

ST ANNE'S RC PRIMARY AND NURSERY SCHOOL

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Policy for Equality

This policy has been developed in the context and spirit of our Mission Statement.

Mission Statement

To help every person to achieve his or her best in work and play.
To celebrate whatever is good and
to follow in the footsteps of Jesus by supporting and forgiving
each other for the honour and glory of God.

As a Roman Catholic School and with our Mission Statement central to all that we do, our equality objectives are:

- *To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- *To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- *Through a careful and respectful staff structure we will promote and model teaching and model learning behaviours that avoid labelling.
- *To narrow the gap between boys and girls attainment in writing in the primary phase.
- *To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- *To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- *To tackle prejudice and promote understanding in relation to people with disabilities.

Introduction

In accordance with the belief and teaching of the Catholic Church, the Governors and staff of St Anne's Roman Catholic Primary and Nursery School affirm the right of every human person to the dignity, respect and freedom due to their unique qualities, each made in the image and likeness of God.

With this at the core of our Religious beliefs we are concerned that equality of opportunity is offered to all.

This policy relates to the Equality Act (2010) and incorporates advice on Exceptions for Schools with a Religious Character (in "Equality Act 2010 Advice for School Leaders, School Staff, Governing Bodies and Local Authorities", Department for Education 2011)

This Equality Policy works alongside the school's Equality & Diversity Policy which relates to staff conditions of employment.

Legal framework

We welcome and recognise

- our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), marriage or civil partnership, religion and belief, and sexual identity.

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

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value regardless of race, gender, gender identity, ability, religion, faith background, ethnicity, culture, sexual identity, National origin or National status.

Principle 2: We recognise and respect difference.

Treating people equally does not necessarily mean treating them all the same. Our policies, procedures and activities do not discriminate but, nevertheless do 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 disability, for example, so that reasonable adjustments are made; ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised; gender and gender identity, so that the different needs and experiences of girls and boys, and women and men, are recognised; religion, belief or faith background so that tolerance and understanding can be evident in our work and dealings with each other; sexual identity or marital status.

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 disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people. We pride ourselves on our positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and strive for an absence of prejudice-related incidents (including bullying). As part of our religious character we share a mutual respect for everyone and promote good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that our policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development regardless of ability/disability, ethnicity, culture, national origin or national status, gender/sexual identity and with full respect for legal rights relating to pregnancy and maternity.

As a Voluntary Aided Roman Catholic Primary School, St Anne's normally give preference to teachers who are highly supportive of a Catholic vision of education. The ability to support and work within the mission, ethos and ethical framework of a Catholic school is essential for all members of our staff. We do not discriminate on any other grounds when recruiting staff.

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

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between: disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, people of different genders.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We may consult and involve: disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds, people of different gender/ gender orientation.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of: disabled people as well as non-disabled, people of a wide range of ethnic, cultural and religious backgrounds, people of different gender and gender orientation.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

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).

The objectives which we identify take into account national and local priorities and issues, as appropriate. We will keep our equality objectives under review and report annually on progress towards achieving them.

□ The curriculum.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in the guiding principles above. As a Catholic school, the primary focus of our Religious Education is on the teachings of the Catholic Church. However, we respect the teachings of other faith backgrounds and the children learn about other faiths as part of the Religious Education curriculum.

□ Socio-economic inequalities.

Although the Equality Act 2010 does not refer to inequalities relating to socioeconomic circumstances, at St Anne's we are mindful of the impact of such inequalities. The rest of this document, therefore, refers as much to potential socioeconomic inequalities as to others encompassed in the 9 principles above.

□ Ethos and organisation

We ensure the nine guiding principles listed above apply to the full range of our policies and practices, including those that are concerned with pupils' progress, attainment and achievement; pupils' personal development, welfare and well-being;

teaching styles and strategies; attendance and punctuality; staff recruitment, retention and professional

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development; care, guidance and support; behaviour, discipline and exclusions; working in partnership with parents, carers and guardians; working with the wider community.

□ Admissions

As a Voluntary Aided Roman Catholic School, we apply religious criteria in the case of being oversubscribed. Please see our Admissions Policy for full details.

□ Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties, prejudices around disability and special educational needs, prejudices around racism and xenophobia, including those that are directed towards religious groups and communities and those that are directed against Travellers, migrants, refugees and people seeking asylum, prejudices reflecting sexism and homophobia.

A record of prejudice-related incidents are kept and, Governors are provided with a report of any incident each term.

The governing board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing board has a watching brief 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.

All staff are expected to promote an inclusive and collaborative ethos in their classroom, model appropriate standards of behaviour, deal with any prejudice-related incidents that may occur, plan and deliver curricula and lessons that reflect the 9 guiding principles above, support children in their class for whom English is an additional language, keep up-to-date with equalities legislation relevant to their work, promote an inclusive ethos with regard to other members of staff, promote an inclusive ethos with regard to parents, volunteers and visitors.

St Anne's RC Primary and Nursery School we ensure that the content of this policy is known to all staff and governors and, as appropriate, to all children and their parents and carers.

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

Religious observance

Collective Acts of Worship take place in school and in Church and, are in keeping with the teachings of the Catholic Church. However, we respect the religious beliefs and practice of all staff, children 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 Governing Body.

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Monitoring and review

We collect study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to special educational needs and disabilities; ethnicity, language, gender and free school meals (our main indicator of socioeconomic inequality).

This Policy was reviewed by the Governing Board on 13th June 2019