

St Joseph's Catholic Primary School



Our Mission Statement

We grow together in God's Love as we Pray, Learn and Play

"Dyn ni'n tyfu gyda'n gilydd mewn cariad Duw wrth i ni weddio, dysgu a chwarae"

EQUALITIES POLICY

Article 29:

You have the right to an education which develops your personality, respect for others' rights and the environment

This Policy was approved by the Governing Body on	July 2019	The first policy was drawn up and ratified by the Governing Body	 Signed:
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This policy is due to be reviewed by the Governing Body	September 2023	This Policy was reviewed by the Governing Body and ratified	 Signed:
This policy is due to be reviewed by the Governing Body	November 2024	This Policy was reviewed by the Governing Body and ratified	 Signed:
This policy is due to be reviewed by the Governing Body	November 2025	This Policy was reviewed by the Governing Body and ratified	Signed:

Statement on Gender from the Catholic Bishops of England and Wales

Today there is intense public debate about gender. It highlights not only the suffering and discomfort of some, but also raises profound questions about human nature, how we understand ourselves, relate to one another and our capacity for self-determination. We recognise that there are people who do not accept their biological sex. We are concerned about and committed to their pastoral care. Through listening to them, we seek to understand their experience more deeply and want to accompany them with compassion, emphasising that they are loved by God and valued in their inherent God-given dignity.

There is a place of welcome for everyone in the Catholic Church. Our teaching is that God creates human beings male and female: "God created man in the image of himself, in the image of God he created him, male and female he created them" (Gen. 1:27). This sexual difference and complementarity is within every person, for we all belong to families and draw our very existence from this complementarity. It is within the family that our lives first take shape and our identity is nurtured. These are important factors in the architecture of human relationships, orientated towards the goods of marriage, the mutual building up of each person and the flourishing of family life (CCC 2333). Indeed, the body is God's gift. It is with and through our bodies that we make our earthly journey, with all its ambiguities, sufferings and joy. This understanding is vital for welcoming and accepting not only ourselves, and each other, but also the entire world as gifts of God. This understanding also gains greater clarity when we enter more deeply into the gift of faith and see in Jesus Christ the fullness of our human dignity and calling made clear.

This is expressed in Vatican II: 'It is only in the mystery of the Word incarnate that light is shed on the mystery of humankind' (Gaudium et Spes 22). Only in the mystery of the cross of Jesus does our own suffering find new salvific depth and hope. The idea that the individual is free to define himself or herself dominates discourse about gender. Yet our human instinct is otherwise. We know that there is so much about our lives that is foundational. Today we are faced with an ideology of gender which, in the words of Pope Francis: "denies the difference and reciprocity in nature of a man and a woman and envisages a society without sexual difference, thereby eliminating the anthropological basis of the family. This ideology leads to educational programmes and legislative enactments that promote a personal identity and emotional intimacy radically separated from the biological difference between male and female. Consequently, human identity becomes the choice of the individual, one which can also change over time"... It needs to be emphasised that "biological sex and the socio-cultural role of sex (gender) can be distinguished but not separated." (Amoris laetitia 56) We are deeply concerned that this ideology of gender is creating confusion. As we continue to reflect on these issues, we hope for a renewed appreciation of the fundamental importance of sexual difference

in our culture and the accompaniment of those who experience conflict in their sense of self and God-given identity. We all have a duty to protect the most vulnerable.

OUR SCHOOL

Our school is a Catholic primary school, located in Gabalfa, Cardiff. The school is situated in the Archdiocese of Cardiff. There are 194 on roll and pupils are from a range of ethnic backgrounds. Our largest ethnic group overall is White British of which there are 99 pupils. Our second largest group of pupils are our 32 Indian children. The remainder of our pupils are made up of a range of 15 different ethnicities and nationalities. Most parents define their children's religion as Roman Catholic or Christian (149 pupils). We have 13 Muslim and 11 Hindu children in our school. There are more than 20 languages spoken by our pupils as their home language other than English. The largest groups are: Malayalam (31 children), and Tagalog/Filipino (7 children) There are 87 children who currently speak English as an Additional language in our school.

We are aware that there are pupils in every class who will grow up to be Lesbian, Gay or Bisexual (LGB) or Transgender and that parents, staff and other members of the school community will be LGBT however we do not monitor this robustly. All of these people, their faiths, cultures, communities and languages the school values equally.

AIMS

The aims of this policy are to uphold the protected characteristics as referred to in the Equalities Act 2010. By:

- Promoting good relationships and social cohesion amongst pupils, staff, parents and the wider community which respect and value diversity.
- Promoting equality of opportunity for all, including more favourable treatment of disabled people.
- Eliminating unlawful discrimination and harassment on the grounds of gender, ethnicity, language, religion, disability or sexual orientation.

The following characteristics are protected characteristics:

1. age;
2. disability
3. gender reassignment
4. marriage and civil partnership
5. pregnancy and maternity
6. race
7. religion or belief
8. sex
9. sexual orientation

SUMMARY STATEMENT

The school is committed to working towards race, gender and disability equality, and to the creation of an inclusive culture in which every individual, regardless of ability and background, is enabled to participate and is valued as a member of the school community. This is promoted through the school's Mission statement:

"We grow together in God's love as we pray, learn and play."

We therefore promote positive approaches to difference and foster respect for people of all cultural backgrounds. Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community, and through this involvement aims to provide positive images, which challenge stereotyped thinking. The school is opposed to all forms of prejudice and discrimination, whether based on race, age, gender, faith, disability, sexual orientation, language, age or social circumstances. Language or behaviour, which is racist, sexist, homophobic or potentially damaging to any group will not be tolerated and will be challenged.

The school will demonstrate compliance with the requirements regarding reporting racist incidents. We recognise that British and Welsh society is made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are prepared to live in such a diverse society.

SECURING EQUALITIES IN OUR SCHOOL

The schools Governing Body and leadership team will ensure that the policy is met by ensuring that:

- Equality guidance (e.g. 'Promoting and Assuring Equalities in Schools', 'Learning for All', 'Different But Equal' and 'Expectations for Inclusion in Mainstream Schools', Disability Rights Commission and Estyn guidance) is used to review and assess the impact of policies on equality issues and ensuring that all staff and governors are aware of the current regulations regarding their duties.
- The school will prepare an Equality Action Plan to map out how it will assess the impact of its policies based on race, age, gender, faith, sexual orientation, language and disability.
- The Governing Body will ensure access to the curriculum and the physical environment for pupils and adults with disabilities. A representative from the Governing Body will receive appropriate LA Equalities training. The Senior Leadership Team will monitor progress in Action plans and the Governing Body will be informed each term.
- The admissions policy will reflect the equality policies
- The Governing Body recognise the importance of high expectations for all and maximising the potential for all to achieve to the best of their ability. They will ensure disabled people are treated fairly, that reasonable adjustments are made and given more favourable treatment, where appropriate, to ensure that they are not disadvantaged compared to their peers.
- The school will publish the Access plan for pupils as an appendix to the Equalities Policy. Access action points and the Equality Action Plan will all feature in the School Improvement Plan
- Monitoring by religion, language, ethnicity, gender, and disability is used to inform planning and policymaking. National Baseline and end of Key Stage data, LA Value -Added data and school-based data are analysed closely to inform future planning of the curriculum and resources to ensure each child achieves their full potential. Appropriate support or equipment is provided where necessary and staff receive relevant training. Annual Pupil Level Annual School Census returns are used to audit needs of pupils and staff within the school. Annual assessments of disability or specific impairments are carried out by all stakeholders.
- The school informs the Governing Body of the results of its monitoring each term through the Head Teacher's Report during Governing Body meetings, and annually through the School Evaluation Document and School Improvement Plan, which is the driving vehicle for change. This will be conveyed to the Wider Community through the annual Governing Body Report
- The school annually collects data relating to disability from a range of school user groups, and uses the data to ensure greater equality, access and inclusion for all.

SCHOOL ETHOS

- The school actively supports and celebrates diversity, promoting good personal and community relations. This is clearly set out in the mission statement. The school values the individuality of all our pupils and staff. Diversity in faith and culture is developed through the Come and See RE Programme, which is supplemented by school visits, through our Worship, events such as International Week and other events in the Church calendar in collaboration with the Archdiocese and wider community. The school encourages visitors from a range of cultures and faiths to join the staff and pupils for social and learning events throughout the year. Our resources and displays portray images of people from a range of cultures. We seek to use role models and presenters from a range of different gender, racial, ethnic and faith groups within the school to share a wide range of skills and experiences.
- Different family structures are respected equally, including same sex parents and carers.
- Dress and dietary needs of different religious groups are given careful consideration.
- Staff and pupils are actively involved in the celebration of festivals and other events relevant to their faith. It is important as a faith school that we actively promote understanding and respect of such festivals and events. This may be as part of the RE curriculum, visits to places of Worship, visitors to school from other faiths, our daily Worship or 'one off' events such as International Week.
- The school opposes all forms of racism, homophobia, harassment, prejudice and discrimination. Racist, disablist or homophobic language or behaviour is not tolerated and will be challenged. All incidents are dealt with in accordance with the school's Anti- Bullying Policy, LA guidelines on Dealing with Racist Incidents. Incidents involving staff as alleged perpetrators are dealt with in accordance with the school's Discipline or Grievance procedures. The school works closely with the LA and other partners (e.g. Race Equality First and the Disability Rights Commission and Cardiff and the Vale Coalition of Disabled People) to address racism and diabolism within the school a• We ensure teaching and non-teaching staff receive regular and ongoing training related to this policy and its implementation to ensure that they are able to deal effectively with bullying, racism, harassment and prejudice.

Staff and Governors work together as part of a working party to create, monitor and evaluate policies and procedures. Staff receive feedback and training through INSET and governors through Governing Body meetings. All policies and procedures are published in the staff handbook, midday supervisor handbook and student handbook, and are available on request for parents, visitors and members of the wider community.

STAFFING: RECRUITMENT AND PROFESSIONAL DEVELOPMENT

- The Governing Body follows employment practices, which refer to employment legislation, LEA guidelines and the Archdiocesan Guidelines.
- The school takes positive steps to promote, where possible, the Council's family friendly policies.
- Clear steps are taken to monitor recruitment in accordance with corporate procedures. Pupil Level Annual School Census returns are completed each year in order that recruitment can be monitored and analysed more closely. The school seeks guidance on recruitment from Human Resources within both the LEA and the Archdiocese.
- The Governing Body highlights aspects of corporate procedures, both LEA and Diocesan), within the school's own guidelines and policies.
- The school ensures that no member of staff is subjected to harassment on the basis of their gender, race, ethnicity, culture, language, faith, disability or sexual orientation. The school also refers Archdiocesan guidance and liaises closely with the LA and Diocese. The school has an 'open door' policy and through a team, approach ensures open discussion both formal and informal is a key feature in the prevention of any member being subjected to harassment

of any kind. The school adheres to the Anti- Bullying policy and procedure for both pupils and staff.

- The school has a rigorous cycle of performance management for all members of staff in addition to open access to professional development opportunities.
- The staff and Governing Body are informed of developments in equality issues. Both staff and governors take appropriate training. They are aware of current regulations and their duties. Staff have the necessary training to teach, support integrate pupils to remove all barriers to learning and participation. Staff receive training in the diversity of pupil learning styles and a range of learning styles are explored in each lesson to ensure each pupil reaches their full potential. Staff regularly seek advice and support from outside agencies.

CURRICULUM AND RESOURCES

- Subject policies are regularly reviewed to ensure that planning explicitly promotes equal opportunity and celebrates diversity.
- Principles of equality and respect are an integral part of everyday life at school; they are the basis of the school vision statement. Principles are actively promoted and pupils given opportunity to explore bias and to challenge prejudice and stereotypes through the Framework for PHSE, Active citizenship, and through events such as Anti-Bullying Week and International Week.
- Rigorous assessment for learning procedures, child centred learning and a range of teaching strategies and environments ensure that relevance of the curriculum is secured for all pupils. Schemes of work and planning are evaluated regularly to ensure that teaching reflects the needs of all learners and removes all barriers to learning. i.e. boys and girls; pupils with EAL; pupils from ethnic minority groups; more able pupils; pupils with SEN; disabled pupils with impairments; pupils who are looked after by the local authority; pupils at risk of disaffection or exclusion.
- Resources and displays reflect diversity, promote positive images and challenge stereotypes.
- Curriculum leaders formally monitor the school's effectiveness in providing an appropriate curriculum through planning, classroom monitoring and Listening to Learners. They audit resources to exclude unhelpful stereotypes and to ensure that they reflect diversity and present positive images.
- Appropriate resources are used to support learners working across the ability spectrum, including those with special educational needs and those who are more able, or who have specific impairments.
- Curriculum leaders and teachers monitor the take up of resources e.g. do both genders make equal use of computers and of construction materials. Disabled pupils able to access the full range of equipment and resources.
- Visitors and community members, including those from different ethnic groups and disabled people, are invited to present a range of positive role models to the pupils.
- Extra-curricular activities are accessible to all and account is taken of parental concerns related to religion or culture. Reasonable steps are taken to ensure access for disabled pupils and/ or pupils with special educational needs. More favourable treatment for disabled people is taken into account when considering access to extra-curricular activities.

TEACHING AND LEARNING

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting equality and good relations between all groups

- Keeping up to date with the law on discrimination, and taking up training opportunities
- Striving to provide images and lesson plans that show positive images of, and are inclusive of, people with protected characteristics
- Teachers promote an inclusive culture in the classroom that values all pupils' contributions, encouraging participation from all pupils regardless of background, gender, faith, or sexual orientation and promoting positive attitudes and equality of opportunity for all.
- Classroom groupings, both teacher planned and pupil selected, are monitored and recorded, formally and informally, on a daily basis by the class teacher and learning support assistants to ensure that groups are varied and diverse; there is cooperation and collaboration between pupils of different backgrounds, genders, and dis/abilities
- The school avoids organisation by gender e.g. registration by chronological or reverse alphabetical order; pupils line up in mixed lines to come into class.

ASSESSMENT, PUPIL ACHIEVEMENT AND PROGRESS

- School based national and LA assessment methods and materials are examined by subject leader and relevant subject leaders for linguistic and cultural bias. Staff collate trends from test results which may indicate linguistic or cultural bias in specific questions which are then relayed to subject leaders and actions taken.
- The school provides the necessary support, time and resources to ensure that pupils with impairments, EAL, Traveller children, refugee and asylum seekers are not disadvantaged in assessment.
- Assessment data both school based, LA and National, is analysed on a regular basis: daily/weekly through marking and feedback, termly through more formal assessments and annually through LA testing, National performance and value-added data. This enables the monitoring of performance of groups, to plan targeted support and to evaluate teaching styles and areas of learning, which require further reinforcement. This is highlighted by all staff, SLT and delivered to the Governing Body for discussion through the Self-Evaluation Document for implementation in the School improvement Plan.
- Comprehensive steps are taken to ensure accurate assessments of special educational needs and impairments made for pupils with EAL, Traveller, refugee and asylum seeker. This involves staff working closely with the Leader for learning for Additional Educational Needs, advisory staff and outside agencies. Where appropriate, this may involve making use of interpreters.
- The school avoids stereotypical allocation of roles and responsibilities. Each class has a rota for pupil responsibilities ensuring that all pupils are given the opportunity to take a responsible role in the class throughout the year. e.g. Both girls and boys put away the computer and tidy the cloakroom area, hand out resources, deliver messages and look after younger children.
- Formal and informal class teaching, teaching through worship and planned performances and workshops actively challenge prejudice and stereotypes, empowering pupils to identify and challenge discrimination.
- The school avoids stereotyped assumptions about family structure or names and the school considers a variety of means of communicating with parents/carers with a range of impairments. Letters addressed to 'The parents/ carers of....' Two copies of reports/ letters are available to separated parents on request, taking into account individual confidential circumstances.
- Teaching styles enable effective learning for all to take place.
- All pupils are made aware of the learning objectives for the lesson and are actively involved in creating the WALT and success criteria, with the teacher.

BEHAVIOUR, DISCIPLINE AND EXCLUSION

The school has a positive discipline policy, which is reviewed regularly as a whole school issue and promotes high expectations in behaviour by all pupils. It is used consistently without discrimination across the whole school.

- Pupils are actively involved in creating their own classroom rules and work together at the beginning of each year to create a class charter based on the 'UN Rights of the Child'. Years 1-6 use the 'Good to be Green' to promote positive behaviour. Sanctions and rewards are clearly set out in the policy and displayed clearly in each classroom. All pupils and staff are aware of these procedures and are reminded on a regular basis.
- Pupils, staff and parents/ carers are aware of the school's policy on racial and other forms of harassment through relevant parent leaflets, and the school newsletter.
- The school recognises that cultural backgrounds and certain impairments may affect behaviour and where appropriate, this is taken into account. The school has an 'open door' policy and any issues where behaviour is deemed unacceptable are dealt with immediately with staff, the Deputy Head Teacher and the Head Teacher. Where necessary parents will be informed and the issue resolved as quickly as possible. Equally, incidents of exceptionally high standards of behaviour are rewarded immediately by all staff.
- Proactive steps are taken to avoid exclusion such as set out in the sanctions and rewards procedures and liaising closely with parents. Fixed term and permanent exclusions are monitored by gender, ethnicity, SEN, disability and background.
- St Joseph's Primary School works closely with the Education Welfare Officer, parents, LA and other relevant outside agencies to develop appropriate strategies to reintegrate longterm absentees and excluded pupils addressing the individual needs of all pupils eliminating any form of harassment or unlawful discrimination.

PERSONAL DEVELOPMENT AND PASTORAL CARE

Pastoral support within the school takes account of the needs of different groups. Information is gathered on different Vulnerable Groups, including disabled pupils not on the SEN register. Personal information is also kept in the form of field notes and specific needs of pupils are discussed with necessary parents, external agencies, and staff prior to transition into a New Year group.

- Victims and perpetrators of all bullying incidents, whether racist, homophobic, religious or gender based, are counselled by appropriate adults within the school. In addition, St Joseph's Catholic Primary School has an effective peer mediation group who have been specifically trained to be listeners and offer advice. The school provides opportunity within the curriculum and through one off events to develop the skills necessary to recognise and prevent bullying.
 - The school will liaise with the LA to provide the appropriate support for pupils with EAL and Travellers in using and developing their home languages. The school works closely with the LA Ethnic Minority Achievement Service and has a dedicated teacher who is trained to support in this area.
- The school will liaise with the LA to provide the appropriate support for LAC.
- Pupils are encouraged to consider the full range of work experience, careers, resisting the limitations that may result from stereotyped expectations.

ADMISSIONS AND ATTENDANCE

The admissions policies are equally open to all, regardless of gender race, disability, faith, language or sexual orientation, and all children whose parents wish them to attend St Joseph's Primary School will be admitted provided the number seeking admission does not exceed the places available. In

the event of more than 30 applications being received, places will be allocated strictly according to the Oversubscription Criteria in the admissions policy.

- Admissions are monitored to make sure the policy is applied consistently to all groups. The Governing Body recognises the priority of providing an appropriate school place for a looked after child and is committed to work with the local authority and other agencies to ensure the needs of such pupils are met.
- Admission forms collect information on ethnicity, home language, religion, special educational needs, specific impairments and dietary needs. This information collection is extended to parents/carers in order to ensure as much relevant background information as possible, which then informs effective future planning.
- The right of children and young people with impairments to be educated in the school of choice (where practicable) is recognised. The admissions panel must consider any such application, and where necessary advice will be taken from LA and outside agencies to ensure that the appropriate educational needs of the child are met.
- The school has an Accessibility Plan to improve access to curriculum, education services and information for pupils with disabilities, which are reviewed regularly.

INVOLVEMENT: PARTNERSHIP WITH PARENTS AND THE COMMUNITY

Every possible step is taken to encourage all parents/ carers and community members, including disabled people to become involved in activities with the school.

- The Equality Action Plan demonstrates the involvement of disabled people within our school community, through data collection and through their involvement in the working party to create action plans, review and evaluate policies and to monitor their implementation.
- Information and material for parents/ carers is written clearly. It is also available on the school web site. Opportunities are provided for parents and carers to attend open days, presentations and parent consultations to receive information in a range of forms.
- Parents/carers are asked about how they wish to be communicated with and their opinions about other school issues through the annual parental survey, this is in addition to other regular parent communications such as parental consultations, newsletters, updates on specific issues and formal or informal discussions.
- Regular updates in risk assessments and site visits with the Governing Body Buildings Sub Committee and Health and Safety Officer ensure that the premises and facilities are fully accessible to, and can be used by, everyone in our community.

CREATING AN ACCESS PLAN

The school accepts its duty to prepare accessibility strategies and Accessibility plans respectively to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services in schools
- Improve the delivery to disabled pupils of written information provided to pupils who are not disabled

The school will:

- Assess current accessibility and identify barriers to access or inclusion
- Devise actions to eliminate barriers

- Set goals and targets
- Consult and implement the plan • Regularly review the plan

COMMUNICATION AND REPORTING

The Equalities Policy is:

- Published on the school's website
- Brought to the attention of all non-LA contractors or service providers
- Brought to the attention of parents and is available on request for parents, visitors and members of the wider community.

The Equalities Summary is:

- Sent to all job applicants
- Published in the school prospectus
- Displayed around the school premises
- Available on request for visitors and members of the wider Community.

On request, the Equalities Summary and Policy are currently available in large print, and the school will be undertaking a process to evaluate what will be a reasonable adjustment in terms of improving our communications.

RESPONSIBILITY

The Governing Body is responsible for:

- Making sure the school complies with equality legislation
- Making sure the equal opportunities policy and its procedures are followed.

The Head Teacher is responsible for:

- Making sure the equal opportunities policy is readily available and that governors, staff, pupils, parents and guardians know about it
- Making sure the policy and its procedures are followed
- Producing regular information for staff and governors about how the policy is working and providing training for them on the policy.
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination Mrs Riordan and Mr Lawrence are responsible for Race Equality, EAL pupils, SEN pupils and disability Equality
All staff are responsible for:
- Dealing with racist incidents and other incidents of harassment and bullying
- Being able to recognise and tackle bias and stereotyping
- Promoting equal opportunities and good relations between all groups
- Keeping up to date with the law on discrimination, and taking up training opportunities

MONITORING AND REVIEW

Implementation of the action plans is to be monitored by the Head Teacher and Senior Leadership Team on a termly basis, through the School Improvement plan and reported to the Governing body

and Equalities working party. The success of the policy will be evaluated annually, made public through the schools Self-Evaluation Document, and updated every three years in line with Race equality and Disability equality legislation. The equalities policy will be updated by the school on an 3 year basis, in order to include accurate data relating to the whole school community. The strategic equalities objectives will be monitored annually and evaluated by the Headteacher/ SLT, in line with the school's School Improvement Plan (SIP) As a school, we are fully committed to inclusive practice. To this end, we will continue to engage and consult with our whole school community on issues relating to further developing our practice.