

Rosary Catholic Primary School

“We do our best,
following in the footsteps of Jesus.....”



Equality Information

Approved by the Full Governing Body
Links to other policies:

The Rosary Catholic Primary School Equality Policy

In accordance with the belief and teaching of the Catholic Church, the Governors and staff of The Rosary Catholic School affirm the right of every human person to the dignity, respect and freedom due to a son or daughter of God, and are concerned that equality of opportunity should be offered to all.

This policy relates to the Equality Act (2010) and incorporates advice on Exceptions for Schools with a Religious Character (in “Equality Act 2010 Advice for School Leaders, School Staff, Governing Bodies and Local Authorities”, Department for Education 2011) This Equality Policy works alongside the school’s Equality & Diversity Policy which relates to staff conditions of employment.

Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), marriage or civil partnership, religion and belief, and sexual identity.

We 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.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine 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: whether or not they are disabled
whatever their ethnicity, culture, national origin or national status
whatever their gender and gender identity
whatever the religious or non-religious affiliation or faith background
whatever their sexual identity or marital status.

Principle 2: We recognise and respect difference.

Treating people equally (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 or marital status.

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:
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.

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, national origin or national status
whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Teaching Staff:

As a Roman Catholic Primary School, we normally give preference to teachers who are highly supportive of a Catholic vision of education. The ability to support and work within the mission, ethos and ethical framework of a Catholic school is essential for all members of our staff. We do not discriminate on any other grounds (eg marital status, sexual orientation) when recruiting staff.

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 people of different genders.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We may consult and involve:
disabled people as well as non-disabled
people from a range of ethnic, cultural and religious backgrounds people of different genders gay people as well as straight.

Principle 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 people of different genders gay
people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

The objectives which we identify take into account national and local priorities and issues, as appropriate.

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

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above. As a Catholic school, the primary focus of our religious education is on the teachings of the Catholic Church. However, we respect the teachings of other faith backgrounds and teach the children about other faiths as part of the religious education curriculum.

Ethos and organisation

We ensure the principles listed in above 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

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.

Admissions:

As a Catholic School, we welcome all to our school. It is a school for everyone.

Were we to become over-subscribed, then the admissions policy will favour applications from Catholic families. Please see our Admissions Policy for full details.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

prejudices around disability and special educational needs

prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum

prejudices reflecting sexism and homophobia.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

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.

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.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

Collective Acts of Worship in school are in keeping with the teachings of the Catholic Church. However, 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, both as individuals and as groups or teams. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and review

We review 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; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.