



# **St. Anne's CE Primary and Nursery School**

## **Equality Policy Statement and Objectives**

**Reviewed and Updated  
January 2020**

**Mrs. A. Harrison**

# Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



## Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

**Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.**

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

## **Why are we here? These are our values:**

### **Loving God with all of our heart**

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

### **Loving God with all our soul**

We want to nurture the spiritual life of everyone in our school family recognising that "spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force." Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

### **Loving God with all our mind**

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

## **How then do we live? All of this shapes our school life.**

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.



# Equality Policy Statement and Objectives St. Anne's CE Primary School

## Equality and Diversity

We, at St. Anne's CE Primary School are committed to equality.

We aim for every pupil to fulfil their potential, no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in after-school activities.

Every four years, we formulate and publish specific objectives, based on the evidence we have collected and published, in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

### Equality Objectives (2020-2024)

1. To enhance the ethos, curriculum, school resources and planning for visits and visitors in order to address gender stereotypes and gender identity.
2. To ensure that teaching and curriculum materials, resources and displays reflect positive images of disabled people, gay men and lesbians and people from a wide range of ethnic and cultural backgrounds.
3. For all staff, including lunchtime supervisors, to be aware that a log of numbers of bullying and prejudice-related incidents may reflect good recording rather than a high level of bullying. To ensure all staff are confident to identify and record all forms of bullying, according to school procedure.
4. To work towards diminishing the difference between attainment and progress between boys and girls.

### Introductory notes

The Equality Act 2010 was introduced fully in April 2011 and there is no longer a requirement that schools should draw up and publish equality schemes or policies. However, it is still good practice for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools provisions are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to pupils)
- Marriage and Civil Partnerships (not applicable pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

## **Legal framework**

We welcome 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, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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

We recognise these duties are essential to 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 and the Public Sector Equality Duties 2010.

## **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.

### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

\*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.

### **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
- 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 an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and transphobic harassment.
- positive attitudes and understanding of those women pregnant or during maternity.

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

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

\*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.

**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.

**Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

**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.

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality.

**Principle 9: Objectives**

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We 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 nine guiding principles.

### **Ethos and organisation**

We ensure the guiding principles 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
- admissions and attendance \*
- staff recruitment, retention and professional development \*
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

*\*These items are discussed further at the end of the policy as there are exceptions for schools with a religious character.*

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. An identified member of the governing body has a supporting role 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.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- respond to prejudice-related incidents that may occur
- incorporate the principles of this policy into the curriculum
- keep up-to-date with equalities legislation relevant to their work.

### **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

### **Breaches of the policy**

Breaches of this policy will be dealt with in line with the schools disciplinary policy.

### **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.

**We will update our equality objectives every four years and will publish progress on them annually.**

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

*'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'*

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage is often more appropriate

**Head Teacher:** \_\_\_\_\_

**Chair of Governors:** \_\_\_\_\_

**Date:** **Updated January 2020**

**Signed:** \_\_\_\_\_ **Date approved by the Governing**  
**Body: February 2020**

*\*There are a number of exceptions for Schools with a Religious Character including:*

- *Admissions*
- *Benefits, facilities and services*
- *Employment*

For further information on the Equality Act 2010 and exceptions for schools with religious character please see the document published by the DfE 'Equality Act 2010: Advice for School Leaders

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality Act Advice Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

The Catholic Education Service document 'Equality Act 2010 – Guidance note for Catholic Schools' also provides specialist guidance for Catholic Schools.

<http://www.catholiceducation.org.uk/guidance-for-schools/equality>