

# **FEDERATION OF ST ANNE'S AND ST MARTIN'S CATHOLIC PRIMARY SCHOOLS**

## **St Anne's and St Martins**



**Learning to live by faith and to be known by love**

## **Equality Policy**

**Approved by FGB: December 2021  
Next review date: December 2025**

St Anne's and St Martin's Primary Schools embrace a culture of equal opportunities and want to be recognised as schools at the heart of their parish communities, providing inclusive, safe, caring and stimulating environments in which to learn.

### **Equality Statement**

Across the Federation, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the schools irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the schools feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and special educational need and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating environments which champion respect for all. At St Anne's and St Martin's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit.

### **Legal Duties**

As schools, we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

The Equality Act 2010 makes it unlawful for schools to discriminate against an employee, an applicant for employment, a pupil or prospective pupil by treating them less favourably because of their

- 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)

The Act provides an exception from the prohibition on religion/belief discrimination in relation to schools with a religious character. The exception applies to admissions and/or in relation to the governing body. The Act allows schools with a religious character to discriminate because of religion or belief in relation to admissions and in access to any benefit or service. As a result, Catholic schools may give preference in connection with the appointment, remuneration or promotion of teachers at the school to those whose religious beliefs/practice is in accordance with the tenets of their denomination. Likewise, preference may be given to those teachers who give or are willing to give religious education at the school in accordance with the tenets of the Catholic Church. Thus, preference can be given to practising Catholics in appointments to teaching posts. This is extended to non-teaching posts where there is genuine occupational requirement.

In addition, conduct of a teacher which is incompatible with the precepts of the Catholic Church may be taken into consideration when considering whether a teacher's employment should be terminated.

It should be noted that both St Anne's and St Martin's Schools will also mark or celebrate events specific to the Catholic Faith or ethos without equivalent celebrations of events or acts of faith significant to other religions.

### **Meeting our duties under the Equality Act**

In order to meet our general duties under the Equality Act 2010, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information demonstrating compliance with the general duty across its functions. This can be found on the schools' websites. Please note, we will not publish any information that can specifically identify any individual.
- Prepare and publish equality objectives the impact of which will be reported on yearly and which will be reviewed at least every 4 years. These can be found on the schools' websites.
- Consult all our stakeholders in the development of our equality objectives.

Hard copies of any of the above-mentioned material may be obtained, on request, from the schools' offices.

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

We are committed to combatting direct and indirect discrimination, harassment and victimization. To achieve this, we will ensure equality of opportunity is considered in

- Pupils' personal development
- Progress, assessment and attainment
- Behaviour (including exclusions)
- Curriculum design
- Curriculum enhancements
- Teaching and Learning
- Admissions and attendance
- Staff recruitment
- Staff professional development
- Partnership with parents
- Partnership with the community
- Extended school provision

### **Our Mission Statement**

#### **"Learning to live by Faith and to be known by Love"**

At the heart of our vision for the Federation of St Anne's and St Martin's Schools lies the child. All children are different, all are created by God and each one is unique and should be treated as such. Our primary purpose as schools is to enhance the quality of children's learning through the effective and efficient delivery of the curriculum. We are committed to honesty, sensitivity and responsibility in all relationships and will adopt a philosophy of continuous improvement in every aspect of the schools' lives and work.

### **Equality and the Curriculum**

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect, tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We recognise that these duties reflect international human rights standards as expressed in 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. Teaching approaches that provide equality of opportunity include:

- Ensuring that all resources and materials actively challenge racial stereotyping
- Ensuring that all children, irrespective of race, have equal access to the curriculum
- Ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT, art and design, music and physical education
- Avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, ICT, music and physical education
- Taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT and art and design
- Enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

Every pupil should achieve high standards regardless of gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity through teaching, provision, support and challenge. In order to do this effectively 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 schools, but we will also analyse available data relating to the context of our local communities, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to 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.

### **Addressing Prejudice-Related Incidents**

The schools are opposed to all forms of prejudice and recognise that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. We therefore provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents do occur, we address them immediately

(as per the Behaviour Policy) and may seek support from the Local Authority Equality Team.

### Evidence of compliance

The Equality Objectives will be developed to ensure elimination of unlawful discrimination. Evidence of compliance can be found in:

- Staff induction process
- Racist incident record
- Behaviour logs
- Behaviour and Anti-bullying policies
- Staff development and training needs as detailed in the School Development Plan
- Safeguarding policy
- SEND policy
- Governor meeting minutes
- Complaints procedure
- Recruitment procedure interview notes

Evidence of compliance relating to advancing equality of opportunity between people of different groups can be found in:

- Targets set and tracking data of all groups (ensuring that no group is underachieving)
- Reports of data analysis to staff (staff meetings)
- Reports of data to the governing body
- Interventions put in place
- Data of racist incidents
- Provision Maps
- Medical advice sought and plans put in place for pupils with conditions that may affect school life
- Liaison with professionals to remove barriers to learning
- Notes of SEND meetings
- Behaviour logs
- Staff development and training needs as seen in the School Development Plan
- Safeguarding policy
- SEND policy
- Teaching and learning policy
- Assessment policy
- School Development Plan

Good relations between people from all groups are fostered and evidence of compliance can be found in:

- Personal, Social and Health Education scheme of work
- Collective worship policy
- Curriculum policies
- Behaviour and Anti-bullying policy
- Behaviour logs
- Curriculum enhancements

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

School Community	Responsibility
Governing Body	Involving and engaging the school communities 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. Ensuring that staff have access to appropriate training and resources.
Headteacher	As above plus promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the schools in carrying out their day to day duties. Ensuring that the school communities receive adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.
SLT	To support the Head (as above). To ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers about how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure awareness of the responsibility to record, report and respond appropriately to prejudice-related incidents.
Non-Teaching	Support the schools and the governing body in delivering a fair and equitable service to all stakeholders. Uphold

Staff	the commitment made by the headteacher about how pupils and parents/carers can expect to be treated. Support colleagues within the school community. Ensure awareness of the responsibility to record, report and respond appropriately to prejudice-related incidents.
Parents/carers	Take an active part in identifying barriers for the school communities and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the schools to achieve the commitment given to the communities in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the schools to achieve the commitment made to tackling inequality. Uphold the commitment made by the headteacher about how pupils and parents/carers, staff and the wider school communities can be expected to be treated.
Local Parish/Community Members	Take an active part in identifying barriers for the schools' communities and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the schools to achieve the commitment given to the communities in tackling inequality and achieving equality of opportunity for all.