

St. Sebastian's R.C. Primary School



Equality Information and Objectives Statement

Names and Designation of Policy Author(s)	Jannine Platt, Deputy Headteacher	Is this a Statutory Document?	
		Yes	
Approved by:	FGB		
Date Approved	March 2024	Is this to be published publicly on the school website?	Yes
Review Date	February 2027 (informally reviewed annually)		
Target audience	Staff, parents, governors		
Links to other strategies, policies, procedures etc.	Admissions Policy, Anti-bullying Policy, Behaviour Policy, Children's Act 2004, Complaints Policy, Dignity at Work, Disability Discrimination Act 1995 (2005), Data Protection Policy, Duty to Promote Community Cohesion, Early Years Policy, Education and Inspections Act 2006, Equality Act 2010, Exclusions Policy, Race Relations Act 1976 (2000), Salford Diversity and Equality Policy and Comprehensive Equality Scheme, Safer Recruitment, Special Educational Needs and Disabilities (SEND) Policy, Supporting Pupils with Medical Conditions, Whistleblowing Policy.		

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This list is not exhaustive.

Introduction

This policy reflects the Single Equality Act 2010 which harmonises and brings together previous documentation and legislation, therefore, it supersedes all former school policies on disability, ethnicity and gender. As St. Sebastian's is a voluntary aided school with a registered, religious character, there are some general exceptions to the act which are followed by our school. These are identified in Appendix 1.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all the equality strands – age, disability, gender, gender identity, race, religion or belief and sexual orientation.

'Open our arms in love to all.'

At St. Sebastian's, we aim to ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone is treated equally and encouraged to realise their full potential. Mutual respect and positive attitudes to diversity are promoted and all pupils without exception have access to a broad and balanced curriculum, rooted in the gospel values of the Catholic faith. This policy summarises the school's approach in ensuring equality for all.

We welcome our duties under the Equality Act 2010.
These being, to:

- eliminate discrimination.
- foster good relationships.
- advance equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective or former pupil, or other member of the school community because of their:

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

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to eliminating discrimination, increasing understanding and appreciation for diversity and promoting community cohesion.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school and will be achieved by:

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- ensuring our gospel values of respect, love, joy, peace, truth and kindness permeate the curriculum.
- promoting our behaviour expectations of being *Ready, Respectful and Safe*.
- treating all members of the school community fairly and making reasonable adjustments, as necessary.
- encouraging compassion and open-mindedness by developing an understanding of diversity and inclusion and the benefits it can have at every opportunity.
- adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- delivering an inclusive curriculum with suitable adaptations to make it accessible to all.
- fostering confidence and skills to challenge bias and direct or indirect discrimination.
- taking positive action to ensure that a member of the school community is not discriminated against, harassed or victimised because of a protected characteristic.
- monitoring and evaluating any incidents of discrimination on CPOMS and taking appropriate subsequent action.
- building positive partnerships with parents.

We are committed to having a balanced, diverse and fair curriculum, delivering a broad range of topics which broaden pupils' knowledge and promote critical thinking. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that they learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. The impact on equality is given due consideration with all new/modified policy and practice and objectives are embedded within the school development plan.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- understanding of others.
- celebratory of diversity.
- eager to reach their full potential.
- tolerant, welcoming and inclusive.
- aware of what constitutes discriminatory behaviour.
- able to raise concerns with trusted adults.
- prepared for life in a diverse society.

The school's employees will not:

- discriminate against any member of the school community.
- treat other members of the school community unfairly.

The school's employees will:

- promote diversity, tolerance and equality.
- encourage and adopt an inclusive attitude.
- lead by example.

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- be vigilant and deal effectively with subtle forms of victimisation caused by perceived differences.
- seek training to improve knowledge in particular areas and keep up to date with legislation.
- encourage opportunities for parents/carers to be engaged in the life of the school and value the contribution of families to further understanding equality and diversity.

Throughout the year, the school provides a variety of opportunities to celebrate diversity. These include:

- planning activities to raise diversity awareness within a 'Diversity Week' and beyond.
- inviting a range of guest speakers to talk to pupils.
- incorporating lessons about diversity into the curriculum and more specifically within the PSHE and RSE curriculum.
- ensuring reading materials in classrooms reflect diversity and provide positive non-stereotyping information about different groups of people.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's policies relating to equality and dignity at work.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and representation

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the world communities through our curriculum, study of world religions, our resources, displays and additional enrichment activities.

All our recruitment procedures are fair and provide equal opportunity to people with any of the protected characteristics.

Our admissions arrangements do not discriminate against, harass or victimise pupils in determining who is offered admission as a pupil. We consult with a wide range of interested parties, including the LA with respect to the fairness and legality of our Admissions Policy and review it on a regular basis. Any changes are impact assessed to ensure that they do not discriminate, harass or victimise pupils with protected characteristics.

Our Suspensions and Exclusions Policy complies with DfE guidance setting out the law relating to exclusions. It is reviewed regularly by the governing body and any changes to the policy are also impact assessed to ensure that they do not discriminate, harass or victimise pupils with protected characteristics. All exclusions of pupils with protected characteristics are reported to the Chair of Governors at the time. Exclusion information is included in the termly Headteacher's Report to governors.

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Procurement and Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation, that organisation will comply with equality legislation.

Complaints

The governing body of St. Sebastian's school has a complaints procedure as required under Section 29 (1) of the Education Act 2002 to deal with all complaints relating to school which is reviewed annually to ensure that changes do not discriminate, harass or victimise pupils with protected characteristics. Should we receive a complaint relating to discrimination because of a protected characteristic, the complainant would in the first instance be encouraged to go through the school's complaints process. Complaints are reported to the Chair of Governors at the time and included within the termly Headteacher's Report to governors.

Inclusion

The philosophy of our school reflects an understanding of the requirements of the equality legislation. All actions set within the School Improvement Plan are impact assessed to ensure that they promote the equality duty and do not discriminate, harass or victimise pupils with protected characteristics. We seek to remove any barriers to accessibility, to participation, attainment and achievement and regularly collect and analyse data to ensure identified groups are progressing well.

Our Accessibility Policy outlines how we support all our pupils and families to be fully integrated into the school community.

The staff and governors of St. Sebastian's take responsibility for ensuring that there is no discrimination in relation to access to education, facilities or services, for example extra-curricular activities, after school and homework clubs, sporting activities, school trips, computing facilities, school uniform, work experience, formal testing, behaviour and discipline.

We ensure that prejudice is not tolerated and we are continuously fostering a welcoming and respectful environment for our school community.

Roles and Responsibilities

The Headteacher/Leadership Team will:

- implement the strategies and procedures.
- be proactive in recruiting high-quality applicants from under-represented groups.
- ensure staff receive appropriate continuous professional development.
- deal with incidents of harassment, challenging and take appropriate action in any cases of discriminatory practice.
- ensure visitors and contractors are aware of, and comply with, the school policy.
- evaluate and report on progress and attainment, scrutinising specific groups.
- seek views of stakeholders through surveys.
- monitor attendance and take appropriate action.
- report racism, bullying, exclusions through the LA protocols.

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The Governing Body will:

- ensure that the school complies with equality legislation by monitoring the policy and its implementation.
- review recording and reporting procedures.
- follow diocesan guidance on admission policy, which is fair and equitable in its treatment of all groups.
- ensure equal opportunities in staff recruitment, professional development and membership of the governing body.
- Provide support to the school in dealing with serious breaches of the policy.

Equality Objectives

We will continue to make all reasonable adjustments to promote equal opportunity and treatment of all members of the school community and will take full account of their age, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of the Single Equality Act 2010.

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our objectives are based on our analysis of data, our school's unique characteristics and other evidence which suggests where we need to take action to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives. See Appendix 2 for our objectives and Appendix 3 for how we comply with the duty.

This policy was adopted on

It will be reviewed on a regular basis in the light of government, DfE and Local Authority Advice.

Signed:

Role:

Caroline Doyle

Headteacher

Zoe Ogden

Chair of Governors

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Date:

Appendix 1

General Exceptions to the 2010 Act: Catholic Schools (Advice from Salford Diocese Briefing)

Acts of Worship

The Act contains a general exception to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. The daily act of collective worship is not covered by the religion or belief provisions, which means that schools are acting lawfully where provision of an equivalent act of worship for other faiths is not undertaken. The character and content of collective worship in a Voluntary Aided school continues to be determined by the Governing Body and for a VA school with a religious character such will be in accordance with the school's Trust Deed or in accordance with the beliefs of the religion or denomination specified for the school. For Catholic schools this means compliance with the teachings of the Roman Catholic Church. Schools are also free to celebrate religious festivals particular to their tradition and would not be discriminating against children of other faiths by, for example in a Catholic school, putting on a nativity play.

Employment

All of the current characteristics in Catholic schools are covered by the employment provisions of the Act. It provides that for schools with a religious character it will not be unlawful discrimination to do things permitted by the School Standards and Framework Act 1998 and the 2006 Education and Inspections Act. The existing exemptions as they relate to schools with a religious character are therefore retained.

This means for Catholic schools that, in common with other Voluntary Aided schools with a religious character, they may give preference in connection with the appointment, remuneration or promotion of teachers at the school, to those whose religious beliefs or religious practice is in accordance with the tenets of their denomination, i.e. the Roman Catholic faith. This extends to the posts of Head teacher, Deputy Head teacher and Head or Co-ordinator of Religious Education which (cross reference the Bishops' memorandum on Appointment of Teachers to Catholic Schools) must be filled by baptised and practising Catholics¹. Likewise they may give similar preference to those who give or who are willing to give religious education at the school in accordance with the tenets of the Catholic Church².

Preference can be given to practising Catholics in non-teaching posts where there is a genuine occupational requirement.

The conduct of a teacher which is incompatible with the precepts of the Church, or which fails to uphold its tenets, may be taken into consideration in determining whether the teacher's employment should be terminated⁴. In addition, the Governing Body of a Voluntary Aided school, (like other schools with a religious character) has the power to dismiss a Religious Education teacher, without the consent of the Local Authority, on the grounds that s/he fails to give religious education efficiently and suitably⁵.

Legal Data:

¹ Section 60, School Standards and Framework Act 1998

² Section 60, School Standards and Framework Act 1998

³ Section 37, Education and Inspections Act 2006

⁴ Section 60, School Standards and Framework Act 1998

⁵ Section 58, School Standards and Framework Act 1998

For reference a genuine occupational requirement means that discrimination is permitted in cases where a person's sex, race or religion is a genuine occupational requirement for the job. For Catholic schools these are itemised here under the continued general exceptions to the Act. Examples from the sex discrimination legislation are where a job had to be held by a man and not a woman or vice versa to preserve decency or

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privacy, such as where the job involved visiting changing rooms while they are in use. Further exemptions relate to single sex sport.

Admissions

In Catholic Schools the Governing Body is the Admissions Authority for the school and makes decisions on admissions arrangements. It is their duty to ensure that such arrangements are compliant with the Admissions Codes and other relevant legislation.

Further that:

- admissions criteria are clear, fair, objective and transparent.
- arrangements are as simple as possible.
- all parents' preferences are treated on an equal basis.
- No discrimination is applied on the basis of race, sex (save in single sex schools), disability religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

However, in a Catholic school priority can be afforded to Baptised Catholic children where the school is oversubscribed and that action is in accordance with the school's published admissions policy. In addition, and for all schools, age is not a protected characteristic in relation to pupils so allowing schools to admit and organise pupils in age groups.

Delivery of the Curriculum

The content of the curriculum has never been caught by discrimination law and the Act states that it is specifically excluded. The delivery of the curriculum is however explicitly included.

The DfE guidance highlights the relationship between protection because of sexual orientation and protection of religious freedom. It states that many people's views on sexual orientation/sexual activity are grounded in religious belief. It refers to concerns of schools with a religious character that they may be prevented from teaching in line with their religious ethos. It also refers to teachers having expressed concerns that they may be subject to legal action if they do not voice positive views on same sex relationships, whether or not this view accords with their faith. The guidance also refers to concerns that such schools may teach and act in ways unacceptable to lesbian, gay and bisexual pupils and parents when same sex relationships are discussed because there are no express provisions to prevent this occurring.

The guidance makes clear that, like all schools, those with a religious character have a responsibility to the welfare of children in their care and to adhere to curriculum guidance, it goes on to say that, provided their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Sex and Religious Education (SRE), then schools should not be acting unlawfully. Further that it would not be unlawful for a teacher in any school to express personal views on sexual orientation provided that it is done in an appropriate manner and context. The guidance however provides a note of caution about the influential role of a teacher and that their actions and responsibilities extend beyond the requirements of the equality legislation and that expressing personal views should not extend to allowing unlawful discrimination.

Gender Reassignment

In reality many of the protected characteristics within the 2010 Equality Act were already in place. However, one that is new is the extension of the gender reassignment regulations to pupils. It may be that cases are relatively rare but to assist colleagues the CES has provided guidance on such (link below).

The CES has updated their original guidance on the 2010 Equality Act to reflect the Equality and Human Rights Commission's (EHRC) publication of *Technical Guidance for Schools in England* which deals with the Equality Act 2010 in the light of schools' legal obligations. CES updated

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guidance can be accessed here: <http://www.catholiceducation.org.uk/schools/guidance-forschools/item/1000069-equality>

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Equality Objectives

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Objective	Implementation (actions)	Implementation Outcomes (Success Criteria)	Responsible person(s)	Review
To improve attainment for identified groups: PP SEN PP/SEN EAL/SEN EAL/SEN/PP Underachievers in minority community (measured by termly data analysis)	Utilise PP grant to tackle underachievement. Deliver attendance strategy for those persistently absent. Access staff training on areas of SEND, particularly Speech and Language (primary SEND need). Ensure consistency in adaptive teaching methods to support language, writing and maths. Ensure relevant support services are accessed and interventions address needs.	Data analysis shows <ul style="list-style-type: none"> - positive progress made for identified groups in Reading, Writing, Maths. - increased number of pupils passing Y1 phonics screen. - improved overall writing attainment data at KS1. - improved Maths progress scores at KS2. - Achievement gap for disadvantaged (59%) pupils narrows. - Attendance figures improve. 	Headteacher All staff SENDCO Maths/English Leads	SLT to review at progress meetings. Seek stakeholder views. Report to governors.
	Training and support services ongoing actions. Revisit adaptive teaching with new staff. Access LA training.	Whole School Data from 2023 -2024 <ul style="list-style-type: none"> - Progress in R, W, M PP: R 57% to 60% <li style="padding-left: 20px;">W 43% to 45% <li style="padding-left: 20px;">M 50.51% to 50.98% SEN: R 12 – 14 pupils <li style="padding-left: 20px;">W: 7 – 11 pupils <li style="padding-left: 20px;">M: 9 – 8 pupils EAL: R 57% to 65% <li style="padding-left: 20px;">W 52% to 55% <li style="padding-left: 20px;">M 60% to 63% 		

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		<ul style="list-style-type: none"> - Phonics Y1 36% to 83% - Writing attainment at KS1: 2023 54% to 54% in 2024 Currently at or above Boys: 50% Girls 60% PP: 56.25% Non PP: 53.85% SEND: 16.67% EAL: 55.56% - Maths at KS2: 73% to 56.7% - Achievement gap has not yet decreased as both PP and non-PP results are improving. - Attendance figures (to date) PP 90.91% SEND 89.11% EAL 92.74% 		
	<p>Develop consistency in quality first teaching using whole school teaching model. Refine formative assessment and responsive teaching to support improvement. Deliver actions directly linked to monitoring information. Training and support services ongoing actions (SEND Lead, EP research work, Behaviour, Team teach, Inclusion ...). Develop outdoor offer and sensory room.</p>	<p>Data from 2024 – 2025</p> <ul style="list-style-type: none"> - End KS2 Attainment in R, W, M PP: R 63% to 47% W 56% to 47% M 44% to 41% SEN: R 27% to 57% W:27% to 57% M: 9% to 43% EAL: R 89% to 62% W 89% to 46% M 89% to 54% - Phonics Y1 83% to 62% - Phonics Currently at or above Boys on track: 41.7% Girls 66.7% PP: 50% Non PP: 64.3% SEND: 11.1% Non SEND: 76.2% EAL: 58.8% Non EAL 53.8% - Writing at end of KS1 56.6% - Maths across Key Stage 2 average overall progress: 84% - Achievement gap has not yet 		

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		closed.		
To develop support available for new/returning families arriving in the school community, especially those with little or no English. (qualitative information collated)	<p>Induction meetings (with translator if required). Regular DSL/FLO discussions identifying needs/issues. FLO to access services available for those with difficult socio-economic circumstances. Liaise with EMTAS Team to foster positive working relationships with families. Assess performance on entry, identify barriers and provide suitable intervention. Establish positive communication with families. Homework and Breakfast Clubs available.</p>	<ul style="list-style-type: none"> - New/returning pupils access support needed to accelerate progress and realise full potential. - Pastoral support accessed by families. - New pupils adjust quickly. - Barriers to participation removed. - Overall data is not adversely affected by stability (70% well below average). - 	Headteacher All staff FLO/DSLs Office staff	SLT to review at progress meetings. Seek stakeholder views – end of year. Report to governors.
	<p>Structure to induction meetings needed esp* for new to country, EAL (use EMTAS resources). Assessment of new arrivals to be in place at earliest opportunity. HT/DH TAF meetings helping engagement with families. FLO reaching out to vulnerable families daily. Staff ensuring positive feedback is given and meetings begin with 'What's working well?'</p>	<ul style="list-style-type: none"> - Referrals made as necessary to EMTAS. Racing to English language programme in place as required. - FLO makes contact with at least 8 families per day. - Identification of barriers/needs discussed with DSL Team initially and appropriate action taken. 		
	<p>Initial engagement meetings with HT/DH at earliest opportunity. Support identified and in place to enable smooth transition. Training for staff to support learners with EAL. Maximise parent/child activities in school. Signpost families to Hubs/networking spaces in community. Offer phone translation services as needed. Continue to liaise with EMTAS.</p>	<ul style="list-style-type: none"> - Bell Foundation descriptors used to provide entry and ongoing assessment. - Adaptive teaching and intervention in place to swiftly develop spoken language and reading. - FLO makes connections with new arrivals, particularly those with SEMH needs. 		
To ensure the school's ethos, policies, curriculum, activities, resources and environment celebrate diversity and	<p>Continue to expand links with Into University to advance opportunity. Cycle started Sep 24. Explore additional enrichment activities, community and cultural activities, celebrations to accentuate</p>	<ul style="list-style-type: none"> - Increased pupil aspirations and academic opportunities for all. - Pupils actively experiencing and promoting equality. 	Headteacher SLT All staff RE/PSHE	Ongoing SLT to review – end

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<p>promote equality. (Pupil/staff/parent surveys capturing outcome)</p>	<p>current curriculum (Languages Day, Diversity Week..) Ensure School Council/Digital Leaders/Mission Team represent and contribute to the promotion of equality of opportunity. Ensure all pupils are given opportunities to contribute to school life – e.g. fundraising, monitor roles, assemblies. Incorporate current topical issues into PSHE curriculum informed by DSL discussion/staff/pupils. Provide opportunities for pupils to explore equality and difference within lessons. Explore other cultures within the curriculum. Residential offer open to all Y5 and Y6 pupils. Ensure sports events are inclusive. Purchase resources which promote positive images of diversity and reflect the school community. Ensure all written information is accessible by all. Recruitment and retention reflect inclusivity. Policies and procedures give due regard to equality. Through the curriculum and every day routines, promote challenge of stereotypes and explore healthy relationships. Promote equality in Behaviour Code. Reporting procedures on CPOMS to enable DSLs to quickly identify and respond to any form of inequality.</p>	<ul style="list-style-type: none"> - Further enrichment opportunities made available to all. - No child is disadvantaged due to financial constraints, disability or protected characteristic. - Pupils identify with school resources, e.g. images of family within books. - All pupils and families fully informed with suitable adjustments for any written documentation. - Safer recruitment offers equality for all. - SRE curriculum fully embedded. - Tolerance, equality, gospel and British Values permeate school life. - Incidents related to harassment, victimisation or discrimination eliminated. 	<p>Leads</p>	<p>of year. Report to governors.</p>
	<p>Enrichment days/weeks/workshops ongoing. Authors/poets/visits in school. Laudato Si week Feb. Books in classes reflect variety of role models and those used in Literacy programme specifically chosen to reflect diverse society. Classes have own causes for fundraising. NSPCC workshops completed. Currently, substantive knowledge in History, Geography, Religion and Art specifically explore culture, diversity and equality. To audit use/type of imagery and promote wider</p>	<ul style="list-style-type: none"> - Sporting/after school activities offer equal opportunities to all. - Quality texts chosen to reflect pupils, their families and experiences and to provide opportunities to challenge discrimination. - DSLs and office staff make adjustments/provide interpreters to support families with documentation. 		

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	opportunities for pupils to discern bias. Currently reviewing behaviour policy.	- Parents are signposted to other services as necessary, including SIASS and the Parent Carer Forum.		
	External workshops related to racism, equality, homelessness, different faiths, gospel values, etc. Whole school EP research project related to developing a relationships ethos and whole school relationships and behaviour policy. Develop pupil leadership of outdoor playtime interactions. Develop ordinarily available provision offer in environment, quality first teaching and approaches to learning. Utilise solution circle approach to address specific individual needs. Further develop preventative measures to support understanding and responding to challenging behaviours and promote inclusivity.	- Pupil leadership teams established in various areas. - PSHE programme well embedded in school. - EFS Bronze award achieved. - Inclusion and belonging vision understood. - Solution Circle model introduces.		

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How our school complies with the Equality Duty

St. Sebastian's R.C. Primary School 2023 - 2026

	What we do	What we intend to do
<p>RELIGION or BELIEF A religion or belief refers to a religious and/or philosophical belief including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods but must affect how a person lives their life or perceives the world.</p>	<p>We celebrate Catholicism as we are a faith-based school. Our curriculum teaches about other faiths and embraces difference and diversity. We provide trips and visits to other places of worship and invite speakers of other faiths. We celebrate festivals and feast days. We explore other religions in assemblies. We have trained pupil chaplains who actively lead prayers in school. Behaviour in our school reflects our social, moral, spiritual and cultural values.</p>	<p>We will actively endeavour to find opportunities to promote and raise awareness of differences between religions and cultures. As a church school, we will follow the advice and guidance concerning the general exceptions to the 2010 Act for Catholic Schools.</p>
<p>DISABILITY We recognise that a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. This does not necessarily mean that the person has SEN. Where a child with a disability requires special educational provision, they will be considered to have an additional SEN need.</p>	<p>We promote understanding of disability through our lessons. We hold special events to promote empathy and positive attitudes, e.g. Wheelchair sports, visiting speakers. We ensure our building is accessible for pupils, parents and visitors. Information for parents/pupils is accessible. Our curriculum is accessible to all children. We use communication friendly and ASD resources. We purchase specific resources to meet individual needs.</p>	<p>We will take necessary steps in our approach and planning, exploring the use of new technologies and auxiliary aids to deliver reasonable adjustments. We will actively ensure our resources include positive images/messages of disability and challenge stereotyping. We will celebrate National Disability Awareness Week using resources (Mencap...)</p>
<p>RACE The school adopts the definition of Race as outlined in the Equality Act 2010 as referring to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.</p>	<p>We use themed days, weeks, assemblies to celebrate racial diversity, explore cultural traditions and address current issues (Diversity week). We ensure our curriculum and schemes reflect positive images of multi-cultural society. We continuously upgrade our reading materials to reflect racial diversity and promote positive attitudes.</p>	<p>We will actively promote opportunities within our curriculum to enable pupils to identify and challenge racism and give them the language to express their opinions. We will continue to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.</p>
<p>PREGNANCY and MATERNITY Pregnancy is the condition of being pregnant or expecting a baby.</p>	<p>We ensure our curriculum explores family and relationships and follow the school's adopted curriculum on Sex and Relationships. We adhere to protocols and LA guidance on Paternity and Maternity</p>	<p>We will seek to make arrangements for females/staff to ensure that they are not treated less favourably because they are pregnant or breastfeeding.</p>

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<p>Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth and this includes treating a female unfavourably because she is breastfeeding.</p>	<p>rights, etc. We provide facilities for working parents/single parents to accommodate their needs. We do not discriminate against pupils or staff in absences related to pregnancy or maternity.</p>	<p>We will explore curriculum opportunities to break down stereotypical images and expectations of motherhood, roles, responsibilities and raise awareness of changing roles in society.</p>
<p>GENDER We recognise that a person's gender refers to 'the physical and/or social identification of being male or female.' (Oxford, Cambridge, Collins) In relation to a group of people, it refers to either men or women or to boys or girls.</p>	<p>We abide by all employment guidance provided by the LA. We encourage mixed sports teams and attendance at various clubs. We have purchased high interest reading books specifically aimed at both genders.</p>	<p>Use the curriculum to explore/challenge stereotypical images /attitudes in literature and advertising and give pupils the skill base to identify and challenge expectations of genders. Identify underperforming gender groups in year groups, target and track performance.</p>
<p>SEXUAL ORIENTATION The school uses the definition as outlined in legislation as meaning a person's sexual orientation towards: persons of the same sex, the opposite sex or either sex. The school extends the definition to include references to: A person who is of a particular sexual orientation or who shares the same sexual orientation.</p>	<p>As a faith school, we promote Catholicism whilst balancing our views with a sensitive and supportive approach to personal choice and preference. See Catholic guidance in Appendix. We follow LA guidance and protocols that no individual is treated less favourably for a reason which relates to his/her sexual orientation.</p>	<p>We continue to develop our employment opportunities within the Catholic framework and national employment guidance. We follow advice and guidance by the C.E.S. for exceptions to the 2010 Guidance for Catholic schools. Appendix 1.</p>
<p>GENDER RE-ASSIGNMENT We recognise that a person may express their gender in a way that differs from or challenges the physical gender that they were born with.</p>	<p>We promote an ethos that safeguards the dignity and well-being of every individual and recognise each person's uniqueness. We respect the confidentiality of those seeking gender reassignment and will provide a supporting environment within our school community. We do not tolerate any form of discrimination, harassment or victimisation directed at anyone because they propose to undergo, are undergoing or have undergone gender re-assignment.</p> <p>We understand gender re-assignment does not necessarily require a medical process to be undertaken and that a person will be protected because of gender re-assignment if they:</p> <ul style="list-style-type: none"> - make their intention known to someone at school. - behave or dress according to the gender they identify with. - undergo treatments such as surgery or hormone therapy. - have already received gender recognition under the GR Act of 2004. 	<p>We will explore curriculum opportunities in relation to the catholic ethos of the school and the advice provided by Salford Diocese.</p>

Updated – January 2024

Objectives reviewed – January 2025/January 2026