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# St Patrick's Catholic Primary School

*The Catholic Diocese of Lancaster*



Updated: January 2018

Review Date: January 2019

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

### **Single Equality Policy**

#### **Statement of Principles**

This policy outlines the commitment of the staff, pupils and governors St Patrick's Catholic Primary School to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in our school whilst celebrating and valuing the achievements and strengths of all members of the school community. These include;

- 🕒 Pupils
- 🕒 Staff
- 🕒 Parents/Carers
- 🕒 The governing body
- 🕒 Multi agency staff
- 🕒 Visitors to school
- 🕒 Students on placement

We believe that equality at the school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St Patrick's school equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential.

#### **Ethos and atmosphere**

- As a Catholic school the leadership will demonstrate mutual respect for all members of the school community
- 🕒 There is an openness of atmosphere which welcomes everyone in the school
- 🕒 All within the school community will challenge any type of discriminatory and/or bullying





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behaviour eg through unwanted attentions (verbal and physical) and unwelcome or offensive remarks or suggestions

- 🕒 All pupils are encouraged to greet visitors to the school with friendliness and respect
- 🕒 The displays around our school reflect diversity across all aspects of equality of opportunity
- 🕒 Provision is made for the spiritual needs of the staff and children through the planning of assemblies, use of our prayer room and class based activities.

## **Policy Development**

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and consultation with members of the school community.

## **Monitoring and Review**

St Patrick's is an inclusive school working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil their potential.

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process we monitor the performance of different groups of learners to ensure that all make the best possible progress. We use this information to adjust future teaching and learning plans. Resources are available to support groups of pupils where our information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance.

School performance information is compared to national and local authority data to ensure that pupils are making appropriate progress when compared to all schools.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to;

- 🕒 Attendance
- 🕒 Exclusions
- 🕒 Racism
- 🕒 Bullying
- 🕒 Parental involvement
- 🕒 Participation in extended learning opportunities.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required including pastoral support. This enables us to take the appropriate action to meet the needs of specific groups in order to make the necessary improvements.

St Patrick's is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our school population.

Due regard is given to the promotion of equality in the School Improvement Plan. The person





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responsible for the monitoring and evaluation of this policy is the headteacher.

Their role is to;

- ⌚ Lead discussions, organise training, update staff at staff meetings and support discussions
- ⌚ Work with the governing body on matters relating to equality
- ⌚ Support evaluation procedures that moderate the impact and success of this policy.

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. Therefore, learning and teaching will:

- ⌚ Provide equality of access for all pupils and prepare them for life in a diverse society
- ⌚ Use materials that reflect a range of cultural backgrounds without stereotyping
- ⌚ Use materials to promote a positive image of and attitude to disability and disabled people
- ⌚ Promote attitudes and values that will challenge discriminatory behaviour
- ⌚ Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- ⌚ Use a range of sensitive teaching strategies when teaching about different religious and cultural traditions
- ⌚ Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- ⌚ Ensure the curriculum covers issues of equality and diversity
- ⌚ Provide educational visits and extended learning opportunities that involve all groups of pupils
- ⌚ Take account of the performance of groups of learners when planning future learning
- ⌚ Make the best use of all available resources to support the learning of all groups of pupils
- ⌚ Identify resources and training that support staff development.

### Learning Environment

At St Patrick's there is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and parents are also encouraged to view their own achievements in this light.

- ⌚ Adults will provide good positive role models in their approach to all issues relating to equality of opportunity
  - The school places a very high priority on the provision of special educational needs and disability
- ⌚ The school provides an environment in which all pupils have equal access to all facilities and resources
- ⌚ All pupils are actively encouraged to be involved in their learning

### Curriculum





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We aim to ensure that:

- ⌚ Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- ⌚ Pupils have opportunities to explore concepts and issues relating to identity and equality
- ⌚ Steps are taken to ensure that all pupils have access to the curriculum by taking into account their religious and cultural backgrounds, linguistic needs and learning styles.

Resources and Materials

We aim to provide high quality resources and materials within our school. These resources:

- ⌚ Reflect the reality of an ethnically and culturally diverse society
- ⌚ Reflect a variety of viewpoints
- ⌚ Show positive images of males and females in society
- ⌚ Include non-stereotypical images of all groups of people
- ⌚ Are accessible to all members of the school community.

### Language

We recognise that it is important all members of the school community use appropriate language which;

- ⌚ Does not transmit or confirm stereotypes
- ⌚ Does not offend
- ⌚ Creates and enhances positive images of particular groups
- ⌚ Creates the conditions for all people to develop their self-esteem.

### Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake the responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity for all. We ensure non-staff members who have contact with children are aware of our safe guarding procedures.

### Provision for Bi-lingual Pupils

At St Patrick's we make appropriate provision for all EAL/bi-lingual children/groups to ensure full access to the curriculum. These groups may include;

- ⌚ Pupils for whom English is an additional language
- ⌚ Pupils who are new to the United Kingdom
- ⌚ Gypsy, Roma and Traveller children
- ⌚ Advanced bi-lingual learners
- ⌚ Use first language for learning.





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## **Personal Development and Pastoral Guidance**

- 🕒 Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the needs of particular groups e.g. Traveller children
- 🕒 All members of the community are given support as appropriate when they experience discrimination
- 🕒 We recognise that perpetrators may also require support
- 🕒 Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

## **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff:

- 🕒 Access to both male and female role models where possible
- 🕒 Providing staff with appropriate training to recognise the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds.
- 🕒 Staff involved in recruitment and selection are trained and aware how to avoid discrimination and ensure equality
- 🕒 Equality policy and practice is covered in staff induction
- 🕒 Staff are made aware of such policies
- 🕒 Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

*Please note that under the Equality Act 2010 in very limited circumstances an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement for the role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However, this would not apply to all staff in school.*

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However only in a few instances would this be permissible, for example where the job is likely to involve physical contact with members of the opposite sex where matters of decency and privacy are involved.

## **Partnerships with Parents/Carers/Families and the wider community**

We will work with parents/carers to help all pupils to achieve their potential.





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- 🕒 All parents/carers are encouraged to participate in the full life of the school
- 🕒 Members of the local community are encouraged to join in school activities.

## **Roles and Responsibilities**

- 🕒 The governing body will ensure that the school complies with statutory requirements in respect of this policy
- 🕒 The Headteacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- 🕒 The staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equality issues
- 🕒 The Headteacher has day to day responsibility for co-ordinating the implementation of this policy
- 🕒 All members of the school community have a responsibility to treat each other and staff with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour
- 🕒 We will ensure that all visitors to the school adhere to our commitment to equality.

## **Commissioning and Procurement**

St Patrick's will ensure that we buy services from organisations that comply with equality legislation.

Equality Impact Assessments

Equality Impact Assessments (EIAs) assess what the implications of the policy, function or strategy will be on a wide range of people. EIAs consider age, religion and belief and sexual orientation as part of this process and ensures that the needs of all service users are not disadvantaged or can access services.

## **Annual Review of Progress**

We are legally required to report annually on the performance and progress of this policy to support the needs of all the groups identified in this policy.

