



# Equality Policy and Objectives

**Updated: October 2023**  
**Review Date: October 2024**

## *Foreword*

### ***Protected characteristics:***

***These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.***

***At The Divine Mercy RC we believe that every child has the right to equality of outcome and to achieve their full potential. In order to achieve equity we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion.***

***The Divine Mercy RC Primary School is a happy, safe and welcoming environment where everyone is valued. Our Catholic faith is central to moral development, mutual respect and an appreciation for the cultural diversity within our community. It is our intention to provide opportunities for every child to succeed and to strive towards excellence in everything they do.***

*We are a family, our strength is in our love and respect for one another.*

*Jesus, I Trust in You.*

## **Equality Policy and Objectives**

### **NORTH WEST DIOCESAN STATEMENT ON EQUAL OPPORTUNITIES IN EMPLOYMENT**

The principle of equal opportunity for all is consistent with social justice and with the Christian ideal of recognising the dignity and worth of all who work or wish to work in our schools. The governing body is therefore committed to employment procedures which comply with civil law and do not discriminate on grounds of age, gender, race, colour, nationality, religion, sexual orientation, ethnic origin or disability.

We recognise and value the current and future contribution to our school of staff who while not sharing our Catholic faith make a strong and sincere commitment to the school's Christian values and Mission Statement.

Some teaching posts include specific responsibility for providing leadership and direction in the religious life and Catholic identity of the school. In other appointments, where two or more candidates for teaching posts are equally strong in the context of the criteria for appointment, preference may be given to a candidate who is Catholic.

In addition, the governing body recognises that the school and our Catholic teachers are called to be witnesses to Christ's teachings. We therefore reserve the right as employers to take into

consideration any personal behaviour or circumstances which are outside the recognised norms of the Church and which are genuinely within an individual's control.

In doing so, we will always seek to give witness to the Christian pastoral principles of love, respect and reconciliation.

## **Equality Policy**

### **1. Aims**

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### **2. Legislation and guidance**

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

### **3. Roles and responsibilities**

#### **The Governing Body will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

#### **The Headteacher will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also

activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## Equality objectives:

General Equality Objectives 2023-2026				
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timescales?
All	Publish and promote the Equality Objectives on the school website, ensuring staff and governors are also aware of these via meetings.	Question about awareness of Equality Objectives via parent/carers questionnaire  Staff / governor questionnaire	SLT	Spring Term
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils (across the curriculum)	Achievement data analysed by race, gender and disability on a termly basis	SLT & Governors	Termly
Race, gender disability	Monitor and analyse pupil attendance by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by race, gender and disability on a termly basis	SLT & Governors	Termly

Race, gender disability	Monitor and analyse pupil <u>behaviour</u> by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Use of school recording system/behaviour and bullying monitoring Pupil voice	SLT & Governors	SLT to monitor CPOMs and complete termly monitoring
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All except marriage, pregnancy and maternity	Report to governing body annually on the impact and progress of the equality objectives including pupil outcomes focused on groups	Achievement data analysed by race, gender and disability provided as a summary report for governors	SLT	At governing body meetings over the year.
Sexual Orientation Gender Identity Race Religion Disability	Continue to promote and celebrate diversity. To ensure new staff and ECTs receive equality training	Pupil interviews Classroom / school learning environments Stonewall family posters Staff feedback Stonewall criteria to address areas of strength and areas to develop	All staff PSHE lead to organise equality training for whole staff	Summer term
Religion/Belief Gender Sexual Orientation	To ensure we communicate with families about our PSHE and RSHE curriculum	Curriculum maps with information about unit Letters to relay information Meetings Invitation of feedback	All staff PSHE lead to organise equality training for whole staff	Annually – information sharing with parents/carers, via letter and school website
All except marriage, age, pregnancy and maternity	Challenging stereotypes and disrespect of people's characteristics.	Monitor patterns in reporting and behaviour. Update and review the Antibullying Policy as appropriate. Ensure teaching and learning does not contribute to	All staff / SLT Subject leaders	Termly monitoring



		stereotypical interpretations e.g. in Geography.		
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, who reflect a range of protected characteristics.	Class / school display Evidence of diversity in texts used Pupil interview Review of curriculum by subject leaders Books in reading corners and in key texts within the curriculum reflect diversity.	All staff	Ongoing
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, sexual orientation and ethnicity etc.	Class / school display	All staff	Ongoing
All	Ensure SMSC is woven throughout the curriculum and school events celebrate a range of themed events linked to diversity and equality e.g. Black History Month, Disability Awareness, Interfaith Harmony Week, Gypsy, Roma, Traveller History Month etc.	Subjects leads and staff identify where SMSC aspects of their curriculum is planned for SMSC overview is updated annually and policy in place and represented on the school website Capture pupil voice and responses to key SMSC events and activities	SLT RE Lead PSHE Lead Pastoral Lead	Ongoing in the curriculum. Policy update in line with policy schedule. SMSC overview created each year
Race	Analyse the curriculum for racial bias and prejudice and ensure steps are taken to address issues where necessary.	Subject leads to review the curriculum learning journeys	Subject leads SLT	Ongoing as part of school monitoring

### Equalities Statement:

The Divine Mercy RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and

staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at The Divine Mercy RC Primary school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Next review: October 2024