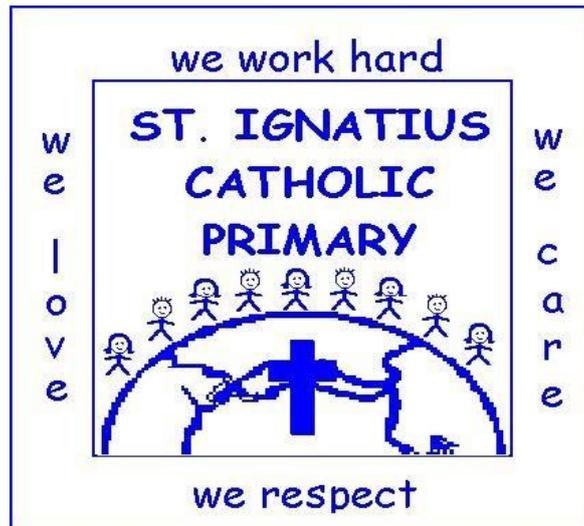


St. Ignatius' Catholic Primary School



Single Equalities Policy

Agreed by Governors and staff
February 2024

Review Date
February 2027

STATEMENT OF PRINCIPLES

The policy outlines the commitment of the staff, pupils and governors of St. Ignatius' 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 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 linked to the school
- ◊ Visitors to school
- ◊ Students on placement

We believe that equality at our 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. Ignatius' Catholic Primary 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 – irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

The school's Mission Statement makes this intention clear:

Our Catholic school of St Ignatius' puts the faith and uniqueness of Jesus Christ at the centre of our vision for our children. We all strive to treat every person with respect and understanding. We know that no matter who we are or what our backgrounds, in school we will be listened to and valued. We are all children of God. We are totally committed to providing every opportunity for all of our children to develop socially, emotionally, physically and spiritually through a working partnership with home, parish and other local faith communities so that our children are prepared for further opportunities, responsibilities and experiences.

We work in an atmosphere of reconciliation where we all learn to forgive each other and to start each day afresh.

We acknowledge our great responsibility to help all our children on their individual faith journeys guided by our belief in the Word of God. The diversity of faiths in our school challenges us to teach our children –to live together pray together and play together.

SCHOOL IN CONTEXT

- The number of boys on roll make up 55% of the school population with 45% girls.
- 18% of pupils are White British, 12% Black African, 42% Asian/British Asian, 16% White other, 5% Mixed heritage and 7% other heritages
- 30% of our pupils have English as their first language
- 35% of our pupils are eligible for Free School Meals
- The school employs staff from English, European, Asian and Black heritages
- Pupils in school speak 34 different languages. The majority languages are English, Gujarati and Malayalam.
- The school has disabled access. Disabled toilet facilities are located in the Key Stage 2 area. All doorways are sufficiently wide enough for wheelchair users.
- The catchment area of the school is mixed – socially, culturally and economically. The school scores 'E' on the index of multiple deprivation. The demographics of the school has been a fluctuating picture over the last five years.
- There are currently two Children Looked After (CLA) on roll.

ETHOS AND ATMOSPHERE

- At St. Ignatius' Catholic Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an openness of atmosphere which welcomes everyone to the school
- The school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or 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 the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, R.E. lessons, Collective Worship and other classroom based and externally based activities.

POLICY DEVELOPMENT

Objectives

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

We recognise that the actions resulting from a policy statement such as this are what make a difference.

We revisit our equalities action plan annually and/or as necessary, within the framework of the overall School Development Plan and processes of self-evaluation.

We keep our equality objectives under review.

Seven guiding principles are embedded in this policy:

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 sex (gender)
- whatever their gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

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 prejudice that people may face.

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, homophobic, and gender identity based 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.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist to ensure we have the highest expectations of all our children.

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. We expect that all pupils will make good progress as a result of this and achieve to their highest potential.

We will identify different groups of learners and ensure the best education for all, including disadvantaged pupils.

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.

Principle 7: Society as a whole should benefit to foster cohesion and belonging.

We intend that our policies and activities should benefit society as a whole, both locally and nationally. We want all members of our school community to feel a sense of belonging within the school and wider community so that they feel respected and can participate fully in school life,

Wider policy content:

THE CURRICULUM

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

ADDRESSING PREJUDICE AND PREJUDICE RELATED BULLYING

The school is opposed to all forms of prejudice that stand in the way of the school fulfilling its legal duties and preventing each and every pupil and staff member from fulfilling their potential and obstructing their right to enjoy and achieve during their time in school.

RACISM

We manage racism successfully in school and have minimal incidents. We record and report any incidents of racism to the governing body.

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.

A member of the governing body has a watching brief regarding the implementation of this policy.

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 members have day-to-day responsibility for co-ordinating implementation of the policy.

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 relevant the principles of equality
- 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, both as individuals and as groups or teams.

BREACHES OF THIS 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 EVALUATION

St Ignatius' Catholic Primary 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 her or his 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 regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

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

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

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of 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 allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

This policy applies to the whole school community. It has been drawn up, as a result of the outcomes of a transparent process and through consultation. In fulfilling our legal obligations.

Mr C.J.Hough (January 2024)