

St Joseph's Catholic Primary School
'Following Jesus in all we do'



Equality and Diversity Statement

2022 - 2023

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This policy has been drawn up in accordance with the Equality Act 2010, the Equality Act 2010 (Specific Duties) Regulations 2011, Department of Education (DfE) guidance “The Equality Act 2010 and Schools” and “Public sector equality duty guidance for schools in England” - Equality and Human Rights Commission.

Date reviewed: May 2022

Status: Statutory

Responsibility: The Headteacher has overall responsibility for policy implementation. It is the responsibility of the school’s Governing body to review the policy, agree the principles, monitor its implementation and ensure appropriate levels of insurance are in place.

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

St Joseph’s Catholic Primary is committed to creating and sustaining a positive working environment for our staff and volunteers and an excellent teaching and learning experience for our pupils. This includes an environment, free from discrimination, in which no one feels under threat or intimidated and where there is equality of opportunity for all.

We recognise that people from different backgrounds can bring fresh ideas, experience, perspectives and skills. We value and celebrate diversity and are committed to building and reinforcing a culture where people value each other and treat each other with dignity and respect, recognising that action may be needed to give everyone a chance to contribute on equal terms within our aims and purposes.

Entry to employment, promotion or change of post for employees, or the equivalent for volunteers is determined by personal merit and ability relevant to the role and our objects and ethos. There are, however, a number of posts within Catholic education with the requirement for the post holder to be a practising Catholic in line with the Bishops’ Memorandum.

This refers to the employment of Catholic teachers as a high priority, whilst at the same time recognising the contribution of teachers of other Christian Churches, other faiths and other teachers. The Memorandum also requires that for the most senior roles i.e. the posts of Headteacher, Deputy Headteacher and Co-Ordinator of Religious Education, the post must be filled by a baptised and practising Catholic. For other leadership posts that directly affect the Catholic Mission of the

school they should, wherever possible, be staffed by skilled practitioners who are committed Catholics.

<http://www.catholiceducation.org.uk/index.php/schools/recruitment/item/1000002-memorandum-on-appointment-of-teachers-to-catholic-schools>.

THE EQUALITY ACT 2010

This Equality and Diversity Statement is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that St Joseph's Catholic Primary School provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

DEFINITIONS

For the purposes of this Equality and Diversity Statement, St Joseph's Catholic Primary school has adopted the following definitions:

- Diversity means recognising, valuing and taking account of people's different backgrounds, knowledge, skills and experiences, and encouraging and using those differences to make the way we work and learn more creative, efficient and innovative.
- Direct discrimination is treating a person less favourably than others due to a protected characteristic.
- Indirect discrimination arises where a provision, criteria or practice is applied in the same way for everyone, which then has the effect of putting someone with a protected characteristic at a particular disadvantage.
- Harassment is the violation of a service user's dignity, or, the creation of an intimidating, hostile, degrading, humiliating or offensive environment relating to a protected characteristic.
- Victimisation arises where someone is treated badly because they have made a complaint or helped someone else make a complaint by giving evidence.

AIMS AND OBJECTIVES

- We aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination – within our school accommodation and our community.
- We aim not to discriminate against anyone, be they pupil, staff, volunteer, parent/carer, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, level of additional need or background.

- We aim to promote the principle of fairness and justice for all through the education provision we make. We recognise that doing this may entail treating some staff and clients differently.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of students.
- We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
- We aim to challenge personal prejudice and stereotypical views whenever they occur.
- We value each person's worth, celebrating the individuality and cultural diversity of the communities we serve, and showing respect for all minority groups.
- We are aware that prejudice and stereotyping are often caused by poor self-image and also aware of the relationship between that and ignorance. Through our delivery of services, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

OPERATIONAL

- We will ensure each school makes appropriate reasonable adjustments to operating practices, equipment and premises to ensure that no pupil, employee or volunteer is put at a substantial disadvantage.
- We seek to ensure that all pupils have equal access to the full range of education opportunities provide in our schools.
- Each school will produce an Accessibility Plan which is part of its asset management planning and will reviewed yearly
- The Governing body will undertake an annual review of plans and policies.
- We undertake not to discriminate unfairly against any applicant on the basis of a criminal record or other information revealed. All schools are, however, required at all times to comply with all relevant laws and regulation relating to Keeping Children Safe in Education. Safeguarding will remain paramount.
- Where there is a limitation on the number of people to whom we can provide a service or where applicants for services, employment or volunteering exceed the number of vacancies available we ensure selection procedures are fairly applied and reflect our ability to offer the appropriate level of service or the applicants' suitability for the vacancy.

- Anyone found to be discriminating intentionally or unintentionally will face appropriate action, in the case of employees or volunteers, this includes disciplinary action.
- We protect people against detriment or dismissal for raising concerns about matters within our organisation that are in the public interest.
- We are committed to providing opportunities for pupils and staff to utilise their God given gifts and talents within our school.
- We are committed to valuing volunteers by providing support and training and ensuring suitability for the activities with which they may become involved, as we would employees, this includes training in the areas of our ethos, values and policies. We are committed to integrating the services of volunteers with our employees recognising the difference between employed and volunteer status.