



**CORPUS CHRISTI CATHOLIC
PRIMARY SCHOOL**

EQUALITY POLICY
Reviewed September 2021

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](#).

Why we have developed this Equality Policy

This Equality Policy for Corpus Christi Catholic Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, governors, visitors and partner agencies – who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our policies and practices have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity and
- foster good relations between groups.

It explains how we listen to and involve pupils, staff, governors, parents/carers and the community in achieving better outcomes for our children and young people.

As a Rights and Respecting School, the UN Convention Rights of the Child are fundamental to effective school practice.

Article 2: All children have these rights, no matter who they are, no child should be treated unfairly on any basis.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 7: You have the right to a name and you have the right to a nationality.

Article 14: You have the right to choose your own religion and beliefs.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

Our school is situated in an area of significant deprivation. The area is densely populated and is one of the most deprived wards in the borough. Our Acorn ranking of 84 places us in the top 20% for deprivation. Our school population has changed significantly over the last five years and we now have a well above average numbers of pupils from Ethnic Minority Groups and

with English as a second language. The majority of these pupils are from African and Polish families. We have a slightly above average amount of pupils who are registered for free school meals but this is not an accurate reflection of eligibility as many families prefer their children to have a packed lunch and do not apply for free school meals.

Presently 25% of our pupils have identified Special Educational Needs. Most of our pupils are Roman Catholic but we have pupils with other Christian faiths, Muslim faith, and no particular faith background.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes¹.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- Social cohesion within our school and within our local community.
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

All of these aims are reflected in our school mission statement which is based on Gospel values and states:

“Let your light shine” Matthew 5:6

At Corpus Christi Catholic Primary, we ‘let our lights shine brightly’. In God’s love and inspired by our faith, we always show kindness and respect to others, whilst working as hard as we can, to be the best that we can be.

To enable children’s ‘lights to shine brightly’ we work together:

¹ <http://www.unicef.org/crc/>

- *To appreciate that we are all uniquely created and loved by God.*
- *To nurture in our whole school community an understanding of Christian values and how these help shape our lives and the lives of others.*
- *To understand the importance of forgiveness and reconciliation.*
- *To provide an excellent education and positive learning environment so our children realise their potential and have pride in their achievements.*
- *To encourage our children to participate fully and take responsibility for their learning, and to persevere, develop as resilient and independent learners, learn through their mistakes and always try to do their best.*
- *To value and build respectful relationships, bringing together staff, pupils, parents and our governing body with shared goals and aspirations.*
- *To be mindful of everyone's wellbeing and to care for one another in a happy, welcoming and nurturing community.*
- *To provide equal opportunities for all regardless of religion, gender, ethnicity or ability.*

Our key values are – Be kind...Show Respect...Work Hard...

We aim to ensure that the curriculum provided is delivered sympathetically to meet the needs of each individual child, enabling growth in understanding and the acquisition of those skills, attitudes and values necessary for life.

We endeavour to make prayer, worship and liturgy real educational experiences for all members of our school community; enabling everyone to develop within their own faith journey as they travel onwards through life, outwards to others and inwards to God.'

Our vision statement about Equality

Corpus Christi seeks to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our Duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

They are also guided by the United Nations Convention on the Rights of the Child².

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or school visits
- school sports
- employees' and staff welfare

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that governors, staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy

² <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights>

- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing the Equality Policy
- provide a lead in the dissemination of information relating to the policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our pupils/students will:

- be involved in the development of the Equality Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy
- be encouraged to actively support the policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Equality Policy
- have access to the policy through a range of different formats appropriate to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incidents related to this policy which could directly affect their child

Our school staff will:

- be involved in the development of the Equality Policy
- be fully aware of the policy and how it relates to them
- understand that this is a whole school issue and support the policy
- identify any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- be involved in the development of the Equality Policy
- be encouraged to support the policy
- be encouraged to attend any relevant meetings and activities related to the policy

Participation and Involvement

- Our pupils/students can submit their views and contributions through the use of questionnaires, pupil interviews, school council meetings and via the curriculum opportunities offered to them in PHSE and C.
- Our staff can submit their views and contributions through questionnaires, staff meetings, performance management meetings, formal or informal interviews with the Headteacher and management team.
- Our school governors can submit their views and contributions at meetings or to the

- Headteacher in formal and informal visits to the school.
- Parents/carers can submit their views and contributions on our website, questionnaires, in meetings with the staff and Headteacher, at open evenings or in their response to pupil reports.
 - Minority, marginalised and potentially vulnerable groups - Corpus Christi will try to support engagement from all sections of society. We are happy to make adjustments to help when we can, for example, we have significantly altered the building with a lift to allow disabled access and we can produce information in different languages when this is necessary. We subsidise breakfast club, trips and visits so that no-one is excluded for financial reasons.

We are happy to involve the whole community in submitting views through suggestion boxes and taking part in local events. Questionnaires are regularly sent out to all stakeholders and we are keen to listen to views from the parish and local community.

How we developed our Policy – Using Information

We have used data and other information about our school, and Equality analysis as a measure to determine the effects of a policy, practice or project on different groups. This approach helps us to analyse whether what we are planning potentially has a different impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We have taken a step-by-step approach to equality analysis as set out below:

1. Identifying who is responsible for the equality analysis

Equality analysis is an integral part of policy development. We have integrated it into day-to-day policy-making, business planning and other governance and corporate decision-making arrangements. This means that the person who is making the decision or advising the decision-maker about a policy undertakes the equality analysis, with appropriate assistance and support.

2. Establishing relevance to equality

We ensure that all of our policies and practices, **both current and proposed**, have given proper consideration to equality. To begin with, this means checking all of our policies and practices for their relevance to equality issues.

3. Scoping our equality analysis

When we have decided that a policy is relevant to equality, scoping gives us an opportunity to establish basic systems that will be helpful for our equality analysis. Scoping involves looking at how the aims of the policy relate to equality and which aspects have particular importance to equality. It involves looking at which protected groups and which parts of the general equality duty it relates to. It includes looking at what evidence is available for our analysis, what the information gaps are, and establishing which stakeholders can usefully be engaged to support your analysis.

4. Analysing our equality information

Equality analysis is not simply about identifying and removing negative effects or discrimination, but it is also an opportunity to identify ways to advance equality of opportunity and to foster

good relations.

We bring together all of our equality information in order to make a judgement about what the likely effect of the policy will be on equality, and whether we need to make any changes to the policy.

Example

We can have a positive impact on closing the gender pay gap by helping girls and boys consider non-traditional career choices.

5. Monitoring and review

Our equality analysis, and any engagement associated with it, helps us to anticipate and address the policy's likely effects on different groups. However, the actual effect of the policy will only be known once it has been introduced. We may find that we need to revise the policy if negative effects do occur. Area demographics can change, leading to different needs, alternative provision can become available or new options to reduce an adverse effect could become apparent. **Equality analysis is an ongoing process that does not end once a policy has been agreed or implemented.**

6. Decision-making and publication

We propose to engage in Equality analysis before policy making. Equality analysis is an ongoing process which follows the policy development and review cycle. Nevertheless, there is a stage prior to policy adoption where the equality analysis is considered 'complete' in the sense that it is sufficiently robust and detailed to properly inform decision-making. At this stage a senior member of staff signs off the analysis, including how it has been used to inform the policy and support decision-making.

The engagement activities we undertake will inform us about vulnerable groups in school and we will consider the effects any policy has on them.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. Information such as raise on line, analysis of questionnaires, pupil interviews, parent comment sheets, website comments, school council minutes, vulnerability audit, governors minutes are all available to help in our self evaluation process.

OfSTED inspectors report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously (see available most recent analysis).

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action. Agencies such as EMTAS, Educational Psychologists, School Nursing Team, Children and Family Unit, Behaviour Support Service, EWO, Social Services, Gateshead Healthy School Team are regularly accessed for support.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish

mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required. We have well established links with the local parish community who help us in a variety of ways such as supporting charity appeals, volunteering in school, providing support for students making preparation to receive sacraments.

Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services – to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Our staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. As a Roman Catholic school however, some posts such as Headteacher, Deputy Headteacher and Religious Education Co-ordinator are reserved for practicing Roman Catholics. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made³ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. An example of this is the lift and raised walkway to allow wheelchair access to whole building.

Our staff team have undertaken training to help them understand their equality duties and/or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas of development.

³ Unless the questions are specifically related to an intrinsic function of the work – for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

We record all hate incidents and prejudice based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. Parents are informed about all incidents of concern. Children are encouraged to have respect for all through our RE curriculum, PHSE&C curriculum, Anti-bullying theatre groups, Racist workshops such as 'Show Racism the Red Card'.

Implementation, monitoring and reviewing

This policy will be actively promoted and disseminated via school website, newsletter, school council meetings and assemblies.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives

Using the views of pupils, parents, staff, governors and community and equality analysis of the information as outlined above, we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years. See Section 3.

EQUALITY OBJECTIVES 2021– 2025

Links to Public Sector Equality Duty	Protected Characteristic	Aim	Objective	Target group(s): e.g. whole school, girls, boys, SEN, staff, etc	Action	Who's responsible?	Dates from and to	Milestone/ progress
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	Following the award as a Unicef Rights Respecting Schools, we will continue to build on and develop this work.	Senior Leadership Team and Governors	Ongoing	
All aims of duty	All protected characteristics	To increase the participation of pupils/ students from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of pupils/students involved in the decision-making processes of the school	Minority, marginalised and vulnerable pupils/ students	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school. Set up group of pupils/students to develop actions which better involve the target group	Pastoral lead and school Council Lead	ongoing	
Eliminate unlawful discrimination, harassment and victimisation	Race/Religion or Belief/ Disability	To ensure the content of school meals and the eating environment meets the needs of all race and faith groups and those with specific health needs	Increased take up of school meals	All those with specific race, faith, cultural and health needs	Survey children's opinions with representation from diverse groups	School caterers/ cook/HT	Spring 2022	
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/ Race/Gender identity/ Disability/ Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Students feel safer as reported in safer schools survey as feel incidents will be dealt with. Increased staff confidence Accurate reporting rates through CPOMS systems	Whole school and specifically BME/LBGTU/SEND pupils/students or those from a Faith background	To review and update existing policies and practice relating to bullying (Opportunity to carry out EIA). Access staff training Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia Promotion of hate incident recording to students through confident use of CPOMS	SLT Anti-bullying lead	Staff attended Anti-Bullying Training and update when necessary	

Advance equality of opportunity	Disability/All	To increase social and emotional skills for pupils/students with BESD (Behavioural, emotional and social difficulties)	Improved ability by pupils/students to handle difficult situation and a reduction in classroom disruption	Pupils/students with BESD	Train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills	Pastoral lead/Family Support Worker	Sept 2021 to July 2022	
Advance equality of opportunity	All	To promote opportunities for boys and girls to learn more about career opportunities	Raising aspirations project	Year 5 and 6	Provide activities that allow pupils/students to explore a variety of careers	Lead ML All involved	Summer Term each year	Review programme in July
Advance equality of opportunity	Other	To improve the attainment of disadvantaged children (PP)	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group Consider strategies from EEF to improve attainment of this group. Careful consideration of interventions through PP Grant Funding.	HT	Ongoing	Reviewed RAISE online data and equality data report Reviewed 'Narrowing the Gap' with regard to achievement
Fostering good relations	Age	To improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	Year 6 and Year 4	Set up a creative arts project on the local environment between older parishioners and Year 6 pupils Set up a buddying system of Year 4 pupils and older people (working with Age Concern)	Class teachers	ongoing	
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of Gateshead's community and the diversity within it Increased positive attitudes towards disabled people	Year 5	Set up school linking with another Gateshead school in a different geographical location and population make-up Invite in representatives from disability equality groups to meet with children	SLT PSHE Co-ordinator	ongoing	

