

St. Catherine's Public Sector Equality Duty

Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us 'To be who God wants us to be and so set the world on fire.'

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

What is the Public Sector Equality Duty (PSED)?

The Equality Act 2010 introduced a single, general duty for public bodies, including schools, which extends to all Protected Characteristics: sex; age; race; disability; religion or belief; sexual orientation; gender reassignment; pregnancy or maternity; marriage and civil partnership.

This is in accord with our Christian values that state that everybody is made in the image and likeness of God and equally loved and valued by God whose Son Jesus became a human being just like us.

We strive to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective 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 not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

There are three main elements within the act and in carrying out our functions as a school we must have regard for the need to:

- A. Eliminate discrimination and other conduct prohibited by the act.
- B. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- C. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Age is a relevant characteristic for schools when considering their duties as an employer but not in relation to pupils.

All schools must have 'due regard' to the three aspects highlighted above. Whenever significant decisions are being made, or policies being developed or reviewed, the school will consider carefully the equalities implications.

How does St Catherine's comply with the PSED and aim to eradicate discrimination?

The school has a range of policies which outline our long-established commitment to actively promoting equality of opportunity for all. The main documents dealing with equality of opportunity are:

- Equality policy
- Special Educational Needs and Disability (SEND) Policy
- Behaviour and Anti-Bullying Policy
- Accessibility Plan

St Catherine's RC Primary School is committed to inclusion for all, but is far from complacent and we remain focused on ensuring that our response to the PSED is significant and effective in each of the three main elements.

1. Eradicate discrimination

St Catherine's RC Primary School is a larger than average primary school with a nursery in Didsbury, Manchester. Close tracking of all pupil outcomes takes place in a structured and systematic way using established tracking systems. Staff monitor the attainment and progress of all pupils regularly and look at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it. Interventions are planned and implemented where underachievement, low attainment or concerns about specific groups or individuals are identified. This monitoring, evaluation and the analysis of data is used to drive progress for every single child.

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. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly, through showing our Core Values and Jesus' teaching.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- 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.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils 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.

2. Advance equality of opportunity

St Catherine's is committed to advancing equality of opportunity between people who share a protected characteristic and people who do not share it, and has a range of approaches in place to ensure that this happens. Examples include:

- Where necessary, we use the services of outside agencies to support families and individual pupils. Our Pastoral Lead oversees commissioned and in school support for

our most vulnerable pupils and families. Pupils with SEND, including those with medical needs, are fully supported by through school based support and external specialist professionals.

- We have excellent links with local providers, which ensures that transition into Early Years and Year 7 runs smoothly. We use the resources of the Manchester Safeguarding board and Child Adolescent Mental Health Service (CAMHS) and employ a Pastoral Support and Family Liaison Leader Worker who works with children and families to ensure they have access to the support they need.
- The governing body committees regularly review existing provision. They have created an Accessibility Plan and Equality Policy.
- Pupils needs are effectively identified and their learning is provided for, not only in curriculum adaptation, but specifically according to individual need. We select individuals for courses, duties and involvement in appropriate activities that will use and extend their abilities, gifts and talents.

3. Foster good relations across all characteristics

St Catherine's adopts a wide range of approaches to foster good relations across all characteristics. Some specific examples include:

- We participate in fundraising for many charities supporting local, national and global issues, which are understood and supported by children.
- The curriculum develops our pupils' awareness of different countries and cultures, for example, through the Year 5 cultural exchange programme with two schools in northern Spain.
- All governors demonstrate a high level of engagement with the school in areas such as health and safety, Social, Moral, Spiritual and Cultural development, SEND and equality. They concern themselves with the inclusive nature of our school, the wellbeing of staff and pupils and with attendance and behaviour. We have a dedicated Inclusion Governor who is focused on the needs of our most vulnerable pupils.
- Our partnership with local schools is an integral part of our school provision. We work with the local Didsbury schools, the Catholic partnership and the Manchester Schools Alliance. Through these partnerships our children have access to a range of activities that span the curriculum.
- We are proud of our extended services offered in the form of a variety of clubs, which are inside and outside of the school day. The impact of this is that children experience enrichments to the basic curriculum. These clubs are popular and well attended.

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.
- Inclusive; children understand that everybody is made in the image and likeness of God and equally loved and valued by God whose Son Jesus became a human being just like us.
- Aware of what constitutes discriminatory behaviour

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 and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for to celebrate diversity awareness.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not tolerate any form of prejudice-related incident, including within our staff. 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.

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
- 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 various policies relating to equality.

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.

Our Equality Objectives

Under the Public Sector Equality Duty (PSED), St Catherine's is required to set Equality Objectives. Our published information will be updated annually and objectives published at least once every four years.

Objective 1: To ensure key communication with our parent community is accessible to all parents, including those with English as an Additional Language

Objective 2: To eradicate discriminate language used by pupils in school, including the use of homophobic, biphobic, transphobic, sexist and racist language.

Objective 3: To develop staff training on supporting children with SEND to ensure no child is disadvantaged by this protected characteristic.

Objective 4: To ensure that our curriculum raises awareness of the Equality Act and Protected Characteristics, in an age-appropriate manner.

Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community. This is in accord with our Christian values that state that everybody is made in the image and likeness of God and equally loved and valued by God whose Son Jesus became a human being just like us.

All of our school community are encouraged to strive to follow our mission of 'Be who God wants you to be and so set the world on fire' and show our Core Values in everything they do and so. We strive to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.