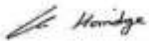


Our Lady's RC Primary School

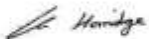


Equality & Diversity Policy

Date Adopted/Reviewed	Autumn 2022
Person Responsible	Headteacher
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Signed:  (Person Responsible)

Date: 1.9.2022

Signed:  (Headteacher)

Date: 1.9.2022

Signed:  (Chair/Governor)

Date: 1.9.2022

"Learning and loving together; we grow with Jesus"

Our Core Values

During Summer 2020 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the values, Mission and Aims of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's

During the workshops, the feedback from parents, and the views expressed by the children during sessions played a prominent role in the decisions we made.

Our Mission Statement is:

"Learning and loving together; we grow with Jesus"

The Core Values that provide the foundation for that Mission are:

**Faithful
Nurturing
Respectful**

**Positive
Forgiving
Honest**

**Safe
Fair**

NURTURE

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts and Christ – the Cross**

1. Policy statement

- a) In accordance with our Mission Statement we pledge through our Christian ethos, school curriculum, employment practice and management of incidents to:
- respect the equal human rights of all our pupils
 - To educate them about equality; and
 - To respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices analyse equality information and work towards the equality objectives we identify, in relation to:
- ethnicity
 - religion or belief
 - socio-economic background
 - gender, gender identity and gender reassignment
 - pregnancy, maternity and paternity
 - disability
 - sexual orientation,
 - age

We will foster good relations at school, local, national and global levels, especially in relation to groups under-represented in the school community

2. Statutory Requirements

We recognise our general responsibilities under the Equality Act 2010 to avoid direct and indirect discrimination on the grounds of any of the protected characteristics listed above.

As a public body, we are also required by the Public Sector Equality duty under Section 149 of the Act to pay due regard, in all we do to:

- (a) eliminate unlawful discrimination;
- (b) advance equality of opportunity, and
- (c) foster good relations

The equality information we publish, and the equality objectives show how we address this duty.

The school access plan addresses our duty under Section 88 of the Act (see section 11)

Public Sector Equality Duty (PSED)

PSED requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not.

3. Community cohesion: a shared contextual statement

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- **Ethnicity/culture context of the school (local and national)**

There is a very a small percentage of pupils with English as an additional language (EAL). Our school makes very good provision for these very small numbers of pupils working in partnership with Wigan Council's EMAS (the Ethnic Minority Achievement Service).

- **Religion/belief context of the school (local and national)**

There are strong links with Our Lady's RC Church and Parish which enrich pupils' religious, spiritual, moral and social education. As a Catholic School our curriculum is built on the examples and teachings of Jesus Christ and our RE Curriculum gives opportunities for exploration of the differences between people and the contributions they make to our community. Different religions and beliefs are celebrated in lessons and assemblies. Through the curriculum and collective worship children learn about rights and responsibilities and they are aware of the seriousness of discrimination and unequal treatment and the repercussions that arise from them.

- **Socio-economic context of the school (local and national)**

The percentage of pupils claiming their entitlement to free school meals is well below the national average. Pupils who are disadvantaged make similar progress and have similar attainment to pupils not in this category.

- **Current issues affecting cohesion at school, local and national level**

Our Lady's School provides excellent opportunities for pupils to contribute to the school and wider community. Pupils are proud of their school and committed to enriching the school community. Their involvement is valued and it contributes to the quality and ethos of the school. Pupils have an appreciation of wider issues affecting the local and global communities and understand what it means to be a citizen in Britain.

The school buildings and grounds are free from vandalism and the level of police attendance to the school is very low. Pupils are keen to engage with the local community in ensuring that the local area is mostly free from litter.

Our strong links with other schools including local, regional and emerging international links are successful in promoting community cohesion and awareness.

The local cluster network of schools provides opportunities for collaborative work, where pupils are able to work together on shared projects.

Pupils are encouraged to participate in charity work and fund raising in school at local, national and international contexts. E.g. St Joseph's Penny/Caritas, Wigan Hospice, CAFOD, and the Brick charities.

There is successful support for parents through the involvement of a range of services including Start Well, the School Nurse and the school's Nurture room etc. These services are available to families who may experience difficulties and become vulnerable for one reason or another.

The school website is used for information and communication with Parents/Carers, local and wider communities.

We have successfully put into place effective policies and strategies to promote community cohesion. These include but are not limited to: the Equality & Diversity policy, Positive Behaviour policy, SEND policy and Accessibility & Disability policy. The School Mission & Ethos statement was designed by the whole school community including the pupils, parents, staff & governors and is an excellent reference for the children in promoting the best behaviours for learning.

Our Lady's has excellent and effective strategies for promoting good relationships between learners. Pupils are given excellent opportunities to learn about, engage with and participate in the community that the school serves. We have good links with other schools and we are building links with schools and places of worship that serve people from ethnic backgrounds that are different to those of our pupils.

In assemblies, through PSHE and in Religious Education we promote positive attitudes and develop pupils' understanding of other faiths, beliefs and cultures. Monitoring of lessons shows that through the curriculum, teaching and learning, pupils gain knowledge and understanding about life and cultures in other places.

Through the curriculum, particularly in Citizenship, Personal and Social Education, we are successful in promoting community cohesiveness by learning about common identity and values.

4. Responsibilities

One named SEN governor, Mrs H. Sullivan takes the lead, but the governors as a whole are responsible for:

- Making sure the school complies with the public sector equality duty under the Equality Act 2010.
- Making sure the school complies with the anti-discrimination provision of the Equality Act 2010, including as the employer
- Making sure the school complies with the Equality Act 2010 (Statutory duties)
Regulations by;
 - Gathering and publishing the required equality information annually
 - Drawing up, publishing and implementing the school's equality objectives.

The Headteacher Mr C Horridge is responsible for:

- Making sure measurable steps are taken to address the school's stated equality objectives
- Making sure the governors, staff, pupils and their parents and guardians are aware of equality issues as relevant.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.

- Taking appropriate action in cases of harassment and discrimination, including prejudice related incidents and
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- Avoiding unlawful discrimination against anyone;
- Promoting equality of opportunity in their work
- Fostering good relations between groups;
- Dealing with prejudice-related incidents'
- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities.

The Headteacher is responsible overall for;

- Dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

5 Staff Development

This section outlines our process for training and development in relation to equality and fostering good relations in terms of professional responsibilities as well as statutory requirements.

- All staff will be offered training with regard to relevant equality legislation.
- As legislation develops and changes, staff training will be planned as appropriate
- On induction, new staff will be informed of our Equality Policy

6. Publication of equality information

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will publish our equality objectives and information relating to our performance of the public sector equality duty in a manner that is reasonably accessible to the public e.g. website, prospectus, newsletter etc. This will be information on pupils, staff and others with protected characteristics who are affected by school policies and practices. The purpose of analysing this information is to ensure that we are furthering the three aims of the public sector equality duty;

- Eliminating discrimination and harassment
- Advancing equality of opportunity
- Fostering good relations between people from different groups

The source of this information is both quantitative and qualitative

- Internal
- Local and national data
- Surveys
- Complaints
- Focus groups

- Interviews
- Student voice

7. How we choose our equality objectives

We have taken a holistic approach to choosing our equality objectives and the process has involved gathering evidence as follows:

- ii. from the data collected from relevant questionnaires,
- iii. from involving relevant people (including disabled people) from the start in the following way:
 - including relevant questions for parents/carers on questionnaires
 - communicating with outside agencies for advice and support
 - communicating formally and informally with parents/carers
 - liaising with network cluster partners

The evidence is then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups (see Equality Act 2010 protected characteristics)
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity
 - religion or belief
 - socio-economic background
 - gender and gender identity
 - disability
 - sexual orientation
 - age

Equality Act 2010 Protected Characteristics

The definitions used in this appendix are based on the Equality Act 2010, the full text of which is available [here](#).

Age: The Act protects people of all ages; however, differential treatment because of age is not unlawful direct or indirect discrimination if it can be justified, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

Disability: The Act protects people who are disabled; the Act defines this as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Gender identity and/or reassignment: The Act protects transgender people. The Act no longer requires a person to be under medical supervision to be protected, so a person who does not undergo any medical procedures would be covered by these protections.

Marriage and civil partnership: The Act protects people who are married or in a civil partnership against discrimination. Single people are not protected.

Pregnancy and maternity: The Act protects people against discrimination on the grounds of pregnancy and maternity during the period of their pregnancy and any statutory maternity leave to which they are entitled.

Race: The Act protects people of all races; the Act's definition of race includes colour, nationality, and ethnic or national origins.

Religion or belief: The Act protects people of any religion, including specific denominations or sects, as well as a lack of religion, i.e. employees or jobseekers who do not follow a certain religion or do not follow any religion are protected. The Act protects people of any belief; this is defined as any religious or philosophical belief, or a lack of such belief, that is a weighty and substantial aspect of human life and behaviour.

Sex: The Act protects men and women.

Sexual orientation: The Act protects lesbian, gay, bisexual and heterosexual staff.

8. ACCESS PLAN (doc ref: 2.44 – Accessibility & Disability Policy)

Meeting the needs of disabled pupils

The Governing Body has three key duties towards disabled pupils

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

According to the Equality Act 2010 a person has a disability if:

"He or she has a physical or mental impairment and the impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities"

The definition includes people with a hearing or visual impairment, cerebral palsy, Duchenne Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Condition (ASC), Downs' Syndrome and hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, those recovered from cancer and people with a history of mental illness they are still covered by the legislation for the rest of their life.

For further information please see our separate Accessibility & Disability Policy doc ref: 2.44