

The Good Shepherd Primary Catholic Voluntary Academy

Equality Policy

Mission Statement



Ratified On:	December 2021
Review Date:	December 2024
Chair of Governor's signature:	Mrs R Burke
Headteacher's signature:	Mrs C Toner

Mark 12:31

The second most important commandment is this: 'Love your neighbour as you love yourself.'

Legal Duties

- We welcome our duties under the Equality Act 2010 to eliminate unjust discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity
- 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
- 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.

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.

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

The Curriculum

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

Ethos and Organisation

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

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- 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

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

Roles and responsibilities

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

School Community	Responsibility
Local Governing Body	An awareness and understanding of equality barriers in the school community and a commitment to working towards minimising these
Headteacher	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 the 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 Local Governing Body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers 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.
Parents	Take an active part in identifying barriers for the school community and in informing the Local Governing Body of actions that can be taken to eradicate these. 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.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	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. 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.

The Local Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A member of the Local Governing Body takes a lead regarding the implementation of this policy.

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.

A senior member of staff, the Assistant Headteacher – Inclusion, has day-to-day responsibility for coordinating implementation of the policy.

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

We will ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.

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

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

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


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 Local Governing Body.

Monitoring and evaluation

As an Academy, 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.

The Good Shepherd Equality Objectives 2023-2027

Equality strand	Equality objective	Action(s)	How will the impact of the action be monitored?	Monitoring	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.	<ul style="list-style-type: none"> - The Senior Leadership Team, subject Leaders and class teachers will use data to plan intervention where needed. - Governors will be fully informed on a termly basis of the attainment and progress of all groups of pupils. 	Progress data will be analysed by race, gender and disability using Arbor, CPOMs & OTrack	Head-teacher SENCo Subject Leaders Class Teachers	Progress made by all groups of pupils.
Disability equality will be respected.	To promote equality of opportunity with regard to disability.	<ul style="list-style-type: none"> - School will provide equal opportunities for all disabled pupils and make reasonable adjustments where necessary. - The needs of disabled parents/carers, pupils, staff and visitors will be taken into account and will be monitored within questionnaires and with direct contact. - School will continue to provide an individualised approach, when necessary, to teaching and learning. 	Analysis of progress data and planning. Parent /carers feedback. Pupil voice.	Head-teacher SLT SENCO	Specific needs of disabled individuals will be met through relevant adjustments, along with support and advice from external agencies
Gender Race Disability	The needs of specific groups/individual parents/carers will be taken into account	<ul style="list-style-type: none"> - Any needs arising from questionnaires or direct contact will be monitored. - Parents from split families will both receive newsletter and invitations to parental consultations etc. - Support will be given for any families who are affected by Gender Issues e.g. families affected by domestic violence, involvement by fathers, 	Feedback from parent/pupil questionnaires will be analysed.	SLT	Positive feedback from specific/individual parents/carers



Protected Characteristics

The PSHE Curriculum is designed to ensure protected characteristics are explicitly taught, at an age appropriate level to ensure the dignity of the whole person

- sexist, sexual or transphobic bullying.
- SENCO will link with the relevant outside agencies for support with pupils with additional needs and monitor as appropriate.
- PSHE coordinator will work with advisor to audit the curriculum according to protected characteristics
- HT and chaplain will deliver weekly Liturgical prayer linked to the Caritas themes:
 1. Dignity of the Human Person. Every human person is created in the image and likeness of God. ...
 2. Family and Community. The human person is not only sacred, but social.
 3. Solidarity and the Common Good.
 4. Dignity of Work.
 5. Rights and Responsibilities.
 6. Option for the Poor and Vulnerable.
 7. Stewardship.

ES, JB &
CT