

St. Joseph's RC Primary School Equality Statement 2024-25

Promoting the equality of all in our school and community is of fundamental importance to all who are part of St. Joseph's school community.

Within our community, we reflect the Gospel values in all that we say and do. We know that everyone is the same in the eyes of God and deserves love, respect, equal opportunities and justice. St. Joseph's school promotes the wellbeing and achievement of all pupils and staff. We have a culture of inclusion and celebrate the diversity of all who are part of our faith community.

We are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve meeting those needs rather than treating everyone in the same way.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

What we do:

St. Joseph's school promotes equality of opportunity in its day to day practice as indicated through the following:

Teaching and Learning:

The school strives to provide opportunities for success and to enable all pupils to reach their full potential as stated in the Mission Statement. This manifests itself through:

- Developing a broad and balanced curriculum that is adapted to meet the needs of all pupils at St Joseph's School
- Monitoring achievement using data to track and assess the achievement of all pupils

- by ethnicity, disability, gender and socio-economic background
- Setting challenging targets match to their individual needs
 - Providing targeted intervention to meet the needs of all learners
 - Consulting staff and students
 - Promoting consistency in relation to behaviour
 - Celebrating the achievement and effort of all students
 - Promoting values that challenge prejudice
 - Engaging with parents to support children's learning

Exclusion and inclusion:

The school bases its exclusion protocol and inclusion programme on its Behaviour Policy. To ensure exclusion and inclusion are undertaken fairly, we will continue to:

- Analyse data once a term
- Analyse end of year data
- Work with outside agencies to provide support for pupils
- Prepare reports for the governing body to ensure any trends are identified

Admissions:

The Admissions criteria that are agreed by the Governing body promote fair access for all. (Catholic children do take priority).

Equal Opportunities for Staff:

St. Joseph's school is committed to providing equality of opportunity to all staff.

Appointments and promotions are made on the basis of merit and ability in compliance with the law. However, some posts remain protected due to the fact that this is a faith school i.e. Headteacher.

The Governing body, as the employer, actively promotes equality for all and ensures recruitment and retention is monitored.

All staff have CPD opportunities as appropriate to their specific needs.

Ethnicity and race (including EAL learners):

We are committed to working for the equality of people from different ethnic and racial backgrounds.

As a school we:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between racial groups

We will continue to:

- Report to Governors regarding Equal Opportunities
- Monitor our plans and policies
- Analyse data with reference to tests, exclusion and inclusion
- Use the school curriculum and assemblies to promote positive role models and inclusive behaviour

Disability:

We are committed to working for the equality of people with disabilities.

As a school we:

- Promote equality of opportunity between people with disabilities and others
- Eliminate discrimination and harassment of people with disabilities
- Promote positive attitudes
- Take steps to meet the needs of people with disabilities

Please see Accessibility Plan, SEND Information statement in *School Policies* section.

At St. Joseph's school we will continue to:

- Monitor the Disability Equality Scheme and, where there are significant changes, report to the Governing body.
- Revise the scheme every three years
- Consult with users with disabilities to inform actions

Gender Equality

At St. Joseph's school we will continue to:

- Eliminate unlawful discrimination
- Promote equality between men and women

Sexual Identity and Orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships between them.

Community cohesion promotes good relations between pupils from different races, of different faiths and socio-economic backgrounds.

At St. Joseph's school we will continue to:

- Promote respect and tolerance among pupils through the PSHE programme and the RE curriculum
- Celebrate gender, cultural and religious differences
- Link with local parishes, local schools, local organisations, CAFOD and other

charitable organisations.

Impact Assessment

Impact assessment will be carried out on our policy and practice and will assess aspects of equality such as race, disability and socio-economic status. We will look for ways to improve practice, as well as eliminate discrimination. A range of information will be gathered to help monitor policies and demonstrate progress in relation to equality impact assessments and inclusion.

Pupils

We will continue to gather information to carry out equality impact assessments by race and disability with regards to:

- Achievement and progression
- Participation in student council
- Take up of extended school provision and extra curricular activities

Staff

We will continue to collect the following with regard to disability, race and gender:

- CPD
- Disciplinary, grievance, competency

Roles and Responsibilities:

Governors:

The Governing body is committed to the ethos of our school which manifests itself in ensuring that St. Joseph's school is an inclusive school for all, irrespective of race, gender and disability. The Governor's are committed to ensure discrimination is eliminated for those applying for roles within the school on the grounds of race, gender or disability.

Reasonable steps are taken to ensure the environment allows access for those with disabilities and that communication is inclusive for parents, carers and students.

The admissions procedure is all inclusive, whatever a child's background, race or disability. It should of course be noted that priority is given to Catholic children.

Headteacher:

The Headteacher's role is to implement the Equality statement supported by the Governor's.

The Headteacher will ensure all staff are aware of the equality plan and that staff apply guidelines fairly in all situations. All appointment panels must give due regard to the

plan in order to avoid discrimination with reference to employment or continued professional development.

The Headteacher promotes equal opportunities when developing the curriculum and participation in the life of the school.

All incidents of unfair treatment, bullying or discrimination are treated with due seriousness.

Staff:

Staff support and develop the school ethos by treating others fairly, equally and with respect and with due regard to the equality plan.

Staff will endeavour to provide appropriate positive images based on race, gender and disability. They will challenge any incidents that are disrespectful to gender, race, disability or sexual orientation, involving students or other adults, record serious incidents and bring them to the attention of the Headteacher or Deputy Headteacher using the procedures that are in place within the school. We note that a racist incident is defined as: any incident which is perceived to be racist by the victim or any other person.

Policies and practices that contribute to the Equalities Statement

- Mission Statement supported by daily assemblies
- Behaviour Policy
- Anti-bullying Policy
- E-safety Policy
- Teaching and Learning Policies and Practices
- Special Needs Policy and Provision
- Complaints Policy
- Accessibility Plan
- Uniform and Presentation Policy
- Class Reflections
- RE curriculum
- PSHE curriculum

Publishing the plan

In order to meet the statutory requirements, we will publish this statement on the school website.

Our equality objectives

The Equality Act 2010 requires us to publish specific, achievable and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Current objectives:

- To ensure that all children, regardless of race, gender or socio-economic background, make at least the expected progress within each academic year. This will be achieved by providing children with high quality teaching and learning opportunities that meet the needs of all individuals, using assessment data to track progress and providing targeted support to any children who require additional help to enable them to achieve this goal.
- To ensure that children with specific educational needs or disabilities have individualised progress targets and provision to address their learning needs and enable them to reach their potential. This will be achieved by creating individual provision maps for children with SEND, detailing specific targets, additional learning opportunities and support. These maps will be reviewed on a half termly basis and progress against targets will be assessed. Children with SEND will have access to the same high quality teaching and learning opportunities as other children, similarly, their progress will be regularly reviewed and provision will be revised accordingly to ensure they reach their individual targets.