



St. Paulinus Catholic Primary School

“Inspiring all to live, learn and love in the light of Jesus.”



(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life." cf John 8:12)

Equality and Diversity Policy and objectives

Review dates: Policy annually and the objectives every 4 years

Version control

Version number	Date	Revisions made	By who?	Approval date
1	2.12.2020	Updated previous policy and created new objectives	SHayes	Ratified 15.12.2020
2	10.1.2022	Review and updated	SHayes	Ratified 17.2.2022

Signed Date

Headteacher



Equality and Diversity Policy

School Mission

"Inspiring all to live, learn and love in the light of Jesus"

The governors and staff of St. Paulinus School commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for each child in school and according to their needs and affirming their achievements.

Our Vision

To create a fair and just school community, that promotes social inclusion and equality, respects diversity and challenges and acts upon discrimination and inequality including bullying and harassment.

St. Paulinus Catholic Primary School provides education for all, acknowledging that the society within which we live is enriched by diversity. St. Paulinus Catholic Primary School strives to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

We aim to be an equality champion and community leader in:

- promoting equality, for example by assessing the impact of our policies on different groups before implementing them
- challenging and eradicating discrimination, for example , by acting quickly to deal with all bullying, but particularly that which is aimed at groups with protected characteristics as well as individuals, such as racist bullying
- promoting community cohesion, for example, through good links with other faiths, the local community and the global community in our charity works and being involved in the wider School community
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- developing a strategy that includes all equality strands and links targets and actions with our School Development Plan where appropriate.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it



2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated Equality and Diversity champion every term (either remotely or in person), and with any other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training as required
- Report back to the full governing board regarding any issues

The headteacher, alongside the equality and diversity champion, will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Support the Equality and Diversity Champion as required

The Equality and Diversity Champion (designated member of staff for equality) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- Carry out monitoring activities to ensure that the Equality objectives are being implemented and actioned
- Work with the SLT to tackle any issues or concerns that may arise surrounding equality
- Support staff to tackle inequality concerns and issues in their own areas of responsibility.
- The equality act and this policy are shared with new staff as part of their induction.

The School Educational Visits Co-ordinator will:



- Ensure that an Equality Impact Assessment has been carried out for any trip that takes place and that it is saved on the EVOLVE record.

All school staff are expected to have regard to this document, implement it and to work to achieve the objectives as set out in section 9.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Policy as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. pupils with disabilities)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will:

- Collect attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and share this information with Governors and staff as required
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying) for Governors and outside agencies
- Share further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils



6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, relationships, personal, social, health and economic (R - PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak to classes, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality in the workplace

St. Paulinus Catholic Primary School intends that its workforce reflects Kirklees diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both its employment policies and its strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

The Authority will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality, age and faith. We believe that all employees should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.



To achieve this St. Paulinus Catholic Primary School shall take steps to:

- Encourage diversity and eliminate unfair treatment and discrimination through a full range of human resource policies and procedures in particular in the areas of recruitment, training and development and promotion.
- Monitor staff in post, all applicants, short listed candidates and candidates appointed
- Recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- Promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised.
- ensure that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with pupils, parents, staff, partners where appropriate and the wider community.

9. Our Objectives (December 2020 – December 2024)

We aim to implement our Vision for Equality and Diversity by working on the following objectives:

Objective 1:

To ensure that pupils of all backgrounds, especially those in receipt of Pupil Premium and those who have other commitments after school due to their faith, have access to a range of extra-curricular activities. We particularly aim to improve attendance of these groups at extra-curricular activities.

To achieve this objective we plan to:

- monitor attendance by characteristic group at extra-curricular activities
- support pupil premium pupils to attend clubs that require payment by using pupil premium funding to fund their places
- contact children who have not attended an activity and research why this might be and address this e.g. is it due to the range of clubs or the type?
- Hold some lunchtime clubs to avoid after school commitment conflicts
- Run a wide range of clubs over the year
- Target those who have not attended a club for first places where a club is over-subscribed

Objective 2:

To address and raise achievement both in progress and attainment for those groups who do not achieve as well as those not in that group. This will include those with SEND, PP pupils, differences between boys and girls and white British boys as well as other ethnic minority groups that are identified as falling behind.

To achieve this we plan to:

- Improve first quality teaching across school



- Implement a variety of KUNCU approaches (Keep up not catch up)
- Continue to analyse data by group and identify if a specific group is falling behind and implement actions to target that group
- Develop a talking school where talk and oracy is promoted at every opportunity
- Investigate and develop innovative strategies or proven research that will enable groups to improve their outcomes overall e.g. ideas from the EEF website

Objective 3:

To reduce the use of language used incorrectly to infer insult by challenging the language used and teaching the children why that language should not be used in a derogatory way

To achieve this we plan to:

- Focus on correct use of language in lessons including in R-PSHE
- Create scripts for adults to use when tackling incorrect use of language, especially when words linked to the protected characteristics have been used to insult others
- Implement discreet R-PSHE lessons in all year groups
- Model good use of language in our interactions as adults and SLT to address any incorrect use of language
- Reminding children that as a Catholic school, we believe that God made everything on Earth and remind them that God made us all unique and different because he likes diversity and therefore we should respect all of his creation.
- Use appropriate texts in English to tackle and challenge prejudices
- Implement Pol-ed lessons and embed the learning

Objective 4:

To raise the aspirations of all, including challenging stereotypes and showing children the great range of careers they could have in the future.

To achieve this we plan to:

- Establish an annual aspirations week/ day
- Invite those in from the local community to show the children the range of jobs out there
- Purposely seek to invite in people who are challenging gender stereotypes in their workplace
- Speak about what we could be in the future in R-PSHE lessons
- Continue to implement events where children are encouraged to make money e.g. for The Good shepherd appeal at Lent or fundraising opportunities.
- Hold a variety of clubs over the 4 years that give the children a variety of opportunities to explore interests
- Ensure a broad and balanced curriculum is taught so children can find their interests

10. Monitoring

St. Paulinus Catholic Primary School will not tolerate harassment of any kind.



We are committed to combating ALL forms of discrimination.

St. Paulinus Catholic Primary School recognises monitoring and the evaluation of equality is essential to ensure that pupils are not being disadvantaged, and that monitoring leads to action planning.

We will monitor, assess and review the potential for differential or adverse impact on pupils, parents and staff in relation to policies, procedures and functions.

11. Policy Monitoring and Review

This policy will be reviewed annually or earlier if significant changes need to be made or if it no longer meets legal requirements. This will be done by the Equality and Diversity Champion and Headteacher.

The objectives will be reviewed by at least every 4 years and progress towards achieving them will be given to Governors annually or more often if required.

This document will be approved by Governors annually.

12. Links with other policies

This document links to many policies including the following policies:

- Accessibility plan
- Risk assessments
- PEPs
- Educational Visits policy
- All model policies from Kirklees relating to various aspects of school