

*St Margaret Clitherow Catholic
Voluntary Primary and Nursery Academy*



Equality Policy

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Mission Statement

St Margaret Clitherow Academy is a community concerned with the growth and development of the whole person. In our community great importance is attached to every individual. The foundation of all that school does is the person of Christ, who is at the centre of the community. Our aim is to encourage individuals to grow to Christian maturity through the opportunities we provide.

'Love one another, as I have loved you.'

It is through this message of love and forgiveness that children, staff, parents and governors, preserve the essential Catholic ethos of the school. We aim to assure all children that they are valued and they in turn are encouraged to show respect and value each other and the community

Our objective is to help each child reach his/her maximum potential within a happy Christian environment.

In order to achieve this we strive:

- To create a happy, stimulating and caring Christian environment which will herald the message of Christ within the community and where each child will feel confident and secure.
- To help children to learn that courtesy, good manners, respect for themselves and others, tolerance and helping each other are essential qualities for life.

GUIDING PRINCIPLES

In fulfilling our legal obligations we are guided by eight main principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

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, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

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 and homophobic harassment.

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:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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 between:

- disabled and non-disabled people

- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and wherever possible, involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

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 of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Overarching statement

In accordance with our Mission Statement and Catholic ethos, we pledge to respect the equal human rights of all our pupils and to educate them about equality and to respect difference. At St Margaret Clitherow we respect the equal rights of our staff and other members of the school community and parish and any visitors to the school. In particular, we will comply with the relevant legislation and implement school plans in relation to race equality, disability equality and gender equality. We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to ethnicity, religion or belief, and socio-economic background.

Who is responsible?

Governors are responsible for:

- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed.

The head teacher, and senior leaders are responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Staff development

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation. As it is a public document, the school governors publish it by making it available on request and by its publication on the school website.