



**St Patrick's**  
Catholic Voluntary Academy

# Equality Policy Statement

April 2020

## **Contents**

Mission Statement- page 1

Legal duties – page 2

Guiding principles – page 4

The curriculum – page 6

Ethos and organisation – page 7

Prejudice and prejudice-related bullying – page 7

Roles and responsibilities – page 8

Information and resources – page 9

Religious observance – page 10

Staff development and training – page 10

Breaches of the policy – page 10

Monitoring and evaluation – page 10

St Patrick's equality objectives – page 11

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

# St Patrick's Catholic Voluntary Academy Mission Statement

## Love First, Live the Gospels, Learn for Life

At St Patrick's Catholic Academy, we are an inclusive, caring, learning community who endeavour to use the gifts and talents given to us by God to our full potential to help others. The life, example and teachings of Jesus Christ underpins everything we do and who we are. We want our children to **Love** themselves and others first, **Live** out the Gospels and **Learn** for life.

At St. Patrick's we strive to live, and encourage others to live the Gospel. We aim to achieve this through:

- The nurturing of the Catholic Faith.
- Seeking to develop the faith of all at school, irrespective of where they may be on their personal faith journey.
- Putting our Faith into practice in the quality of care and support that we extend to others; creating an ethos that exemplifies the teaching of Jesus Christ so that others can come to know God's love as we do.
- Celebrating our Faith through Mass, Collective Worship, Personal prayer and taking part in the preparation for the Holy Sacraments.
- Welcoming the community to share all forms of prayer and worship with us making it a relevant and meaningful experience for all.
- The effective delivery of a quality, rich curriculum, striving to develop the whole child and enable all pupils to fulfil their full potential by acquiring the knowledge and skills that will enable them to grow spiritually, morally, physically and academically and to make a valuable contribution in society.
- The encouragement of a positive partnership between home, school and parish, respecting all cultural and faith backgrounds and practices.
- Having high expectations for all, leading by example, encouraging pupils to develop self-respect, confidence, independence, personal aspirations and to set themselves high standards.
- The establishment and maintenance of a strong sense of identity and belonging, through the consistent promotion of high standards of conduct and respect for all.
- We want our children to feel happy, loved, respected, safe and valued as individuals in order for them to show kindness, respect, tolerance, acceptance and to celebrate our differences as we work together as a community.
- We work and worship collaboratively with all the schools in Our Lady of Lourdes Trust to deliver the best Catholic education for all our pupils.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, special educational needs, faith or religion or socio-economic background. We aim to develop a culture of inclusion and celebrate diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We believe everyone has a contribution to make and will enrich our community.

At St Patrick's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We believe every individual is created in the image of Christ and as such should be respected, welcomed and valued in order to be able to **Love First, Live the Gospels and Learn for Life.**

## **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, and in the review of existing ones. 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.

## **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 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:<br><br>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<br><br>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.<br><br>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.<br><br>Design and deliver an inclusive curriculum in conformity with the doctrines, practices and laws of the catholic Church.<br><br>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<br><br>Uphold the commitment made by the head teacher on how pupils, parents/carers and staff can be expected to be treated<br><br>Support colleagues within the school community<br><br>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.

## **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 2020-21

| Equality strand              | Equality objective  | Action(s)  | How will the impact of the action be monitored?   | Who is responsible for implementing?   | Success indicators  |
|------------------------------|---|--|---|--|---|
| Race<br>Gender<br>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.<br><br>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 2020 evidence a more balanced attainment | Current year group data will be analysed by SLT and shared with class teachers at pupil progress meetings<br><br>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.<br><br>Internal data will evidence a continuing picture of equality of attainment between boys and girls.  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | levels between boys and girls across school. |  |  |  |  |
|--|--|--|--|--|--|

**Implemented on: November 2019**  
**Reviewed: April 2020**  
**Approved by Full Governing Body: May 2020**  
**Next review date: April 2021**