

Equality Duty Statement – St Catherine’s C of E Primary School, Ware (December 2023)

It is our mission that St Catherine’s School should be a place where children flourish and all people thrive – physically, mentally, socially, spiritually and economically. We will do everything within our powers and resources to make this happen.

“I have come that they may have life, and have it to the full.” (John 10:10)

The *General Duty* requires us to: eliminate discrimination, promote and advance equality of opportunity and foster good relations between people from different groups.

- We will take action to ensure equality of opportunity and we will work vigorously to combat all forms of discrimination and injustice.
- We will celebrate diversity within our school community.
- We will make a clear commitment to promoting equality through our SDP.
- We will work to ensure that St Catherine’s School is a strong and vibrant community where everyone feels safe and valued with the opportunity to participate fully in school life, enabling the children to live life in all its fullness.

We will do this with due regard to our responsibilities as a public body incorporating the General duties and Specific duties detailed under the Equality Act 2010.

To eliminate discrimination we will:

- Ensure that this Equalities statement is based on consultation of all stakeholders, and is available to all.
- Actively challenge gender stereotypes and regularly assess differences in gender achievement.
- Address any stereotypes; teach understanding of why they may occur and what the impact may be.
- Offer a culturally diverse curriculum to ensure awareness of different cultural needs and customs.
- Ensure that prompt action is taken for homophobic, racist or sexist comments.
- Respect different religious beliefs and make allowances for these in the curriculum.

At St Catherine’s School we recognise the importance of equality of opportunity for all staff, children and visitors to our school. To promote and advance equality of opportunity we will:

- Ensure that every employee is treated fairly at work and will not receive less favourable treatment on the grounds of age, disability, gender, marital status, sexual orientation, race, colour, nationality, ethnic or national origin or any other grounds which cannot be justified.
- Ensure that our recruitment procedures reflect a non-discriminatory base as outlined above.
- Commit to removing disadvantage, meeting needs and encouraging participation with regard to individuals including staff and service users who have *protected characteristics* documented in the Equalities Act.

At St Catherine's School we acknowledge the importance of fostering good relations with all staff , children and all those in our community. To promote and foster good relations we will:

- Commit to eliminate discrimination on the grounds of age, disability, gender, marital status, sexual orientation, race, colour, nationality, ethnic or national origin or any other grounds which cannot be justified.
- Take positive action to enhance the opportunities of those who experience discrimination or disadvantage.
- Use the strength of our partnerships with parents and professionals to ensure good relationships continue to evolve and develop.

Analysis of our policies and practices with regard to the requirements of the general duty.

Analysis and regular review of our policies and practices indicates that we are committed to:

- Eliminating discrimination and harassment
- Promoting equality of opportunity
- Promoting good relations and positive attitudes towards all people
- Encouraging participation in public life.

Our commitment covers equality on grounds of: age, disability, all genders, race, religion/belief and sexual orientation. We expect our staff and governors to put in place our commitment and organisational values by:

- Ensuring acceptable behaviour
- Responding to complaints and incidents in a positive and pro-active way
- Providing access to services, facilities and information
- Recruiting and employing people fairly and
- Meeting specific needs.

IN PRACTICE, HOW DOES THIS WORK AT ST CATHERINE'S?

- ❖ We celebrate, learn about and embrace diversity of faiths, ethnicity, gender, and learning styles through general day to day teaching and through assemblies
- ❖ We have added an enhanced focus on promoting equality, into our SDP, which has been incorporated into staff performance management targets
- ❖ We learn about a wide range of religious celebrations and customs through Collective Worship and our RE curriculum
- ❖ We embrace the whole school community, local and wider communities through delivery of a creative, positive curriculum, the extended curriculum and through assemblies: families and local representatives are welcomed into assemblies (Rotary club, Herts Air Ambulance, local church representatives); pupils visit the local War memorial, local residents and church
- ❖ We plan whole school focus weeks/months to celebrate diversity such as 'Spiritual week', 'Christmas around the world', 'International month' 'Multi-Faith week' where children are able to experience and are reminded of and/or introduced to varied practices

- ❖ Throughout the school year (and during the already mentioned topic weeks) we welcome a range of visitors from differing backgrounds, to meet with the children and discuss their varied lives
- ❖ We do not tolerate racism or bullying in any form, and log incidents in our bullying log – pupils are encouraged to consider the impact of their words and actions on others
- ❖ We endeavour through daily school life to make the children more resilient, more tolerant of others, more aware of their own actions and the impact on others, and more ready for adulthood in order that they may live life in all its fullness
- ❖ We support pupils with a wide range of social, emotional and academic needs. We do this through teaching and understanding, through explanation and discussion. Adults model the management of pupils with varying needs and other pupils learn open-mindedness and understanding of others.
- ❖ Our behaviour and anti-bullying policies reflect this practice, and the whole school team receives regular training to support this

30/11/23

Equality objectives at St Catherine's School 4 year plan – to be reviewed annually (December)

Objectives:	Specific actions (how?):	Responsibility of:	Success criteria:	Specific monitoring	Impact: CHECK/REVIEW
Effective teaching & learning in order to raise progress & attainment for all	Robust monitoring plan in place Regular monitoring Effective Performance Management Focused CPD Effective use of assessment	Leadership team “ “ All teaching staff	T&L overtime is consistently good and better	Learning walks Book scrutinies Book scrutinies for specific disadvantaged groups. 'In house' termly and half termly data. End of Key Stage data (statutory)	Good & better provision of T & L Raised progress & attainment for all
Identify barriers to learning and minimise and/or remove	Identify barriers for learning for disadvantaged pupils Ensure appropriate staff are aware	Teachers, leadership, pastoral team	Barriers noted & all staff aware Strategies in place to support	Pupil progress meetings and all data will show pupils and their needs	Barriers identified and therefore able to be addressed & supported
Reduce/remove barriers to learning – support increased focus	Provide targeted support for focus pupils via: <ul style="list-style-type: none"> • Nurture • Pastoral • Behavioural 	Leadership team All teaching staff	Focussed support provided for specific pupils	Pupils individual progress monitored through : <ul style="list-style-type: none"> • pupil progress meetings 	Increased progress and attainment for disadvantaged pupils

and improved attitude to learning	<ul style="list-style-type: none"> • Counselling • Attendance • SEND • Interventions • Enhance the 'diverse curriculum' provision • Parent support/ workshops / info 	Pastoral, SENDco, S&L team		<ul style="list-style-type: none"> • book scrutinies • nurture repost • boxhall profiles • individual case studies • parent/pupil voice 	Increased awareness and tolerance of all pupils of huge variance in community representatives
Continue to develop a caring, tolerant and understanding community	<ul style="list-style-type: none"> - Ensure good quality PSHE & SMSC curriculum - Ensure caring behaviour policy in place - Collective Worship program to explore key values - Good quality adult modelling of expectations across the school - Themed weeks & visitors - Clear accessibility plan 	<p>Governors</p> <p>Leadership team</p> <p>Teachers</p> <p>All staff</p>	An inclusive school – measured by HIP visits, parent and pupil voice, data - 'other' compared to disadvantaged, 'standards' governor committee	<p>Behaviour/bullying/ICT log(s)</p> <p>Book scrutinies (PSHE/ SMSC)</p> <p>Behaviour policy</p> <p>Collective Worship themes/timetable</p> <p>Pupil and parent voice</p>	<p>Pupils better placed to learn</p> <p>Pupils emotional intelligence better developed</p> <p>Pupils better placed to go forward in society and make a positive difference</p>
Monitor provision of whole school RE curriculum	<ul style="list-style-type: none"> - RE leader to monitor & deliver CPD where appropriate 	Leadership team & RE leader	Pupils experience & debate good range of bigger questions	<p>Planning, books and lesson observations</p> <p>Pupil voice</p>	Strong RE leader in place to lead this subject, with robust leadership plan in place
Monitor provision of whole school PSHE & RSE curriculum	<ul style="list-style-type: none"> - PSHE/RSE lead to monitor teaching provision - And deliver CPD where appropriate - Specific teaching of consent 	Leadership team & PSHE leader	Pupils understanding & tolerance of difference is developed	<p>Planning, books and lesson observations</p> <p>Pupil voice</p>	Strong PSHE leader in place to lead this subject, with robust leadership plan in place