

St. Oswald's Catholic Primary School

Single Equality Policy 2022-2026



**Love Jesus, Love Learning, Love Each
Other**

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

As a Catholic Community we believe that every person is a unique individual, created in God's image and loved by Him.

We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God. Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. Our Mission puts God at the centre of all that we do and informs every aspect of school life. We recognise, therefore, that equality of opportunity applies to all members of the school community: pupils, staff, parents/carers, governors and the wider community.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff). We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

St Oswald's Catholic Primary is a voluntary aided school, part of the Catholic Archdiocese of Liverpool, located in

Ashton in Makerfield in Wigan so under the local authority (LA) of Wigan. The school's traditional catchment area is the area of Ashton, mostly from the parish of St Oswald's but occasionally from other areas. As a Catholic primary school with a strong Christian ethos, most of the pupils and staff are baptised Catholics or fellow Christians. However, all pupils, staff and their families are welcome.

The standard procedures and processes of our school – disability

The school worked with parents/carers, staff and children in 2013 -2014 to identify ways that we could best support pupils, staff and visitors to the school with disabilities. Clear actions were agreed that included ensuring better information was available to people with disabilities to how to access the school. This included putting in ramps around school for ease of access

The school has clear procedures to identify and assess pupils with a disability and work actively with parents/carers and other agencies to plan to best meet their needs.

The standard procedures and processes of our school – gender

The outcomes for both boys and girls are similar in attainment, there is not a huge gap in school, and attainment is above the national average. Pupil achievement is monitored and under-achievement addressed through high quality teaching and support. All children are actively encouraged to take part in all activities, regardless of any perceived gender bias.

The standard procedures and processes of our school – race

Very good relationships exist between all members of our community and the school has clear procedures to deal with any race discrimination. Pupils' basic skills and levels of respect for others is outstanding and this helps to prepare them for living in a diverse society. The curriculum ensures there is greater emphasis placed on the helping children to learn about diversity. There is a RE/PSHE/RSHE curriculum in place, running alongside No Outsiders.

The standard procedures and processes of our school – community cohesion

Considerable work has been undertaken to enable pupils to learn about different faith and cultural traditions. The school works actively with the local community and has established links with a school in Liverpool and Blackpool.

The RE and PHSE curriculum enables the teaching of themes related to diversity and the tackling of discrimination.

Work is differentiated in order to ensure all pupils are fully included and able to reach their full potential

3. Legal Background

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff 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 their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with

Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds

- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

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 and interaction between groups and communities different from each other

- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

In line with other voluntary aided Faith Schools the Governing Body can exercise discretion in both pupil school admission and staff employment on grounds of faith.

The objectives can be found in Appendix B to this policy statement and take into account both national, local and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them. See the action Plan Appendix C

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons

- support pupils in their class who have additional needs

Signed: Headteacher:

J.Hassan

Signed: Chair of Governors:

A.Wilkinson

Appendix A Characteristic	Total	Breakdown 2021/2022
Number of pupils	284	150 Boys 134 Girls
SEN: children	63	19 Girls 44 Boys
Catholic	227	113 Boys 114 Girls
Non-Catholic	57	37 Boys 20 Girls
Number of staff	34	32 Female 2 Males
Number of governors	11	4 Females 7 Males
Religious character	Catholic	
Pupils eligible for FSM/Disadvantaged	52 children FSM- 18% 54 children Disadvantaged-19%	
Deprivation factor	0.10	
Disabled staff	Hearing impairments - 0 Physical disability - 0	
Disabled pupils (SEN/LDD)	0	
Disabled pupils (no SEN)	0	
Pupils who speak English as an additional language	5	4 Girls, one Boy
Ethnic Minority/Other Faiths	80.3% Catholic 19.3% Other	10.6- Christian 0.4 Muslim 8.7 None
Staff who speak English as an additional language	0	0

Average attendance rate	97.8%	As of September 2022
Significant partnerships, extended provision, etc.	YMCA First Steps Feeder High School St Edmund Arrowsmith Care, Love, Learn	
Awards, accreditations, specialist status	Healthy Schools Award School Games Mark Green Flag Emotionally Aware School- Bronze Award	

Appendix B Equalities Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents/carers and others in the following ways:

- involvement of the school council and ECO council
- contact with parents/carers representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Pupil-related data Information	Evidence and commentary
<p><i>Pupils' attainment was significantly above national averages for all pupils and groups.</i></p> <p><i>The proportion of children in some protected groups makes it difficult to monitor trends. However the school monitors all children's attainment, progress and wellbeing to ensure they are reaching their potential.</i></p>	
Attainment in English (KS2) – by gender 2021/2022	<p>100 % Reading Girls 90% Reading Boys</p> <p>95 % Writing Girls 76% Writing Boys</p>
Attainment in Maths (KS2)– by gender 2021/2022	<p>81% Girls</p> <p>79% Boys</p>
Attainment in English (KS2)– by race 2021/2022	<i>There are no children classed as other than White British or English as an Additional Language.</i>
Attainment in Maths (KS2) – by race 2021/2022	<i>There are no children classed as other than White British or English as an Additional Language.</i>
Attainment in English (KS2) – by disability 2021/2022	N/A
Attainment in Maths (KS2)– by disability 2021/2022	N/A
Attendance by gender 2021/2022	<p>Average attendance of girls is 94.3%</p> <p>Average attendance of boys is 94.7%</p>
Participation in the school council/eco council by protected groups 2021/2022	<i>50% of children are boys and 50% are girls.</i>
Participation in After School Clubs as at September 2022	<p>Y5/Y6- 7 girls 28 boys</p> <p>Y1/Y2- 8 girls 15 boys</p> <p>Y2/Y3- 13 girls 8 boys</p>

Staff data Information	Evidence and commentary
Gender of workforce as at September 2022	<p>94.1% of our workforce are female and 5.9% are male</p> <p>We have less men within our employment that the average of the total school workforce</p>
Race distribution of workforce as at	100% of our workforce are white British.

September 2022	
Applications for teaching posts by gender 2021-2022	There were no appointments made between this period.
Leavers by gender during 2021/2022	Three female members of staff have left the school in the last year, one male member of staff. This is within norms and understandable given the gender representation in the workforce.
Sexual orientation	The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.