



St. Kentigern's Catholic Primary School

Statement of Equalities

"Treat others as you want to be treated."

Mission Statement

At St. Kentigern's Catholic Primary School, our mission is to provide a nurturing, faith-filled environment where children grow in their relationship with God, inspired by the Gospel values of Jesus Christ. We are committed to guiding each child in their spiritual, academic, and personal development, empowering them to live lives of kindness, integrity, and service, as they follow the examples of St. Kentigern and Christ's love for all.

Vision Statement

We envision St. Kentigern's Catholic Primary School as a vibrant community where children flourish in faith, hope, and love. Rooted in the teachings of the Gospel and guided by St. Kentigern, we aim to nurture all our children to become compassionate individuals who make a positive impact on the world around them. Our vision is to be a place where every child is valued, and together, we strive to build a future of justice, peace, and love for all.

1 Statement of Principles

This policy outlines the commitment of the staff, pupils and governors of St Kentigern'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 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 Kentigern's 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.

2 School in Context

St Kentigern's is a single form entry primary school. Numbers on roll have remained stable and have increased over the last three years. The majority of pupils come from families whose socio-economic circumstances are within the higher levels of deprivation across England and Wales. Most children (over 80%) come from lowest social class households. A small, but rising proportion of children (20%) are entitled to free school meals compared to the Blackpool average. We are the most culturally diverse school in Blackpool with 44.8% from ethnic minority groups and 41.5% for whom English is an additional language.

The proportion of pupils with learning difficulties and/or disabilities is close to Blackpool average, 10%. Currently there are 3 pupils with an Education Health and Care Plan (EHCP) and the school currently has no Looked after Children.

Pupils make good progress, but have been affected by disrupted learning over the years due to Covid. End of Key Stage data reaffirms this as the majority of children make good progress. Children are all recognised as individuals and therefore progress is always measured for each pupil; support and challenge is integral to the personal journey of each pupil and interventions are targeted to close any gaps in learning due to Covid or absence.

Over the past ten years the school environment has changed and throughout these changes accessibility to the whole environment for all has been a key priority. Today all ground floor areas of school are accessible and all entrances to classrooms are also DDA compliant. There are first floor classrooms (Years 5 and 6) and one internal step in school, on the gallery.

3 Ethos and Atmosphere

At St Kentigern's Catholic Primary school, trust, openness and respect form the basis of all relationships across the school community. Leadership is developed within all groups and is based upon love and the uniqueness of each member. This ensures a mutual respect between all members of the school community. Leaders seek to empower each individual to believe anything is possible.

There is an openness of atmosphere which welcomes everyone to the school and provides a safe and secure environment in which everyone can grow.

All within 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.

We firmly believe that all individuals have the right to 'be themselves' and therefore the dignity of each individual is respected and children, parents, staff and Governors are encouraged to celebrate differences as unique gifts from God.

4 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 through consultation with staff, Governors and the local community.

5 Monitoring and Review

St Kentigern'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 her or his potential.

We collect and analyse a range of equality information for our pupils/students.

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 board receives termly 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.

St Kentigern's Catholic Primary School 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 board that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors:

- Staff profile
- Attendance on courses
- Targets met through appraisal and impact on professional development
- Staff turnover and development of leadership roles
- Governing board profile

(At St Kentigern's we recognise the requirements of the General Data Protection Regulation 2018 will apply, but at the same time that normal conventions and rules relating to confidentiality will need to be observed. It follows that not all the relevant information that a school gathers has to be placed in the public domain.)

Due regard is given to the promotion of equality in the School Improvement Plan. Monitoring and evaluation of the policy and action plan is carried out by the SLT with the assistance of the teaching staff and governors working together termly in the working parties.

6 Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning 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 towards 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
- In world religions week, every November, KS2 pupils visit other local places of worship from different world faiths (not able to Nov 2020 & 2021 due to COVID restrictions)

- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Provide all musical tuition free of charge to parents to ensure equality of opportunity for KS2 pupils
- Identify resources and training that support staff development
- Provide after school clubs without charge, to make them accessible to all learners.

Learning Environment

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 not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school will place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school will provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At St Kentigern's Catholic School, 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 will 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 cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within St Kentigern's Catholic School is a high priority. These resources should:

- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Reflect the reality of an ethnically, culturally and sexually diverse society
- Be accessible to all members of the school community

Language

We recognise that it is important at St Kentigern's that 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 identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

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

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at St Kentigern's Catholic School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language

- Pupils who are new to the United Kingdom

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 experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and 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
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

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

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

When employing staff, criteria is also related to our Mission Statement, which places Christ at the centre of our learning process. Therefore we will always seek individuals who will embrace our ethos and religious denomination (see note).

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. As a voluntary aided Catholic school, we are able to rely on this for some roles in school, particularly those roles that provide leadership. However this would not apply for all staff in School.

Partnerships with Parents/Carers/Families and the Wider Community

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

- 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
- Exploring the possibility of the school having a role to play in supporting new and settled communities

7 Roles and Responsibilities

- Our governing board will ensure that the school complies with statutory requirements in respect of this policy and action plan
- 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 headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our 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 equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

8 Commissioning and Procurement

St Kentigern's Catholic School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

9 The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

10 Publicising the Policy and Plan

As with other policies this policy will be published on our school website and will be available to parents/carers on request.

11 Annual Review of Progress

Progress and performance in respect of this policy covering ethnicity, disability and gender will be reported annually to meet the requirements of current legislation. This will then form the basis of the annual school action plan.

12 Equality Impact Analysis

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our service

Information showing the school has due regard for equalities:

What is the purpose of publishing equality information?

Each school has to publish information showing it is complying with the requirement (section 149 of the Equality Act 2010) to have due regard for equalities. On the basis of this information each school also has to set itself at least one equality objective.

It is also on the basis of the information which a school publishes that parents, carers, local communities, trade unions and equality organisations will hold the governing body to account.

How and where should the information be published?

The information which a school publishes must be accessible, in both senses: a) easy to find and b) easy for a non-specialist to understand.

It is up to each school to decide this for itself. A school should probably use the same means of publishing that it uses for other important information. For many schools this

means the document will be on the school website and that a brief summary of it will be posted on notice-boards, and included in newsletters to parents and in the staff handbook.

Other things being equal, it would be appropriate and valuable to publish equality information within, or alongside, the school's self-evaluation documentation.

What about confidentiality?

Is it necessary to publish *all* relevant information, regardless of how sensitive it is or may be? The answer is that the requirements of the General Data Protection Regulation 2018 will apply, and that normal conventions and rules relating to confidentiality will need to be observed. It follows that not all the relevant information that a school gathers has to be placed in the public domain.

For example, it would not be appropriate to publish information which enables individual pupils or members of staff to be identified. Nor, as a general rule, would it be appropriate to publish information that could be maliciously used to harm a school's reputation.

What sort of information?

What sort of information will count as showing that a school has due regard for equalities, and that it is willing for others to hold it to account?

By and large, each school is permitted and encouraged to answer this question in its own way, according to its own circumstances. However, the government has indicated that minimally every public body must provide demographic information about its service users, and must show that it is aware of different outcomes and inequalities amongst them.

In the case of schools, therefore, information needs to be given about the pupil population broken down by ethnicity and gender, and about significant differences in attainment between girls and boys, and between pupils of different ethnic backgrounds.

It is reasonable to assume that demonstrating due regard will involve schools making statements such as those listed below, and illustrating them with examples and further information. The first four, as mentioned above, are essential.

Data about the school population and differences of outcome

1. The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.
2. The school has data on its composition broken down by types of impairment and special educational need.
3. The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.

4. The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

Documentation and record-keeping

5. There are statements of the school's responsibilities under the Equality Act in various school documents. For example, there is a statement of overarching policy, and there may be significant references in the school improvement plan, self-evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.
6. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings, and in the minutes of the School Council.
7. Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes.

Responsibilities

8. The Headteacher has special responsibility for equalities matters.
9. Members of the governing board have a watching brief for equalities matters.

Staffing

10. The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.
11. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and safety

12. There are clear procedures for dealing with prejudice-related bullying and incidents.
13. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

Curriculum

14. Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate
15. There is coverage in the curriculum of equalities issues, particularly with regard

to tackling prejudice and promoting community cohesion and mutual understanding

16. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.
17. The school takes part in certain national projects and award schemes, for example Black History Month; Disability History Month; Equalities Award; and Refugee Week.
18. In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non- stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

Consultation and involvement

19. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.
20. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

- **Appendix 2 – for information**

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

Schools in Blackpool are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Blackpool Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
 - substantial (more than minor or trivial)
 - adverse
 - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.