



# St. Francis Xavier's RC Primary School

*Love one another as I have loved you*

## Equality and Diversity Policy

### Our Mission

**S**hare God's love with one another

**F**ollow your dreams

**EX**cel in citizenship

#### Our Mission is to:

- Be a witness to the values, teaching and beliefs of the Roman Catholic Church
- Promote achievement and enjoyment for all
- Expect the best for individuals
- Inspire learning
- Collaborate with the community
- Promote a healthy and safe lifestyle
- Create a sustainable school
- Continually strive to be effective

St Francis Xavier's is a faith school with a strong Catholic ethos. Our school draws from a wide geographic area where an average proportion of pupils are of minority ethnic heritage but higher than average pupils speak English as an additional language. The Governing Body of the school is committed to the principle of equality of opportunity for all in employment and the provision of teaching and learning.

Our school's mission statement values the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and wellbeing of all our children matter. This Equality Policy extends to all members of our school community to include pupils, staff, parents and governors.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. The general duties are to eliminate discrimination, advance equalities of opportunity and foster good relations. In line with the legislation, the policy seeks to ensure that this school provides equal opportunities for all children, their families, adults and staff, giving due regard to groups with 'protected characteristics', in terms of gender (including issues of transgender), gender reassignment, maternity and pregnancy, race (includes ethnic or national origins, colour or nationality), disability, sexual orientation and identity, religion and belief (includes lack of belief but please refer to admissions policy for pupil admissions), age (for employees only), Marriage and Civil Partnership (for employees) and level of educational need or background.

#### Aims and Objectives

In order to meet our general duties, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

Publish equality information – to demonstrate compliance with the general duty across its functions. We will not publish any information that can specifically identify any child.

Prepare and publish equality objectives. To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance

- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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

We recognise that these duties 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.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit.

The aims of the school are the same for all pupils. They are:

- To progress to the full extent of their ability, developing and fostering their talents and interest irrespective of gender, religion, ethnic origin and family circumstances.
- To achieve the highest academic standards of which they are capable, and develop practical and physical skills, creative and aesthetic appreciation and a reasoned set of moral, social and spiritual values by ensuring entitlement and access to the National Curriculum and all other aspects of school life.
- To have each child's individual progress assessed, recorded and interpreted to cater for individual needs.
- To acquire good learning habits and develop a positive attitude towards learning so that children enjoy school and acquire a solid base for lifelong learning.
- To begin to acquire a personal awareness so they may develop the confidence and self-esteem necessary to adapt to a changing society.
- To develop respect and a sensitive, caring and tolerant attitude to others in school, the local community and to society at large.
- To enable children to know right from wrong and to be positive citizens in society.

We aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination within both our school and our community.

We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.

We aim to ensure that all recruitment, employment, promotion and training processes are fair to all and provide opportunities for everyone.

We aim to challenge personal prejudice and stereotypical views whenever they occur.

We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.

We are aware that prejudice and stereotyping are often caused by poor self-image and also aware of the relationship between that and ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

### St Francis Xavier's School Action implementing Equality Objectives throughout the curriculum.

Action	Staff Involved	Timescale	MER <i>Monitoring, evaluating, review</i>	Success Criteria
To further enhance the understanding of pupils between religious groups <ul style="list-style-type: none"> <li>Year 5 and 6 visit to Hindu temple</li> <li>Immersion room visit to a synagogue</li> <li>Judaism Topic</li> <li>Islam/Dharmic religions Topic</li> <li>Celebration of Diwali</li> <li>Celebration Chinese New Year</li> <li>Through Book Talk the following religions are covered: Yr 4 Sikhism, Yr 5 Hinduism</li> </ul>	Y5 and Y6  KS2 staff  All staff All staff All staff EYFS KS2 Staff	Summer  Autumn  Annually Annually Autumn Annually	Immersion room visits. Pupils learn about Islam, Hinduism or Judaism. Pupils in EYFS learn about the celebrations of Diwali and Chinese New Year.  Year 4 and Year 5 pupils learn about Sikhism and Hinduism.	Pupils knowledge of Dharmic religions and Judaism increases. Pupils are able to know more and remember more. Pupils have greater understanding of different religions.
To further enhance pupils' knowledge of significant figures in history promoting equality: <ul style="list-style-type: none"> <li>Mother Teresa</li> <li>Pope Leo XIV</li> <li>Florence Nightingale</li> <li>Hellen Keller</li> <li>Martin Luther King</li> <li>Emmeline Pankhurst</li> <li>Rosa Parks</li> </ul>	YR Y1 Y2 Y3 Y4 Y5 Y6	One week January every year	Pupils are taught about their significant historical figure and the impact of their life's work.	Pupils have a greater understanding of the importance of equality and how historical figures have had an impact on our lives today.
To continue to further enhance reading resources for boys providing appropriate age-related interest with accessible texts for boys below ARE	Reading leader	Ongoing	Books continue to be purchased for the library to actively promote boys' reading.	Books in library. Boys accessing wider range of reading material including non-fiction and graphic novels.

### Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the local authority using their guidance material.

### What is discrimination?

Discrimination is 'treating people differently'. Examples are treating people differently on the grounds of: gender, race, colour, nationality, ethnic or national origin, disability religious beliefs, culture, age, marital status, care of dependants, sexuality, class, economic status, HIV status, trade union or political beliefs.

All members of St. Francis Xavier's Catholic Primary School staff are committed to the elimination of all forms of unjustifiable discrimination by taking the following actions:

- We actively pursue equality of opportunity for all by seeking to ensure that children have appropriate and fair access to the curriculum and extra-curricular activities.
- We recognise the adverse effects of discrimination and seek to combat this in any form.
- In helping children appreciate that Britain is and always has been a diverse society we will actively reach out to the wider community to broaden the experiences of our children.

- Incidents involving 'name calling' and 'labelling', whether expressed or implied will be taken seriously
- We will endeavour to select books and materials which consider the achievements and perspectives of ethnic minorities and present positive images of minority groups.
- We actively pursue equality of opportunity for all by seeking to ensure that all staff have appropriate and fair access to resources and training.
- We are committed to ensuring that all prospective pupils and staff are treated fairly.

Every member of staff has a responsibility to ensure delivery of the curriculum and behaviour towards others, always, is in accordance with this policy. This policy covers every aspect of school life, the taught curriculum and all curriculum policies. We promote British Values with our school council and class activities and in our daily interactions.

### **Racial equality**

In our school we will:

- Strive to eliminate all forms of racism and racial discrimination.
- Promote equality of opportunity, regardless of race, ethnicity or religion.
- Promote good relations between people of different racial and ethnic groups.
- Seek to educate pupils in a manner which promotes community cohesion in a multicultural society.
- Make our school and its environment welcoming to all minority groups.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.

### **Disability non-discrimination**

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

St Francis Xavier's RC Primary School has a full Accessibility Policy and ongoing Action plan which is reviewed regularly which states:

- We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- St Francis Xavier's RC Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- An Accessibility Plan will be drawn up to cover a three-year period or earlier as the need arises.

### **The Accessibility Plan will contain relevant actions to:**

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school for pupils, staff, parents and visitors, and provision of physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils; (If a school fails to do this, they are in breach of the Equalities Act 2010). This covers teaching and learning as well as access to the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and

information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

### **Responsibility**

We believe that promoting Equality is the whole school's responsibility

### **The role of governors**

In this policy statement, the governing body has set out its commitment to equal opportunities and accessibility, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving. To do this we monitor:

- Admissions
- Attainment
- Exclusions
- Rewards and sanctions
- Parents' and pupils' questionnaires.

The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls.

The Governing Body has adopted the following principles:

- To recognise the value of diversity within the community and our workforce and the contribution made by people from different backgrounds.
- To ensuring that teaching and learning meet the varied and complex needs of pupils in our care.
- Not to condone the display of any extremist political, religious or other insignia or material that may cause offence amongst the school community.
- To make sure the school's employment is accessible to everyone and that we actively value and celebrate the wide variety of lifestyles within the community.

Our commitment is supported by a legal duty to provide learning and employment opportunities fairly, without unlawful discrimination. We believe we have a strong moral and social duty to recognise any unlawful discrimination, take steps to challenge prejudice and discrimination and promote equality.

### **The role of the headteacher**

It is the headteacher's role to:

- Ensure that the school's Equality Policy is implemented effectively.
- Ensure that all staff are aware of the school's Equality Policy and that teachers apply these guidelines fairly in all situations.
- Ensure that all appointments panels give due regard to this policy, so that no one is discriminated against.
- Promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff.
- Ensure that staff have appropriate skills to deliver equality, including pupil awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

- Promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school.
- Respect is one of the key Christian values adopted by the school
- Manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.
- Keep a log of any incidents occurring, reporting any racist incidents to the Local Education Authority.

### **Senior Management Team**

- To support the headteacher as above
- Ensure fair treatment and access to services and opportunities.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

### **The role of the class teacher**

- Class teachers recognise the possibility of their own prejudices but ensure that all pupils are treated fairly and with respect. Teachers do not knowingly discriminate against any child.
- When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls.
- All staff ensure that the language they use does not reinforce stereotypes or prejudice.
- The broad, balanced and inclusive curriculum provides opportunities to celebrate significant people who have challenged historical prejudice.
- Teachers and support staff challenge any incidents of prejudice or racism. Any racist incidents are brought to the immediate attention of the headteacher, or the deputy headteacher in the headteacher's absence, and recorded in the school's log and reported to Hereford Local Education Authority.
- To help in delivering the right outcomes for pupils.
- Uphold the commitment made to pupils and parents on how they can be expected to be treated.
- Ensure that teachers are aware of their responsibility to record and report prejudice related incidents.

### **Non-Teaching Staff**

- Support the school and the governing body in delivering a fair and equitable service to all stakeholders.
- Uphold the commitment made by the headteacher on how pupils and parents and carers can be expected to be treated.
- Support colleagues within the school community.
- Ensure that responsibility is met to record and report prejudice related incidents.

### **Parents**

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.
- Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

### **Pupils**

- Supporting the school to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the headteacher on how pupils and parents and carers, staff and the wider school community can be expected to be treated.

### **Local community members**

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.
- Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school's website. There is an accessibility statement on our school website.

## Monitoring and review

It is the responsibility of the governing body to monitor the effectiveness of this policy. The governors will therefore:

- Monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school.
- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against.
- Require the headteacher to report to governors annually on the effectiveness of this policy.
- Take into serious consideration any complaints from parents or carers, staff or pupils regarding equal opportunity.
- Monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy was updated January 2016, September 2017, February 2019, September 2019, January 2021, March 2022, April 2024, April 2025. The policy was initially adopted by the Pastoral Support Committee Governing Body of St Francis Xavier's RC Primary School on 11<sup>th</sup> November 2019 and again ratified on 15.3.21, 10.3.22 13.5.24, 9.5.25.

The policy will be reviewed every year by members of the Senior Management Team and Chair of the Pastoral Support Committee. Policy to be reviewed May 2025.

Signed: *D Hillyer*

Date: 13.5.24

Chair of Pastoral Support Committee

Signed: *E Christopherson*

Date: 13.5.24

Headteacher

Mrs Diana Pearce

16.1.16, 1.9.17, 22.2.19, 1.9.19, 6.1.21, 10.3.22, 13.5.24

Mrs Elizabeth Christopherson

9.5.25