

# ST. VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL



## **Equality Policy and Scheme** (Including Equalities Information for Stakeholders and objectives)

### **Mission Statement**

*"We are called to be the hands and face of Jesus as we learn  
love and grow together"*

Last reviewed: Autumn 2023  
Due to be reviewed: Every 4 years  
Reviewed by the Safeguarding Committee

**Signature:**

**Chair of Governors**  
pp by Vice Chair Nathan Barry

**Ratified at Full Governing Body meeting:**  
**Date ratified: 12<sup>th</sup> March 2024**

### **Please read in conjunction with:**

Accessibility Plan  
Anti-bullying Policy  
Preventing & Dealing with Racial Incidents  
Children Looked After Policy  
Special Educational Needs and Disability Policy

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### 1. Mission

St Vincent de Paul School is a welcoming, happy and positive faith community where the unique identity and contribution of every member of the community is valued. We strive to follow the teachings of Jesus Christ and respond to his command **'do to others whatever you would like them to do to you'** (Luke 6:31). Our mission statement is central to the life and work of the school and guides us as we strive to maintain and respect the equality, dignity and rights of every individual i.e.

***"We are called to be the hands and face of Jesus as we learn love and grow together"***

At St Vincent de Paul School, we promote the Gospel values as revealed to us through the life of Jesus Christ. Our mission statement captures our desire to follow the example of Christ in welcoming, nurturing and developing the individual child as a unique and precious gift, created in the image of God, ready to do His work. We recognise the dignity of each individual and aim to live as one family based on Gospel values.

St Vincent de Paul School recognises the UN Convention on the Rights of the Child, particularly:

Article 29: Your education should help you to use and develop your talents and

abilities. It should also help you learn to live peacefully, protect the environment and respect other people

Article 30: You have the right to practice your own culture, language and religion- or any you choose.

Article 32: You have a right to be safe.

## **2. Aims**

We are a welcoming faith community where the unique identity and contribution of every member of the community is valued.

We are committed to creating an environment for learning which will enable all children to achieve the highest possible standards in an inclusive context that values learning and responds to individual and group needs. We seek to help children to develop into confident, responsible and caring adults through a rich faith experience and an ethos of tolerance, appreciation of difference and mutual respect. Integral to this is respect for everyone in their own beautiful uniqueness. It is the responsibility of every member of our community to ensure that this ethos is actively and consistently reflected in our practice. We seek to promote equality of access, participation and opportunity in every aspect of the life of pupils, parents, staff and governors.

Our purpose is to ensure that barriers are recognised and removed. Rigorous monitoring of our policies, practice and outcomes for different groups is an important part of our self-evaluation process. It is accepted that every individual is equally important and that no-one has the right to harass, insult, attack or cause offence to any other person for any reason. All members of the school community have the right not to experience discrimination at school, whether or not it is directed at them. It is expected that hurtful behaviour and discrimination will be challenged at all times.

As a community, we aim to celebrate diversity and seek the full and active engagement of pupils, staff, parents and governors in all aspects of the community's development. However, we also strive to be an outward looking community, seeking to grow from the vitality and richness of the wider community that we serve. Through our policies and activities we aim to benefit wider society by fostering community cohesion.

## **3. 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](#).

This document also complies with our funding agreement and articles of association. The Protected Characteristics are:

<b>Protected Characteristic</b>	<b>For employees</b>	<b>For pupils</b>
Disability	•	✓
Ethnicity and race	•	✓
Gender (sex)	•	✓
Gender identity and reassignment	•	✓
Religion & belief	•	✓
Sexual orientation	•	✓
Age	•	N/A
Marriage & civil partnership	•	N/A
Pregnancy, maternity & breastfeeding	•	N/A

In addition to addressing the protected characteristics above, our school is committed to taking action on wider equality strands (e.g. 'vulnerable' children such as those in public care and young carers).

#### **4. Roles and responsibilities**

The governing board 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mary Hewitson. They will:

- Meet with the Headteacher and designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they're familiar with all relevant legislation and the contents of this document

- Attend appropriate equality and diversity training

- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Michelle Curry and she will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## **5. 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.

Staff receive training on equal opportunities as part of their induction. The Link Governor provides training and updates for staff where appropriate.

The Headteacher alongside the designated member, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **6. 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 which are

connected to a particular characteristic they have

- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing (No published data for 2019/2020 and 2020/2021 due to global pandemic)
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **7. 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 Pupil Parliament 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 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

RSHE – please see RSHE policy

## **8. 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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **9. Equality objectives**

***Objective 1:*** To further develop the sense of 'Belonging' and inclusive representation in our community.

***Objective 2:*** To ensure that pupils have examples of people from diverse backgrounds and abilities to inspire, motivate and help shape their character and personality as they grow.

***Objective 3:*** Continue to review and develop RSE provision and policy in light of new legislation and needs within our school