity
- Foster good relations among all members of the school community
- Eliminate discrimination of protected characteristics
 - Age
 - Disability
 - Race
 - Gender
 - Gender reassignment
 - Maternity and pregnancy
 - Religion or belief
 - Marriage and civil partnership

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

We recognize these 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.

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Equality of Access

We use information gathered about our community to ensure that children from all groups have equal access and opportunity. In line with changes in the definition of disability, the school ensures that reasonable adjustments are made at individual pupil level to ensure that the curriculum or physical environment does not discriminate or create barriers to a child accessing the learning.

Guiding Principles

The school is guided by six principles:

- All learners are equal, although that does not mean that each child is treated the same way
- We recognize and respect diversity
- We foster positive attitudes and relationships, a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that may already exist
- We aim to consult and involve the school community and the wider community so that society will benefit

Information that helps us to ensure that we are meeting equality

- Admissions
 - *Priority is given to looked-after Catholic children, special consideration is given to any child with specific needs*
- Attainment and progress
 - *Each term attainment and progress data for all children is compared by gender, ethnicity, SEND, children on free school meals, for whom English is not the home language, the term of birth. Where individual child or groups are found to be falling behind, support is provided to narrow the gap.*
- Attendance
 - *Attendance is monitored and where it falls below 90% parents are notified and the school works with families where there is persistent absence or lateness.*
- Clubs
 - *There are a range of clubs both free and paid. Pupil premium funds are used to ensure that cost is not a barrier for any pupil on free school meals attending.*
- Policy development
 - *When drafting a new policy, we are careful to consider and issues relating to equality.*
- Prejudice-related incidents
 - *All incidents of bullying, including those which are racist, homophobic, or relate to those with disability are reported to our governing body.*
- Representation on school bodies
 - *Children elect their own representatives in school council and House Captains.*

Responsibility

We believe that all members of the school community are responsible for promoting equality.

- Governing Body
 - *Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these*
- Head Teacher

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- *Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these*
- *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 and day duties.*
- *Ensure that staff have appropriate skills to deliver 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 in carrying out her responsibilities*
 - *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.*
- 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 and report prejudice related incidents*
- Parents
 - *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 there.*
 - *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/Parish 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 and opportunity for all.*

Publication

The policy will be published on the school website and will be available in the School Office for those who wish to read it.

Complaints

Complaints with regard to this policy will be dealt with under the School's Complaints Procedure which can be accessed via the School Office.

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