



**St Augustine of Canterbury  
Catholic Primary School**

# Equalities Policy

**DATE:** January 2024

<b>Version History</b>	<b>Date</b>	<b>Reason for Amendment</b>
1.0	25.02.2020 2024	Format Revision Revision

## **Mission Statement**

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are

*“Created by God to love and learn”*

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I. **Aims**

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. **Legislation and guidance**

This document meets the requirements under the following legislation:

- **Equality Act 2010 (legislation.gov.uk)**, which introduced the Public Sector Equality Duty and protects people from discrimination
- **The Equality Act 2010 (Specific Duties) Regulations 2011 (legislation.gov.uk)**, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. **Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)**

3. **Roles and responsibilities**

The governing board will:

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training **The headteacher will:**
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- The Senior Leadership team will support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils and support them in identifying any staff training needs, and deliver training as necessary All school staff are expected to:
  - Have regard to this document and to work to achieve the Schools Aims where we believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem, and help them to build positive relationships with other people;
- Develop children's self-respect, to understand the ideas, attitudes and values of others, and to respect other people's feelings;
- Show respect for a diverse range of cultures and to demonstrate positive attitudes towards other people;
- Enable children to understand their community, and help them feel valued as part of it;
- Help children grow into reliable, independent and positive citizens.

We consider the following ten values as instrumental when framing the life of the school.

- **Respect:** of ourselves and our neighbour both near and far from every culture and faith.
- **Love:** of everyone and everything God created.
- **Humility:** knowing that we are one of many and avoid selfishness
- **Courage:** in the face of the unknown or meeting a new challenge or just having a go!
- **Responsibility:** for our actions or inaction
- **Compassion:** showing care and support to others
- **Perseverance:** never giving up
- **Service:** supporting others by giving of our time, organising charitable activities

- **Honesty:** in thought and deed
- **Curiosity:** a pre-requisite for learning about the world about us

#### 4 **Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff are expected to be aware of the Equality Act 2010. **The school SLT monitors equality issues, and reports to the SEND link governor. If any issues arise, staff will make senior leaders and governors aware of these as appropriate.**

#### 5. **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies) In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year
- Analyse the above data to determine strengths and areas for improvement, implement actions in response

#### 6. **Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to promote good relationships between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

#### 7. **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions.

## Document Information

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Author	Head Teacher 	Review Frequency	Every 2 years  Subject to local education authority and/or national policy change
Date of Ratification	30 <sup>th</sup> January 2024	Related Policies and Procedures	Anti-Bullying Behaviour & Severe Behaviour Complaints E-Safety & E-Learning First Aid/Medical Needs Health & Safety PSHE / RSE Safer Recruitment Staff Code of Conduct Whistleblowing
Review Group	FGB	Ratified at Full Governing Body 30-01-2024	
Review Date	February 2024	Chair of Governors Signature 	

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
<b>Gender reassignment</b> (transsexual)		x
<b>Marriage and civil partnership</b>		x
<b>Pregnancy and maternity</b>		x
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		x
<b>Gender</b> (male, female)		x
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		x

