St. John the Baptist
Catholic Primary School

We will prepare the way by loving, living and learning with the Lord

Equality Policy

Audience: Staff/ Governors/ Public

Frequency of Review: Bi-annually

Postholder Responsible for Review: Headteacher

Recommended Associated Documents:

Equality Objectives
Accessibility Policy
Anti- Bullying Policy
SEND Policy

Approved by the Full Governing Body – November 2026

Review – November 2028

At St. John the Baptist Catholic Primary School we believe that children need to feel happy, safe, secure and cared for. At St. John's we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and as healthy as they can.

All children and staff are valued and respected for who they are. We are responsible for the needs of the whole child: physical, emotional, social, intellectual, creative and spiritual. It is also our responsibility to apply the values of equal opportunities, fairness and respect to our staff, parents, carers and all members of our wider school community. Clear communication, good relationships and excellent behaviours are the keys to this ethos.

Working in partnership with parents, we build on this secure foundation to empower all children to take responsibility for and ownership of their own learning and development.

St. John the Baptist Catholic School Mission Statement

We will prepare the way by loving, living and learning with the Lord

Our Equality Objectives are set in response to the general equality duty which applies to 'public authorities'.

In summary, those subject to the general equality duty must, in the exercise of their functions, have **due regard** to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are often referred to as the three aims of the general equality duty.

The Equality Act explains that the second aim (advancing equality of opportunity) involves, in particular, having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

General Aims of the School

This policy exists within our broader approach which aims to provide good quality education for all pupils, whatever their age, gender, ethnicity, attainment and background. Our aim is to encourage, support and enable all pupils and staff to reach their potential. In particular, we aim to ensure that all our pupils get a fair deal at school in terms of the opportunities to learn, being treated with respect, given full access to all aspects of the curriculum and their achievements.

Our Commitment to Equality

We are committed to promoting equality of opportunity and equality of access that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation, and any other form of discrimination. This commitment is in accordance with the Equality Act 2010 which offers legal protection based on a number of characteristics. These protected characteristics are

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- religion and belief,
- sex, and
- sexual orientation.

Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantage because of other characteristics and factors (including political beliefs, trade union status, criminal record, employment status, social class, home address, culture, language, HIV status, or responsibility for dependents) and will work to minimise discrimination on these bases.

The Equality Act 2010 simplifies and harmonises existing discrimination and equalities law, and strengthens legislation to further advance equality. The Act widens the scope of when discrimination is unlawful and clarifies that protection extends to those discriminated against even if they do not have the protected characteristic themselves.

So if a complainant is discriminated against because they are perceived to have a protected characteristic (e.g. if they were thought to be gay but are heterosexual) or because they are associated with someone who has the protected characteristic (e.g. a parent of a disabled child) then they are protected under the legislation. Protection from harassment is widened, and now includes behaviour not directed at the complainant (e.g. witnessing offensive or intimidating behaviour) and harassment by third parties (such as suppliers, parents/carers, children and young people or customers). People are now protected from victimisation (being treated badly following making a complaint under the legislation) without having to make a comparison to someone else.

We welcome the simplification and clarification of equalities legislation through the Equality Act 2010 and positively embed the enhanced protection it gives people.

As far as possible our aim is to be proactive in promoting equality and good relations and tackle discrimination wherever it may occur within our work. We generally aim to take a whole school approach in this context.

Wherever possible, we work in partnership with our parents and the wider community.

Our commitment to equality covers all aspects of the school's work including:

- Progress, attainment and assessment
- Behaviour, discipline and exclusions
- Personal development and pastoral care for our pupils

It states that meeting different needs includes (among other things) taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It explains that compliance with the general equality duty may involve treating some people more favourably than others.

To comply with the general equality duty, a public authority needs to have due regard to all three of its aims. When this guide refers to the general equality duty, it is referring to all three aims, as set out in the Equality Act.

- All aspects of teaching and learning and the wider curriculum
- Admissions and attendance
- Staff recruitment and professional development
- Partnership with parents and communities

Seven Guiding Principles

In fulfilling the legal obligations cited above, we are guided by seven principles:

Principle 1: 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.

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: Wherever possible we consult and involve widely

People affected by a policy or activity should be consulted and 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.
- people of all sexual orientations.

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
- people of all sexual orientations.

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

Roles and Responsibilities

The responsibility for ensuring that the policy complies with the relation legislation and is implemented rests with the Governing Body and the Head who also are the people to take appropriate action in cases of discrimination. They may seek advice and support from the LEA as and when necessary. They also have the responsibility for keeping themselves and the school staff briefed on relations legislation.

The SLT are the nominated senior members of the school staff who has specific responsibility for equality.

All staff have the responsibility to promote equality and good relations between the pupils they teach.

Within the framework of the LA staff have responsibility for the recording of any incidents which may arise in the school. The Deputy Head teacher, behaviour coordinator has responsibility for handling any racist incidents which may arise.

Parents will be made aware of the school's commitment to equality at the time of the admission to the school. All opportunities are taken to remind them of our commitment throughout the time their children attend the school.

Curriculum, Teaching and Assessment

Curriculum planning takes account of our commitment to equality. The criteria used for allocating pupils to teaching groups or optional subjects are fair and equitable for pupils from all ethnic groups. Our aim is to ensure that assessment methods are free from any unfair bias.

We use assessment outcomes to identify the specific needs of any pupils who may be underachieving. Our aim is to make sure that teaching methods and styles are varied to take account of different needs of individuals or groups of pupils.

Wherever possible we aim to celebrate cultural and diversity through the curriculum. Our aim is not only to encourage all pupils to oppose discrimination but also to make sure that they have the skills to challenge such racism as and when it occurs.

Admissions, Attendance, Discipline and Exclusion

We take steps to ensure that the admission process is fair and equitable to all pupils

The school will monitor pupils' attendance by ethnic group and use data to develop strategies to address poor attendance. Wherever possible, we would accommodate pupils need to take time off for religious festivals.

Our procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils irrespective of ethnicity and gender. All our processes are free from discrimination.

We report all incidents and they are all investigated. Reports are presented to the local authority and the governing body each term. Assemblies and Jigsaw lessons are used to promote harmony within the school community. Racist behaviour and language is not acceptable in the school and is managed within our behaviour management systems.

Pupils' Personal Development, Attainment and Progress

The school monitors, by ethnicity and gender pupils' attainment and progress across the school and in the core subjects.

If there were unjustified disparities in the attainment and progress of particular ethnic groups, we would develop strategies to take remedial action.

We take all opportunities to celebrate the achievement of all our pupils.

All pupils have equal access to curriculum enrichment activities and programmes of individualised support are provided wherever necessary.

We take steps to ensure that there is no discrimination for students on work experience or in any aspect of the curriculum which involves outside bodies.

Staffing

Recruitment and selection procedures are consistent with the relations legislation and operate within the framework provided by the LA.

Evaluation and Review of the Policy

We aim to regularly evaluate the policy and review it as necessary in order to take account of current issues. The task will be undertaken by the Local Governing Body.