

St Joseph's Catholic Primary School



Equality Duty and Objectives

Updated objectives by Head/Mrs Lohn June 2025 and reviewed by FGB

Teaching, as a 'work of love', requires a radical commitment and service from all teachers, whatever their faith and whatever point they have reached on their spiritual journey:

"The Church looks upon you as co-workers with an important measure of shared responsibility...

To you, it is given to create the future and give it direction by offering to your students a set of values with which to assess their newly discovered knowledge... The changing times demand that educators be open to new cultural influences and interpret them for young pupils in the light of Christian faith. You are called to bring professional competence and a high standard of excellence to your teaching... But your responsibilities make demands on you that go far beyond the need for professional skills and competence... Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest". (*Christ at the Centre – A summary of why the Church provides Catholic Schools – Birmingham Diocesan Schools' Commission*)

Principles

The policy outlines our commitment to promote equality. This involves tackling the barriers that could lead to unequal outcomes, ensuring that there is equality of access for all. We believe that equality is the responsibility of every member of the school and wider community. Every member of our community should feel safe, secure, valued and of equal worth.

Equality is a key principle for treating people with dignity and respect. We bear witness to our commitment to ensure that the protected characteristics, identified under the Equality Act 2010, are central when we plan: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Objectives for Promoting Equality

3.1 Promoting equality: Curriculum and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality; it prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles
- Celebration of other cultures which is a key aspect of our school. Tangible examples in planning which reflect diversity.

3.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils. To secure the best possible outcomes we recognise that:

- Adults will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups and to use targeted interventions to narrow gaps in achievement;
- High priority is afforded the provisions for special educational needs, disability and disadvantage;

- A range of teaching methods to be used to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

3.3 Promoting equality: Ethos and culture

We recognise that everyone in the community is instrumental in demonstrating mutual respect and this should be tangible to visitors.

- A strong commitment to the celebration of our 48 diverse cultures in the school. On relevant days, a country flag is flown, children dress in ways which remind them of their cultural background and we play music from the country on entry.
- Equality and Inclusion are central to our school ethos. There are opportunities in assemblies and in EPR (Education in Personal Relationships), as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension. We have a highly developed programme of study for relationships education, which includes all relevant aspects.
- Pupils are given an effective voice, for example through a School Council and through pupil surveys. Our school council is democratically appointed and is broadly reflective of the existing diversity of the school community. Other representative groups, like the Class Ambassadors, Sports Leaders, the Eco Warriors and others are fully representative of our school diversity.
- Pupils and parents participate regularly in events that raise awareness of a range of diversity and inequality issues. The school contributes to five main charities each year and in the past year we have sent over £3,000 to charity. The children in their house groups adopt a charity. We regularly have speakers in from the various charities.

3.4 Promoting equality: Staff recruitment and professional development

- Fair and equal access to advertised positions.
- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is fair and equal.

3.5 Promoting equality: Countering and challenging harassment and bullying

- We counter and challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- Our EPR programme of study has learning in each year group related to challenging harassment and bullying, including racial, sexist and homophobic incidents.
- Annually during the national anti-bullying week in November we focus learning on challenging discriminatory behavior.
- We survey children and parents regularly and always respond to any concerns which are raised.
- We have a clear, agreed procedure for dealing with prejudice related bullying incidents and have a nominated member of staff responsible for recording, reporting and monitoring incidents (Head teacher); Reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.
- We report to the governors the number of prejudice related incidents recorded.

3.6 Promoting equality: Partnerships with parents/carers and the wider community. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;

- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in activities and celebrations;
- Ensure that parents/carers of newly arrived pupils are made to feel welcome.
- Involve parents and carers in the social and cultural aspects of school life, e.g. the Culture Fair in 2023 and 2024; e.g. a British astronaut/aunt of a child spoke to the whole school.

Responsibility for the policy

All members of the community have a responsibility for the promotion of equalities

4.1 The Local Governing Committee has a responsibility for ensuring that it:

- complies with all equalities legislation
- the equality policy is maintained and updated regularly and that equality objectives are easily identifiable;
- the actions, procedures and strategies related to the policy are implemented;

4.2 The Head teacher and senior leadership team have a responsibility for:

- providing leadership and vision in respect of equality;
- overseeing the implementation of the equality policy and action plan;
- coordinating activities related to equality and evaluating impact;
- ensuring that all are aware of, and comply with, the equalities legislation;
- ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination

4.3 All staff have responsibility for:

- the implementation of the equalities policy and action plans;
- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010; Keeping up to date with equalities legislation.

Equality Objectives Action Plan

Objective	Success Criteria	Activity	Time Frame
<p>Promoting equality: Achievement and curriculum</p> <p>Ensure equal and fair access to children with physical needs above typical.</p>	<ul style="list-style-type: none"> Accommodate all needs of a child previously with cancer 	<p>CPD for staff to ensure medical needs are responded to.</p> <p>Awareness raising within community to support social and emotional development needs.</p> <p>Ensure remote learning matches the offer to children in school.</p>	<p>From October 2020 for as long as recovery lasts.</p> <p>June 2021: review indicates that this target is on track and being well met.</p> <p>June 2022: the child is making good progress in learning and continues to be well supported.</p> <p>June 2023: the child is progressing very well in all areas.</p> <p>June 2024: She remains well.</p> <p>June 2025: One period of ill health but now back and doing well.</p>
<p>Promoting equality: Achievement and curriculum</p> <p>Ensure equal and fair access to children with physical needs above typical.</p>	<ul style="list-style-type: none"> Accommodate all needs of a child who has had significant medical needs before starting 	<p>CPD for staff to ensure medical needs are responded to.</p> <p>Awareness raising within community to support social and emotional development needs</p> <p>Ensure home learning opportunities and support are available when she is in recovery.</p>	<p>Sept 2023: Child doing part time for the time being – 2 hours a day.</p> <p>June 2024: Child is now full time and making good progress</p> <p>June 2025: Child's immune system and general health are gradually improving. Parents and school working closely to monitor and regularly review reasonable adjustments, aiming to achieve optimal learning opportunities.</p>
<p>Promoting equality: Achievement and curriculum</p> <p>Ensure equal and fair access to children with physical needs above typical.</p>	<ul style="list-style-type: none"> Accommodate all needs of children with physical additional needs, <p>e.g. cerebral palsy,</p>	<p>CPD for staff to ensure medical needs are responded to.</p> <p>Adaptation of curriculum (PE), resources and equipment as recommended / required.</p> <p>Regular access to external therapies during school hours – PSS, OT, Physio and SALT</p>	<p>Ongoing throughout school.</p> <p>Child with acute condition, joined in year 3.</p> <p>September 2021: Disabled toilet was installed into the area where the child will be until he leaves school.</p> <p>Ongoing: Daily physiotherapy sessions led by TA</p> <p>October 2023: attended residential physical activity trip</p>

			<p>with adaptations in place</p> <p>June 2024: Progress is very good.</p> <p>June 2025: Child has made excellent progress and enjoyed the week-long residential with adaptations in place.</p>
<p>Promoting equality: Achievement and curriculum</p> <p>Ensure equal and fair access to children with physical needs above typical.</p>	<ul style="list-style-type: none"> Accommodate all needs of children with physical additional needs, e.g. cerebral palsy 	<p>CPD for staff to ensure medical needs are responded to.</p> <p>Adaptation of curriculum (PE), resources and equipment as recommended / required. Option of a double-swim session if chosen.</p> <ul style="list-style-type: none"> Regular access to external therapies during school hours – PSS, OT, Physio and SALT 	<p>Ongoing throughout school.</p> <p>Child with acute condition, joining in September 25.</p> <p>Transition meetings in advance between SENCo, Nursery and external professionals. Aim to ensure access, equipment and support is ready for September and will be reviewed in the first week.</p> <p>Transition booklet and social story prepared and shared with family for use over the summer.</p> <p>School and parents will write a Risk Assessment and PEEP (Personal Emergency Evacuation Plan) before September which will form part of the Healthcare plan.</p>
<p>Promoting equality: Achievement and curriculum</p> <p>Ensure equal and fair access to children with physical needs above typical.</p>	<ul style="list-style-type: none"> Accommodate all needs of children with physical additional needs, e.g. Hearing Impairment 	<p>CPD for staff to ensure medical needs are responded to.</p> <p>Additional support in curriculum (PE) as required.</p> <p>Daily hearing checks and termly liaison with Advisory Teacher.</p>	<p>Ongoing throughout school.</p> <p>Child with hearing impairment, joining in September 25.</p> <p>Transition visits and meetings between SENCO, Nursery and parents to observe and learn about equipment and additional support needs.</p> <p>Transition booklet and social story prepared and shared with family for use over the summer.</p> <p>Reception staff booked on the September Surrey HI training.</p>
<p>Promoting equality: Achievement and curriculum</p>	<ul style="list-style-type: none"> Accommodate all needs of children with neurodiversity e.g. ASD, ADHD, SpLD, SEMH, 	<p>CPD for staff to ensure needs are responded to.</p> <p>Reasonable adjustments and</p>	<p>Ongoing throughout school – recognition of the increasing change in cohort presentation and ‘hidden’ disabilities.</p>

<p>Ensure equal and fair access to children with neurodiverse needs</p>	<p>ACEs</p>	<p>adaptation of curriculum and resources as required.</p>	<p>June 2025: New behaviour policy being written (from Sept 25) to include neurodiversity and alternative sanctions. Plan to create a resource bank for easy access to additional supports such as ear defenders, wobble cushions and calm corners / sensory space.</p> <p>Transition booklets being prepared for children presenting with potential neurodiversity as well as though with a diagnosis.</p> <p>September 25: PINS Project (1 year training and support for whole school strategies) with a focus on raising parental voice, pupil participation and whole-school strategies for inclusion.</p>
<p>Promoting equality: Partnerships with parents/carers and the wider community</p> <p>Continue to identify and strengthen further our commitment to quality communication systems with all stakeholders</p>	<ul style="list-style-type: none"> • Ongoing awareness of any new parents with other mother tongue language • Ongoing encouragement of representation from all our cultures to be involved in activities. 	<ul style="list-style-type: none"> • Provide 'link' parents of varying languages • Translates any necessary documentation 	<p>Ongoing</p> <p>June 2021 and 2022: review indicates that this target is on track and being well met.</p> <p>June 2023: Plans are afoot to recognise the increasing diversity of our community with a big influx from Hong Kong and Poland.</p> <p>June 2024: An increasing community. All adjusting well and fully engaging with the community.</p>
<p>Promoting equality: achievement</p> <p>Continue to ensure that all children achieve the best possible outcomes and that the gap between those children who are disadvantaged or vulnerable continues to close</p>	<ul style="list-style-type: none"> • Analysis of data at various points in the year to verify that attainment is equal across groups 	<ul style="list-style-type: none"> • Data analysis by senior leaders • Social and emotional support for disadvantaged and vulnerable groups 	<p>Each term.</p> <p>June 2021: review indicates that this target is being well met. Catch up work and response to mental health needs, in response to Covid-19 lockdowns have increased this work greatly.</p> <p>June 2022: Indicators suggest that children with disadvantage in year 6 have made at least as good progress as their peers, as measured by SATs and internal assessments.</p> <p>June 2024: finely tuned tracking of children ensures that Leaders have an acute awareness of the progress and needs of specific groups. A focused approach to</p>

			<p>intervention work keeps their needs at the forefront of our work.</p> <p>June 2025: senior leaders continue to track progress closely and offer additional support such as Early Birds to an increasing number of children. Accelerated progress in Year 2 Phonics seen this year.</p>
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