

All Saints' Catholic Primary School



Equality Policy & Statement

Recruitment and Selection Policy Statement

All Saints' Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Lanchester All Saints' Catholic Primary School

Our School Policy Statement for Equality

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 reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not 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.
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We see all learners and potential learners, and their parents and carers, as of equal value.
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Principle 2: We recognise and respect difference.
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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.
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<small>*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.</small>
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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:
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| <ul style="list-style-type: none">• 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. |
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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.
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<small>*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.</small>
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Principle 5: We aim to reduce and remove inequalities and barriers that already exist
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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.
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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 school's Behaviour 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.

**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

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>

This policy was reviewed September 2025. It will be reviewed annually or earlier if necessary.



Equality Information and Equality Objectives for All Saints' School

Equality Objectives for All Saints'.

1. Improving the provision and outcomes for pupils with SEND

Context:

Our pupils with SEND typically achieve well, but we want them to do even better. We know that some do not attend consistently well. We want to ensure that every pupil with SEND feels successful and valued and is enabled to thrive. We also want to increase the proportion of pupils, particularly those with SEN support, who achieve national expectations – particularly in phonics and secondary readiness measure at the end of KS2.

Actions:

- Support staff with CPD to ensure that teaching is adapted successfully so that pupils can access the curriculum and achieve well.
- Regular focus on the school's mission and vision in staff meetings and training to ensure inclusion is a standing item and meeting the needs of vulnerable pupils is prioritised.
- Hold half-termly pupil voice groups for SEND pupils to identify challenges, barriers and opportunities to improve their day-to-day experiences in school and their sense of belonging.
- Engage regularly through surveys and focus groups with families of pupils with SEND so that their viewpoints can inform the school's work.
- Regularly review progress of pupils with SEND to ensure that intervention and support is enabling pupils to make strong achievement gains.

Intended outcomes:

- Improved attendance and reduced persistent/severe absence.
- Increased pupil confidence in their learning and improved participation in school life and sense of belonging.
- Improved academic progress and attainment for pupils with SEND.

Progress checks:

- Pupil progress meetings, information from SEND reviews, Arbor data capture.
- Review attendance, behaviour and mobility data for pupils with SEND each half term.
- Compare results from pupil experience surveys and focus-group feedback.
- Report to the governing body each term on progress toward the target.

2. Reducing misogynistic behaviour and language

Context:

Misogynistic language and behaviour undermine the safety, wellbeing, and learning of pupils. National evidence, including Ofsted's 2021 review of sexual harassment in schools, highlights that sexist comments and attitudes are often normalised if left unchallenged. While our school's behaviour logs and pupil surveys do not identify a high level of issues, we are determined to keep this as a high profile focus to ensure all feel confident to report and challenge such language and behaviour, enabling our respectful culture where all pupils feel safe, valued, and able to thrive.

Actions:

- Regular staff training/scenario discussions on recognising and addressing misogynistic behaviour.
- Review our relationship and sex education (RSE) curriculum to strengthen opportunities to explicitly address gender stereotypes and healthy relationships/consent.
- Include questions linked to this theme in all pupil voice activity to seek pupils' perspective on how we can improve our culture in relation to this area.
- Invite student council to plan a programme to rebrand and re-promote our reporting system for pupils to safely report inappropriate language/incidents.

Intended Outcomes:

- A decline in sexist/misogynistic language and behaviour across the school.
- Pupils feel safe, respected, and supported in challenging inappropriate behaviour.
- A stronger culture of zero-tolerance towards misogyny among staff and pupils.

Progress Checks:

- Monitor and analyse half-termly behaviour data for incidents of misogyny/sexualised language.
- Conduct termly surveys on pupil perceptions of school culture.
- Gather staff feedback on confidence in challenging misogyny.
- Report findings to governors termly.

3. Improving understanding of different races and cultures

Context:

In the current social climate, marked by heightened tensions and protests surrounding immigration, it is vital that we promote tolerance and the prevention of discrimination. Guided by the Gospel values of dignity, compassion, and solidarity, we are called to recognise the worth of every person as created in the image of God. We know we play a pivotal role in helping pupils to shape their own values, fostering respect, empathy, and understanding among diverse communities. We aim to ensure our pupils are supported to become informed, compassionate citizens in the increasingly interconnected world that is our common home.

Actions:

- Review the PD curriculum to ensure strong focus on global perspectives and contributions of under-represented groups.
- Provide staff training on diversity and managing appropriate discussions with pupils and in how to respond to any use of inappropriate language or discriminatory attitudes.
- Establish a pupil "Diversity and Inclusion Group" to advise on school initiatives and celebrate a wider range of cultural events.

Intended outcomes:

- Pupils demonstrate greater cultural awareness and empathy.
- School curriculum better reflects diversity of local and global communities.

- Fewer incidents of racial prejudice and discrimination.

Progress checks:

- Analyse pupil survey results to track improvements in cultural understanding and feelings of safety.
- Monitor half termly behaviour data for racially-motivated incidents.
- Collect feedback from pupils and families after cultural events.
- SLT to review progress with the Diversity and Inclusion Group each term and share updates with governors.