

## **St Anthony's Catholic Primary School**

### **Equality information and objectives**

In line with the school's Mission Statement and School Aims and in accordance with the Church's teaching and concern for justice and equity, the Governors and Staff of St Anthony's Catholic Primary School base their provision of education and employment practices on the concept of equality. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and sexual identity.

#### **Guiding principles**

##### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- o whether or not they are disabled
- o whatever their ethnicity, culture, national origin or national status
- o whatever their gender and gender identity
- o whatever their religious or non-religious affiliation or faith background
- o whatever their sexual identity or orientation.

##### **Principle 2: We recognise and respect difference.**

Treating people equally 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:

- o disability, so that reasonable adjustments are made
- o ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- o gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- o religion, belief or faith background
- o sexual identity or orientation

##### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- o positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- o 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
- o mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

#### **Principle 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
- whatever their age

#### **Principle 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.

#### **Principle 6: 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.

#### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the guiding principles.

#### **Ethos and organisation**

We ensure the guiding principles apply to the full range of our policies and practices.

#### **Roles and responsibilities**

The Governing Body is responsible for ensuring that the 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 curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

### **Religious observance**

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

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development in all areas.

### **Monitoring and evaluation**

We analyse data in relation to achievement according to special educational needs; ethnicity, language and gender.

Every four years, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue.

Statement revised and updated January 2015

Next review January 2019

<b>Planned outcome</b>	<b>Planned Actions</b>	<b>Timescale</b>	<b>Monitored by</b>
To narrow the gap between those children who are known to be vulnerable to underachievement and the other child in the school	To monitor the progress of vulnerable groups by tracking and at pupil progress meetings Direct interventions in English and Maths provided by Assistant Headteachers	January 2015 ongoing	Headteacher, Assistant Headteachers and class teachers
Children who receive Pupil Premium Funding are able to access after school clubs	Extra curricular activities provided free of charge Parents who are not taking up this offer will be actively encouraged	September 2014	School Business Manager

Targets revised and updated January 2015

Next review January 2016