

St. Augustine's Catholic Primary School



Equality Policy and Objectives

Content:

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School Mission Statement “Joyfully, we at St Augustine’s Catholic School celebrate our love for God, our love for ourselves and our love for each other as we pray, learn and play together.”

1. Introduction

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring that all members of our school community feel valued and are free from all forms of victimization.

This policy has been drawn up in accordance with the Equality Act 2010, which came into force on 1st October 2010. This replaces existing antidiscrimination laws with a single Act. Therefore, this policy brings together our previous policies on Equal Opportunities and Race and now covers sex, race, disability, religion or belief, sexual orientation, maternity and Gender reassignment. The 2010 Act requires all schools to have a ‘General Duty’ to:

- i. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
- ii. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.

This means;

- removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

- iii. Foster good relations between persons who share a protected characteristic and persons who do not share it.

This means;

- tackling prejudice.
- promoting understanding.

The nine protected characteristics state that all are to be treated equally and fairly regardless of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage or civil partnership.

Race Equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination;

2. Promote equality of opportunity;
3. Promote good relations between people of different racial groups.

Dealing with racist incidents

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

Disability Equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people;
2. Eliminate unlawful discrimination;
3. Eliminate disability related harassment;
4. Promote positive attitudes towards disabled people;
5. Encourage participation by disabled people in public life;
6. Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum;
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways;

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments. There is a separate accessibility plan with further specific details for our school.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment;
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgender people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the school community.

Age, sexual orientation, pregnancy and maternity

The school will ensure that it will not discriminate on these grounds. The scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Religion or Belief

The school will ensure that it will not discriminate on these grounds outside of the exceptions made in the Act. The Act allows schools with a religious character to discriminate because of religion or belief in relation to admissions and in access to any benefit or service.

- Admissions

Our school may continue to give priority to members of their own religion where the school is oversubscribed in accordance with the provisions of the School Admissions Code.

- Benefits, facilities and services

As a Catholic school, we will still be able to mark or celebrate events specific to our religion and ethos without equal emphasis being placed on all other religions.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious socio-economic groups. We want to prepare pupils for life in a diverse society as it exists in the local community and wider world and to increase life opportunities for all.

2. Aims and Values

This school aims to provide equality and excellence for all in order to promote the highest possible standards.

- The school will foster a culture of respect for others;
- We will promote the concept of equality of opportunity throughout the school, both for those adults within the community of the school and for all pupils;
- We will further develop an understanding of, and promotion of, human equality and equal opportunities;

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- We will promote equality by recognizing and celebrating differences between people;
- We will foster a community where pupils are well prepared for life in a diverse society

3. The School's Approach to Promoting Equality

The objective of this equality policy is to provide a framework for our school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all our activities.

We will seek to ensure that no pupils, staff, governors, parents, carers or any person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.

4. Our School Setting

'St Augustine's Catholic Primary School is an above-average-sized school serving a suburban area of Surrey' (OFSTED Nov 11).

We currently have 434 pupils on roll. Data from Spring 2025 showed that:

- 7.60 % of pupils were eligible for Free School Meals
- 2.76% of pupils have an E.H.C.P. and 13.13% of pupils are on S.E.N. Support on the S.E.N. Register
- There are 39 languages spoken at the school- the most common spoken languages are English, followed by Polish, Malayalam, Filipino and Tagalog, Spanish and Italian
- 56% of pupils are boys and 44% are girls

5. Employment and Governance

We are committed to providing a working environment free from discrimination, victimisation and harassment.

Advertisements and job specifications for employment at our school welcome applications from all posts from appropriately qualified persons regardless of sex, race, religion, disability or age. An exception to this will be the posts of Head teacher or Deputy Head teacher which will require the post holders to be practicing Catholics.

The school aims to recruit an appropriately qualified workforce and governing body that is able to provide a service that respects and responds to the diverse needs of the local population.

All staff vacancies are filled using the Catholic Education Service application forms which contain requests for information relating to ethnicity, gender and disability. Applicants however can choose to indicate they do not wish to give this information. Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment.

6. Pupils

Pupils have equal access to the National Curriculum programmes of study throughout each Key Stage, according to aptitude and ability, with an aim to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her/his potential.

- All subjects will have equality of opportunity at their core.
- Positive attitudes and awareness development for equality of opportunity will be embedded in the curriculum. The whole curriculum including Mass, liturgies, prayers and themed assemblies e.g. Anti-bullying and G.R.T, Black History Month are all considered an integral part in the development of our Catholic community.

We collect and analyse the following equality information for our pupils:

- Attainment levels
- Progress levels
- Attendance levels
- Exclusions/ Racist Incidents
- Inclusion in academic/ social/ emotional intervention groups
- Inclusion in the following groups: gender, EAL, SEND, FSM, Summer born

The school will act to improve the learning of pupils according to this analysis

7. Roles and Responsibilities

-Our governing body will ensure that the school complies with statutory requirements in respect of the Policy.

-Our Head teacher is responsible for the implementation of the Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.

-The Head teacher has day-to-day responsibility for co-ordinating the implementation of the policy.

Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues. They are also expected to support different groups of pupils in their class through differentiated planning, teaching and intervention groups.

-Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued and to speak out if they witness or are subjected to any inappropriate language or behaviour.

-We will take steps to ensure all visitors to the school, including parents and carers are adhering to our commitment to equality.

8. Administration and Availability

Venues for meetings will take account of the needs of all participants.

- Venues for teaching and learning will take into account the particular needs of the learners and teacher/teaching assistant.
- This policy and our objectives will be made accessible to all persons within our local and school community via the school website.

9. Links to other policies and procedures:

Xavier Equality Statement

- Accessibility Plan
- Anti-bullying Policy
- SEND Policy
- Behaviour Policy
- Charging and Remissions Policy
- Whistle-blowing Policy
- SEND Information Report
- Recruitment Policy

10. Monitoring and Review

- This policy and objectives will be reviewed every three years following the adoption of this policy (or more often if necessary), and improved and developed as appropriate.

St. Augustine's Catholic School Equality Objectives – 2025

Equality Objective 1 - To regularly monitor and analyse pupil achievement by race, gender, economic background (Pupil Premium Grant) and disability and act on patterns in the data that require additional support for pupils

At St. Augustine's, we are committed to improving outcomes for all children and to have consistent attainment in any subject between any key groups of children. Our analysis across the school using both internal data and external data analysis shows us that currently whilst there are differences in the performances of groups within year groups, these are not totally consistent across the school. We do want to ensure that both boys and girls can fulfil their potential.

Some of the actions that we will take to close attainment gaps between groups include:

- Reflecting on our teaching and learning strategies and adapting where needed (e.g. more focus on vocabulary, speaking and learning)
- Reflecting on the resources that we use (e.g. use more 'boy-friendly' materials / tasks to engage boy writers)
- Engaging parents and providing workshops / information where needed
- Ensuring that all senior staff analyse data, discuss and agree priority actions with staff
- Provide relevant and appropriate interventions / support
- To monitor the progress of different groups of pupils termly and discuss in pupil progress meeting (where key actions will be agreed)

Equality Objective 2 – To develop a greater understanding and empathy with the individual needs of pupils with SEND

At the school we have had an increasing number of pupils with SEND and an increasing number of pupils with an Education, Health and Care Plan. There is a need therefore to educate the school community to help to develop a greater understanding and empathy towards the needs of SEND pupils.

Some of the actions that will improve awareness and understanding include:

- CPD for school staff in relevant areas (e.g. speech and communication, autism)
- Banks of information for both parents and staff to access
- Resource banks of useful materials online for staff
- Workshops and coffee mornings with parents
- Improved transition / handovers between staff

Equality Objective 3 - Build a curriculum which reflects modern Britain and all of its diversity

We wish to celebrate the diversity and differences of cultures within our school community and religions across the world. Our school context has changed in the last decade and has become far more diverse with at least 39 different languages spoken and at least 42% of pupils from minority ethnic groups (the national average is 27%).

Some of the actions that we will take to achieve this include:

- Reviewing our curriculum and the books / content / topics taught (increase the diversity of images, people studied etc..)
- Celebrating Black History Month, G.R.T. Month each year
- PSHE circle time discussions

- Learning languages – French and Spanish. They also learn about the culture and key information about those countries
- Promote multiculturalism wherever possible in day to day lessons
- Review the provision of books within our library to increase diversity
- Hold themed weeks e.g. Around the World Week (where pupils study different cultures and religions – involving many of our families where possible sharing their food, stories, dances etc.)
- Make use of current news events for discussions / debates
- The use of stories that challenge perceptions and stereotypes and help children to think about their beliefs and look at the world in a different way

