



St Patrick's
Catholic Voluntary Academy

Equality Policy Statement

March 2022

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*The second most important commandment is this: 'Love your neighbour as you love yourself.' –
Mark 12:31*



St Patrick's Mission Statement



Love, Live, Learn

Love First,

'We love because He first loved us' John 4:19

We want everyone in our community to:

- know and feel God's love.
- be safe and feel safe.
- feel loved, respected, and valued.
- love, respect and value themselves and others.
- be confident, know and use the talents God has given them.
- show God's love by supporting those in need.
- love and care for everything God has given us.
- encounter Jesus through the actions of everyone in our school community.



Live the Gospels,

'Preach the Gospel at all times. When necessary, use words.'

St Francis of Assisi

We want everyone in our community to:

- be active in their faith and to be **missionary disciples**.
- spread God's word through their actions.
- make the right choices.
- take responsibility for their actions.
- forgive others and accept forgiveness.
- listen to and think about the viewpoints of all.
- welcome and include everyone.



Learn for Life.

'Whatever you have learned or received or heard from me, or seen in me, put it into practice.'

Philippians 4:9

We want everyone in our community to:

- enjoy learning.
- have opportunities and choices.
- build on prior learning, deepen new learning.
- be resilient and persevere with things they find challenging.
- be independent and cooperative problem solvers in all aspects of life.
- be aspirational for their future in the world.
- have a life long relationship with God, be his **disciples** and inspire others.



St Patrick's Academy Equality Policy Statement

Legal Equality Duties including: the School's Equality Objectives and how St Patrick's complies with Public Sector Equality Duties

We welcome our duties under the Equality Act 2010 to:

1. eliminate unjust discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. foster good relations in relation between persons who share a relevant protected characteristic and persons who do not share it and have due regard to tackle prejudice and promote understanding.
4. Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—
 - (a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
 - (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - (c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities

Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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

We recognise the need to treat people fairly in accordance with the precepts of the Catechism of the Catholic Church.

5. We understand the principal of the Equality Act 2010 and the work needed to ensure that those with protected characteristics are not unjustly discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any child).
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice-related unjust discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. Any incidents that do occur are addressed immediately and logged on a register in accordance with our anti-bullying policy.

Guiding principles

In fulfilling the legal obligations referred to above, we are guided by nine principles.

Principle 1: Every person is of equal value

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. We see all people and potential learners as of equal value; regardless of their status.

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. **Subject to the need to operate in accord with the official doctrines, practices and laws of the catholic Church**, our policies, procedures and activities must not unjustly discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to the status's identified in Principle 1 above.

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 people regardless of their status as listed in Principle 1 above
- mutual respect, positive interaction, good relations and dialogue between all people regardless of their status as listed in Principle 1 above

Principle 4: We observe good practices in staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development; regardless of their status as listed in Principle 1 above.

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

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between people identified in Principle 1.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies. We involve these identified in Principle 1.

Principle 7: Society as a whole should benefit

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website and through other mediums as identified by the Governing Body.

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to those identified in Principle 1:

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7) in relation to the status listed under Principle 1.

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

7. We keep our equality objectives under review.

The Curriculum

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

Ethos and Organisation

9. We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- Safeguarding & Child Protection Policy

Addressing prejudice and prejudice-related bullying

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

11. There is guidance in our behaviour policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

12. All prejudice-related incidents at our school are logged on a register so that patterns and trends can be monitored.

Roles and responsibilities

13. We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum in conformity with the doctrines, practices and laws of the catholic Church. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher on how pupils, parents/carers and staff can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents

School Community	Responsibility
Parents	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils, parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

14. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
15. A member of the governing body has a watching brief regarding the implementation of this policy.
16. 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.
17. A senior member of staff (Deputy Headteacher – SENDCo) has day-to-day responsibility for coordinating implementation of the policy.
18. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with and report any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum **whilst remaining in conformity with the doctrines, practices and laws of the Catholic Church.**
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

- Ensure all pupils have equal access to opportunities offered to the whole class and when planning such opportunities, consider the timing, facilities and arrangements with the safety of all pupils being a priority.

Information and resources

19. We will ensure that the content of this policy is known to all staff and governors and, as appropriate, (to all pupils and parents via the school website).

20. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

21. 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

22. 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 the policy

23. 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

Every three years, we will review our objectives/policy in relation to any changes in our school profile.

24. We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.

25. In particular we will collect, analyse and use data in relation to achievement, broken down as appropriate, according to disabilities and special educational needs; ethnicity; culture; language; religious affiliation; national origin and national status; and gender.

St Patrick's Equality Objectives 2021-22

Equality strand	Equality objective	Action(s)	How will the impact of the action be monitored?	Who is responsible for implementing?	Success indicators
Race Gender Disability	To monitor and analyse regularly students' progress by race, gender and disability and to act on any trends in the data that require additional support for students.	Senior Leaders, Subject Coordinators and Class teachers will use data to plan intervention where needed.	Progress data will be analysed by race, gender and disability using EAZMAG data, ASP, IDSR and DAISI reports.	Headteacher / Deputy Headteacher / Subject Coordinators/Class Teachers	Data will be analysed and used to plan additional support where required. Internal data will evidence a continuing picture of equality of attainment between pupils of all genders, race and pupils with disability will continue to make progress from their starting points.
Gender	In 2019 KS 1 & 2 assessments highlighted an issue with boys' attainment. In 2018 the picture was girls' attainment so attainment by gender appears to be a fluctuating picture. The objective is raise males' achievement so that gender gap reduces. Internal data in April 2021 evidence a more balanced attainment levels between boys and girls across school.	Current year group data will be analysed by SLT and shared with class teachers at pupil progress meetings Proactive interventions will target students with lower-than-expected progress projections.	Data will be analysed for those students that took part in the intervention programmes.	SLT & class teachers will monitor success of interventions during pupil progress meetings half termly.	Progress measures for males will increase so that the gender gap is reduced. Internal data will evidence a continuing picture of equality of attainment between boys and girls.

Implemented on: March 2022

Reviewed: March 2022

Approved by Full Governing Body: March 2022

Next review date: March 2023