

ST. GEORGE'S CATHOLIC PRIMARY SCHOOL & NURSERY

Equality Policy and Objectives



2025-2026



St. George's Catholic Primary School & Nursery

Equality Policy and Objectives

At St. George's Catholic Primary School, we encourage each child to recognise their own value both as an individual and as part of the school family. We expect and encourage a high standard of positive behaviour in relationships with other pupils, staff, parents and visitors.

We aim to enable every individual, made in the image and likeness of God, to learn, grow and reach their full potential.

We aim to be a loving Christian family living the values of the Gospel... developing caring relationships with the local and wider community

(School Mission Statement aims)

To learn with kindness, respect and friendship through God's love.

1) VISION AND VALUES

Our school makes all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our Mission Statement and values promote equality and tackle discrimination. Our aims are:

- 1) To enable every individual (made in the image and likeness of God) to learn, grow and reach their full potential.**
- 2) To be a loving Christian family living the values of the Gospel.**
- 3) To seek to make a difference through developing caring relationships with the local and wider community.**

St George's Catholic Primary School is committed to equal opportunities. We learn without fixed conceptions or limits, responding to children's diverse needs.

We have high ambitions for all our pupils and aim for ALL children to reach for challenging targets and achieve their full potential.

All learners are of equal value

We see all learners and potential learners and their parents and carers as 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

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference 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

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
- 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 assessment

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 identify and with full respect for legal rights relating to pregnancy and maternity

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

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
- Gay people as well as straight

Objectives

We keep our equality objectives under review and review annually on progress towards achieving them.

- 1) To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities.
- 2) To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- 3) To move beyond ideas of fixed ability and to model teaching and learning behaviours that avoids labelling.
- 4) To narrow the gap between boys' and girls' attainment in writing by the end of Key Stage 2.
- 5) To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- 6) To eradicate prejudice related bullying.
- 7) To tackle any prejudice and promote understanding in relation to people with disabilities.

2) CONTEXT

St George's Catholic Primary School is a one form entry school with part time morning nursery. The school is open for children from 7:50 am until 5.30 pm each day due to our extended provision of Breakfast Club and After-School Club.

The school buildings are all on ground level, with the exception of 3 small steps from infants to juniors. There are arrangements in place to move around the building for children in wheelchairs. There are two adult toilets for disabled use.

The building is well maintained and most classrooms have disabled access. When there is a need for children to have ease of access, classrooms are reorganised to accommodate disabled access. The grounds are accessible for disabled users.

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff as well as policy development and implementation.

3) LEGAL BACKGROUND

Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)
- We implement accessibility plans which are aimed at:
 - Increasing the extent to which disabled pupils can participate in the curriculum
 - Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - Improving the availability of accessible information to disabled pupils

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to consider people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to acting on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst

also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity of their local and global community
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

4) ROLES AND RESPONSIBILITIES

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of all policies and the school's legal responsibility to ensure their implementation.

All staff are responsible for ensuring their teaching directly engages our equity objectives through a broad and balanced curriculum. Collective Worship tackles many aspects that continually develop our children's social, moral, spiritual and cultural values.

The Governors and senior leadership team review our objectives annually.

Governors will:

- 1) Provide leadership and drive for the development and regular review of the school's equality and other policies
- 2) Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- 3) Highlight good practice and promote it throughout the school and wider community
- 4) Provide appropriate role models for all managers, staff and pupils
- 5) Ensure a consistent response to incidents, e.g. bullying cases and racist incidents

The Headteacher and Senior Leadership Team will:

- 1) Initiate and oversee the development and regular review of equality policies and procedures
- 2) Ensure the effective communication of the policies to all pupils, staff and stakeholders
- 3) Ensure that managers and staff are trained as necessary to carry out the policies
- 4) Provide appropriate role models for all managers, staff and pupils
- 5) Provide mechanisms for the sharing of good practice
- 6) Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- 7) Highlight good practice from departments, individual managers, staff and pupils

Middle Leaders will:

- 1) Implement the school's equality policy and objectives, holding staff accountable for their behaviour and providing support and guidance as necessary
- 2) Use informal and formal procedures as necessary to deal with 'difficult' situations
- 3) Behave in accordance with the school's policies, leading by example

- 4) Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)

All staff will:

- 1) Raise issues with line managers which could contribute to policy review and development
- 2) Maintain awareness of the school's current equality policy and procedures
- 3) Implement the policy as it applies to staff and pupils
- 4) Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's policies
- 5) Provide a consistent response to incidents, e.g. bullying cases and racist incidents

5) STAKEHOLDER CONSULTATION

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We involve a number of staff, pupils, parents and others with particular interests in the development of policy and objectives and continue to use their support for review and further development.

6) IMPACT ASSESSMENT

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be addressed. The Governing Body will review our objectives annually and ensure that changes are implemented.

This policy is due for review in June 2027