

Saint Augustine's Catholic Primary School



Part of Mater Ecclesiae Catholic Multi Academy Trust

Single Equalities Policy

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SENDCo & Inclusion Leader: Mrs Sarah Bennett

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Agreed by Governors: Aut 2025

Agreed by Staff: Aut 2025

Review Date: **September 2027**

Statement / Principles

The policy outlines the commitment of St Augustine's Catholic Primary School and all staff and local governors within the school, to promote equality. This involves tackling the barriers that could lead to unequal outcomes for identified groups of students, staff, parents/carers, local governors and visitors in the school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

We believe that equality at our school should filter through 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 Augustine's, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010.

2. Monitoring and Review

The responsibility for co-ordinating the monitoring and evaluation of this policy is the Head Teacher and Inclusion Lead, alongside the governing body. In addition, the School is advised by our legal / HR consultants. They are responsible for:

- Providing updates on equalities legislation and the School's responsibilities in this regard;
- Working closely with the lead governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and those entitled to the Pupil Premium, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour, discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

3. Policy commitments/objectives

3.1 Promoting equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;

- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

3.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs, disability and disadvantage;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

3.3 Promoting equality: Ethos and culture

- At St Augustine's School, we are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- The pupils are encouraged to greet visitors to the school with respect;
- The displays around the school will be of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities, wherever possible;
- Provision is made for the cultural, social, moral and spiritual needs of all pupils through the planning of worship, classroom based and off site activities;
- Pupils are given an effective voice, for example through a School Council and through pupil surveys, which regularly seek their views;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

3.4 Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;

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- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

3.5 Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and local governors;
- Annually an anti-bullying week will be held to inform and challenge discriminatory behaviour throughout the school.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents (Head Teacher); – The school reports to governors (termly) the number of prejudice related incidents recorded in the school.

3.6 Promoting equality: Partnerships with parents/carers and the wider community

St Augustine's School aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

In October 2010 the Equality Act came in force and introduced the term 'protected characteristic' to refer to aspects of a person's identity explicitly protected from discrimination. Nine are identified:

- Race
- Disability
- Gender
- Age
- Sexual orientation
- Religion and belief
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

4 Responsibility for the policy

In our school, all members of the school community have a responsibility for the promotion of equalities

4.1 The Governing Body has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable;

- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the local governing committee, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

4.2 The Head Teacher and senior leadership team have a responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and action plan;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination

4.3 All School staff have responsibility for:

- The implementation of the school's equalities policy and action plans;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010; Keeping up to date with equalities legislation by attending training events organised by the school, St Augustine's School or recognised training provider.

4.4 Measuring the impact of the policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our school. As part of the action plan a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make improvements.

5 Related Documents

- Guidance on Equality, Diversity and Governance;
- Equality Impact Assessments and Review List
- Anti-Bullying and Behaviour Policies
- Attendance Policy
- Admissions Policy
- School Development/Improvement Plan
- Accessibility Plan – Including Accessibility Action Plan

7 Appendix

7.1 Glossary of Terms

Equality Act 2010	40 years of equality and diversity legislation developed and combined into a single piece of legislation
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
KS	Key Stage
EIA	Equality Impact Assessment
SD/IP	School Development/Improvement Plan
SEF	Self-Evaluation Form
PHSE	Personal, Health and Social Education
EAL	English as an Additional Language
SENDCo	Special Educational Needs and Disabilities Coordinator
SLT	Senior Leadership Team
ASP	School Data compared to National Data
LGC	Local Governing Committee
PP	Pupil Premium
CSI	Catholic Schools Inspection
QESO	Quality of Education Standards and Outcomes
FSM	Free School Meals