

EQUALITY INFORMATION AND OBJECTIVES 2022-25

MISSION STATEMENT



We smile as we learn because we know that excellence comes from joy.
We live in each moment, appreciating the life God has given us.
We aspire for success and excellence, making the best of our God given talents.
We are all brothers and sisters united from different cultures and communities
around the world, living happily and in harmony in God's family.

We are inclusive, respectful and tolerant of the wishes and feelings of others.
We become confident, determined and resilient when challenged,
having Jesus as our guide and our strength.

We are God's chosen ambassadors on Earth and aim to make Him proud every day.
We are on a life long journey of faith – upholding the Gospel and Servite values –
accepting the call to become 'Holy' and aspiring to be the saints
in our world today.

OVERVIEW

1.1 THIS POLICY REFLECTS THE SINGLE EQUALITY ACT 2010 WHICH HARMONISES AND REPLACES PREVIOUS LEGISLATION INCLUDING THE RACE RELATIONS ACT 1976, DISABILITY DISCRIMINATION ACT 1995, GENDER RECOGNITION ACT 2004 AND SEX DISCRIMINATION ACT 1975. THIS POLICY THEREFORE SUPERSEDES ALL PREVIOUS SCHOOL POLICIES ON DISABILITY, ETHNICITY (IE RACE) AND GENDER. HOWEVER, AS ST PHILIP'S RC PRIMARY SCHOOL 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 2.

1.2 THE SINGLE EQUALITY ACT COMBINES THE EXISTING THREE DUTIES INTO ONE NEW EQUALITY DUTY THAT COVERS ALL SEVEN OF THE EQUALITY STRANDS: AGE, DISABILITY, GENDER, GENDER IDENTITY, RACE, RELIGION OR BELIEF AND SEXUAL ORIENTATION. IN THIS SCHOOL WE WILL ENSURE THAT AT EVERY LEVEL, IN ALL OUR WORK AND THROUGHOUT ALL ASPECTS OF THE SCHOOL COMMUNITY AND ITS LIFE, EVERYONE WILL BE TREATED EQUALLY. THIS SINGLE EQUALITY POLICY SUMMARISES THE SCHOOL'S APPROACH IN ENSURING EQUALITY FOR ALL.

2. OBJECTIVES

2.1 TO ENSURE THAT ALL LEARNERS HAVE EQUAL ACCESS TO A RICH, BROAD, BALANCED AND RELEVANT CURRICULUM.

2.2 TO ADVANCE EQUALITY OF OPPORTUNITY BY ENSURING THAT TEACHING, LEARNING AND THE CURRICULUM PROMOTE EQUALITY, CELEBRATE DIVERSITY AND PROMOTE COMMUNITY COHESION BY FOSTERING GOOD RELATIONS.

2.3 TO ELIMINATE ANY DISCRIMINATION, HARASSMENT AND VICTIMISATION. TO ENSURE THAT NO-ONE IS UNFAIRLY OR ILLEGALLY DISADVANTAGED AS A CONSEQUENCE OF THEIR AGE, DISABILITY, GENDER, GENDER IDENTITY, SEXUAL ORIENTATION, COLOUR, RACE, ETHNIC OR NATIONAL ORIGIN, DISABILITY OR RELIGIOUS BELIEFS.

2.4 TO RECOGNISE AND CELEBRATE DIVERSITY WITHIN OUR COMMUNITY WHILST PROMOTING COMMUNITY COHESION.

Reviewed September 2023



2.5 TO ENSURE THAT THIS POLICY IS APPLIED TO ALL WE DO

2.6 TO ENSURE THAT PUPILS AND PARENTS ARE FULLY INVOLVED IN THE PROVISION MADE BY THE SCHOOL.

2.7 TO ENSURE THAT WITHIN THE SCHOOL BUDGET, ADEQUATE FUNDING IS PROVIDED TO UNDERPIN THIS POLICY AND THAT INTERVENTION, POSITIVE AND PREVENTATIVE ACTION IS FUNDED WHERE NECESSARY.

3. GOOD PRACTICE

3.1 WE STRIVE TO ACHIEVE A COHESIVE COMMUNITY AND EXPECT THAT CHILDREN RESPECT ONE ANOTHER AND BEHAVE WITH RESPECT TO ONE ANOTHER, AND THAT THEIR PARENTS FEEL FULLY ENGAGED IN THE SCHOOL.

3.2 WE AIM TO ENHANCE A WIDER SENSE OF COMMUNITY LOCALLY, AS WELL AS IN THE CONTEXT OF THE UK AND THE WORLD COMMUNITIES.

3.3 WE SUPPORT THE UN CONVENTION ON THE RIGHTS OF THE CHILD, THE UN CONVENTION ON THE RIGHTS OF PEOPLE WITH DISABILITIES, AND THE HUMAN RIGHTS ACT 1998. THROUGH OUR POLICIES AND ACTIONS WE UNDERTAKE TO ENSURE THAT EVERY CHILD AND YOUNG PERSON IS HEALTHY, SAFE, IS ABLE TO ENJOY AND ACHIEVE IN THEIR LEARNING EXPERIENCE, AND IS ABLE TO CONTRIBUTE TO THE WIDER COMMUNITY.

3.4 WE CONSIDER IT PRUDENT AND SENSIBLE TO MAINTAIN THE PRACTICE OF LOGGING RACIST INCIDENTS AND REPORTING THEM TO THE LOCAL AUTHORITY. WE MONITOR AND LOG INCIDENTS THAT DISCRIMINATE AGAINST CHILDREN AND YOUNG PEOPLE OR ADULTS IN OUR SCHOOL WITH PROTECTED CHARACTERISTICS, EG HOMOPHOBIC BULLYING. WE ALSO MONITOR AND LOG BULLYING INCIDENTS, PARTICULARLY THOSE DIRECTED TOWARDS THOSE WITH SPECIAL EDUCATIONAL NEEDS.

4. STRATEGIES

4.1 MONITORING, EVALUATION AND REVIEW CARRIED OUT BY THE LEADERSHIP TEAM WILL ENSURE THAT PROCEDURES AND PRACTICES WITHIN THE SCHOOL REFLECT THE OBJECTIVES OF THIS POLICY.

4.2 PARENTS AND GOVERNORS WILL BE INVOLVED AND CONSULTED ABOUT THE PROVISION BEING OFFERED BY THE SCHOOL.

4.3 TEACHERS WILL ENSURE THAT THE TEACHING AND LEARNING TAKES ACCOUNT OF THIS POLICY.

4.4 THE DIVERSITY WITHIN OUR SCHOOL AND THE WIDER COMMUNITY WILL BE VIEWED POSITIVELY BY ALL.

4.5 DIVERSITY WILL BE RECOGNISED AS A POSITIVE, RICH RESOURCE FOR TEACHING, LEARNING AND THE CURRICULUM.

4.6 PROFESSIONAL DEVELOPMENT OPPORTUNITIES WILL BE PROVIDED FOR STAFF TO PROVIDE THEM WITH THE KNOWLEDGE, SKILLS AND UNDERSTANDING THEY NEED TO MEET THE REQUIREMENTS OF THIS POLICY.

4.7 CONTRIBUTIONS WILL BE SOUGHT FROM PARENTS AND OTHERS TO ENRICH TEACHING, LEARNING AND THE CURRICULUM.

4.8 THE POSITIVE ACHIEVEMENTS OF ALL PUPILS WILL BE CELEBRATED AND RECOGNISED.

4.9 A STRONG COMMITMENT WILL BE MADE TO THE TEACHING OF BLACK HISTORY MONTH, SOCIAL JUSTICE AND WORLD RELIGIONS

5. OUTCOMES

5.1 THIS POLICY WILL PLAY AN IMPORTANT PART IN THE EDUCATIONAL DEVELOPMENT OF INDIVIDUAL PUPILS.

5.2 IT WILL ENSURE THAT ALL PUPILS ARE TREATED EQUALLY AND AS FAVOURABLY AS OTHERS.



5.3 THE SCHOOL WILL MAKE ALL REASONABLE ADJUSTMENTS TO PROMOTE EQUAL OPPORTUNITY AND EQUAL TREATMENT OF ALL MEMBERS OF THE SCHOOL COMMUNITY.

5.4 WE ARE COMMITTED TO MEETING THE INDIVIDUAL NEEDS OF EACH CHILD AND WILL TAKE FULL ACCOUNT OF THEIR AGE, DISABILITY, GENDER, GENDER-IDENTITY, RACE, RELIGION OR BELIEF AND SEXUAL ORIENTATION IN ACCORDANCE WITH THE REQUIREMENTS OF THE SINGLE EQUALITY ACT 2010

6. EQUALITY OBJECTIVE

6.1 THE EQUALITY ACT 2010 REQUIRES SCHOOLS TO PUBLISH SPECIFIC AND MEASURABLE EQUALITY OBJECTIVES. OUR EQUALITY OBJECTIVES ARE BASED ON OUR ANALYSIS OF DATA AND OTHER EVIDENCE.

6.2 OUR EQUALITY OBJECTIVES FOCUS ON THOSE AREAS WHERE WE HAVE AGREED TO TAKE ACTION TO IMPROVE EQUALITY AND TACKLE DISADVANTAGES.

6.3 WE WILL REGULARLY REVIEW THE PROGRESS WE ARE MAKING TO MEET OUR EQUALITY OBJECTIVES.

EQUALITY OBJECTIVE

SEE APPENDIX 1 FOR OUR OBJECTIVES AND 2023 REVIEW

7. POLICY REVIEW

7.1 THIS POLICY WILL BE REVIEWED ANNUALLY, BUT OUR OBJECTIVES WILL REMAIN THE SAME UNTIL SEPTEMBER 2025. EVERY THREE YEARS: NEXT REVIEW DUE SEPTEMBER 2024.

OUTCOMES ATTAINED AT THE END OF EACH KEY STAGE WILL BE REVIEWED ANNUALLY BY THE HEADTEACHER

Headteacher	Miss R McNamara	Date:	September 2022
Chair of Governors		Date:	

APPENDIX 1 2021-22 REVIEW

2.1. To ensure pupils within the protected characteristics achieve in line with other groups of pupils.

EYFS Outcomes 2021-22

School: St Philip's RC Primary School DFE number: 3622		Section 4: Early Years Foundation Stage Pupil Groups: Achieving GLD				
EYFSP: Pupil Groups						
	No. in cohort	% of pupils achieving Good Level of Development (GLD) by Context Group				
		School	LA	School/LA Gap	National	School/National Gap
All	51	73	58	14.5	65	7
Boys	28	64	50	14.3	59	5
Girls	23	83	66	16.6	72	11
Disadvantaged	7	29	48	-19.4	50	-21
Other Pupils	44	80	61	18.5	68	12
EAL	16	63	56	6.5	60	3
Not EAL	35	77	60	17.1	67	10
FSM	9	22	47	-24.8	49	-27
Not FSM	42	83	65	18.3	70	14
SEN	2	0	16	-16.0	19	-19
Not SEN	49	76	67	8.7	71	5
Autumn Born	20	80	68	12.0	75	5
Spring Born	13	85	60	24.6	66	19
Summer Born	18	56	46	9.6	56	0
White British	30	77	60	16.7	67	10
Other than White British	21	67	59	7.7	63	4

LA and National Figures are derived from the NCER emerging picture and are provisional

Key Stage 1 Outcomes 2021-22

Reading

School: St Philip's RC Primary School
DfE number: 3622

Section 6: Key Stage 1
Teacher Assessment: Reading

Key stage 1: Teacher Assessment - Reading - Pupil Groups

	No. in cohort	EXS					GDS				
		% Working at the expected standard or above					% Working at greater depth within the expected standard				
		School	LA	School/LA Gap	National	School/National Gap	School	LA	School/LA Gap	National	School/National Gap
All	48	77	61	16	67	10	27	15	12	18	9
Boys	23	74	57	17	64	10	26	13	13	16	10
Girls	25	80	66	14	71	9	28	17	11	20	8
Disadvantaged	7	43	45	-2	52	-9	14	8	6	9	6
Other Pupils	41	83	67	16	72	11	29	18	11	21	8
EAL	22	77	59	18	65	13	18	14	4	16	3
Not EAL	25	80	62	18	68	12	36	16	20	19	17
FSM	7	57	44	13	52	5	14	8	6	8	6
Not FSM	40	83	70	13	72	11	30	19	11	21	9
SEN	9	33	24	9	26	7	0	3	-3	4	-4
Not SEN	38	89	72	17	75	14	34	19	15	21	13
CLA	1	0	28	-28	45	-45	0	6	-6	6	-6
Not CLA	47	79	61	18	67	12	28	15	13	18	10
White British	20	90	61	29	68	22	45	15	30	18	27
Other than White British	27	70	62	8	67	3	15	16	-1	18	-3

Writing

School: St Philip's RC Primary School
DfE number: 3622

Section 6: Key Stage 1
Teacher Assessment: Writing

Key stage 1: Teacher Assessment - Writing - Pupil Groups

	No. in cohort	EXS					GDS				
		% Working at the expected standard or above					% Working at greater depth within the expected standard				
		School	LA	School/ LA Gap	National	School/ National Gap	School	LA	School/ LA Gap	National	School/ National Gap
All	48	71	52	19	58	13	13	6	7	8	5
Boys	23	70	46	24	52	18	13	5	8	6	7
Girls	25	72	59	13	64	8	12	7	5	10	2
Disadvantaged	7	43	37	6	42	1	0	4	4	3	-3
Other Pupils	41	76	60	16	63	13	15	7	6	9	5
EAL	22	73	51	22	56	15	9	7	2	8	1
Not EAL	25	72	53	19	58	14	16	6	10	8	8
FSM	7	57	36	21	41	16	0	3	3	3	-3
Not FSM	40	75	61	14	64	11	15	8	7	10	5
SEN	9	33	17	16	17	16	0	1	1	1	-1
Not SEN	38	82	63	19	66	16	16	7	9	9	6
CLA	1	0	28	-28	35	-35	0	6	6	2	-2
Not CLA	47	72	52	20	58	14	13	6	7	8	5
White British	20	85	51	34	58	27	20	5	15	8	12
Other than White British	27	63	54	9	58	5	7	7	0	9	-2

Mathematics

School: St Philip's RC Primary School
DfE number: 3622

Section 6: Key Stage 1
Teacher Assessment: Maths

Key stage 1: Teacher Assessment - Maths - Pupil Groups

	No. in cohort	EXS					GDS				
		% Working at the expected standard or above					% Working at greater depth within the expected standard				
		School	LA	School/ LA Gap	National	School/ National Gap	School	LA	School/ LA Gap	National	School/ National Gap
All	48	77	64	13	68	9	33	14	19	15	8
Boys	23	83	63	20	68	14	39	15	24	18	11
Girls	25	72	65	7	67	5	28	12	16	12	6
Disadvantaged	7	43	48	-5	53	-10	14	6	8	7	7
Other Pupils	41	83	71	12	73	10	37	17	20	18	9
EAL	22	82	64	18	67	14	32	14	18	16	6
Not EAL	25	76	65	11	68	8	36	14	22	15	11
FSM	7	57	47	10	52	5	14	6	8	7	7
Not FSM	40	83	73	10	73	9	38	18	20	18	10
SEN	9	56	28	28	30	26	11	4	7	4	7
Not SEN	38	84	75	9	76	9	39	16	23	17	12
CLA	1	0	39	-39	44	-44	0	6	6	4	-4
Not CLA	47	79	64	15	68	11	34	14	20	15	9
White British	20	80	63	17	68	12	45	13	32	15	10
Other than White British	27	78	66	12	68	9	26	15	11	17	9

Key Stage 2 Outcomes 2021-22

Reading

School: St Philip's RC Primary School DFE number: 3622	Section 7: Key Stage 2 Test: Reading
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Key stage 2: Test - Reading - Pupil Groups with LA and National Comparators

	No. in cohort	AS					110+				
		% achieving the expected standard					% achieving a high score				
		School	LA	School/ LA Gap	National ^A	School/ National Gap	School	LA	School/ LA Gap	National ^A	School/ National Gap
All	51	90	72	18	74	16	55	25	30	28	27
Boys	30	87	67	20	70	17	37	19	18	23	14
Girls	21	95	77	18	80	15	81	31	50	33	48
High Prior Attainment*	13	100	99	2	Results not available		100	59	41	Results not available	
Medium Prior Attainment*	26	92	85	8	Results not available		58	22	36	Results not available	
Low Prior Attainment*	11	73	29	44	Results not available		0	2	-2	Results not available	
Disadvantaged	4	75	62	13	62	13	50	15	35	17	33
Other Pupils	47	91	78	13	80	11	55	31	24	32	23
EAL	14	86	66	20	73	13	57	26	31	27	30
Not EAL	37	92	74	18	75	17	54	25	29	28	26
FSM	1	100	61	39	61	39	100	15	85	17	83
Not FSM	50	90	78	12	79	11	54	30	24	32	22
SEN	10	80	36	44	37	43	10	6	5	8	2
Not SEN	41	93	84	9	84	9	66	32	34	33	33
CLA	0		40		52			13		13	
Not CLA	51	90	72	18	75	15	55	25	30	28	27
White British	30	90	73	17	75	15	47	24	23	27	20
Other than White British	21	90	71	20	75	15	67	27	40	29	38

Writing

School: St Philip's RC Primary School DFE number: 3622	Section 7: Key Stage 2 Teacher Assessment: Writing
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Key stage 2: Teacher Assessment - Writing - Pupil Groups with LA and National Comparators

	No. in cohort	% working at the expected standard					% working at greater depth within the expected standard				
		School	LA	School/ LA Gap	National ^A	School/ National Gap	School	LA	School/ LA Gap	National ^A	School/ National Gap
All	51	86	63	23	69	17	25	9	16	13	12
Boys	30	77	56	21	63	14	20	6	14	10	10
Girls	21	100	72	28	76	24	33	11	22	16	17
High Prior Attainment*	10	100	99	1	Results not available		60	43	17	Results not available	
Medium Prior Attainment*	29	97	83	14	Results not available		24	5	19	Results not available	
Low Prior Attainment*	11	45	23	22	Results not available		0	0	0	Results not available	
Disadvantaged	4	75	52	23	55	20	0	4	-4	6	-6
Other Pupils	47	87	69	18	75	12	28	11	17	16	12
EAL	14	93	62	31	70	23	21	9	12	13	8
Not EAL	37	84	63	21	70	14	27	8	19	13	14
FSM	1	100	50	50	54	46	0	4	-4	6	-6
Not FSM	50	86	70	16	75	11	26	11	15	15	11
SEN	10	50	21	29	26	24	10	1	9	2	8
Not SEN	41	95	76	19	80	15	29	11	18	15	14
CLA	0		20		43			0		4	
Not CLA	51	86	62	24	70	16	25	8	17	13	12
White British	30	80	61	19	69	11	20	8	12	12	8
Other than White British	21	95	63	32	71	24	33	10	23	14	19

Mathematics

School: St Philip's RC Primary School DFE number: 3622	Section 7: Key Stage 2 Test: Maths
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Key stage 2: Test - Maths - Pupil Groups with LA and National Comparators

	No. in cohort	AS					110+				
		% achieving the expected standard					% achieving a high score				
		School	LA	School/ LA Gap	National^	School/ National Gap	School	LA	School/ LA Gap	National^	School/ National Gap
All	51	90	69	21	71	19	37	20	17	22	15
Boys	30	90	69	21	72	18	33	22	11	25	8
Girls	21	90	68	22	71	19	43	17	26	20	23
High Prior Attainment*	14	100	97	3	Results Not Available		71	59	13	Results Not Available	
Medium Prior Attainment*	26	92	79	14	Results Not Available		35	14	21	Results Not Available	
Low Prior Attainment*	10	70	23	47	Results Not Available		0	1	-1	Results Not Available	
Disadvantaged	4	75	57	18	56	19	25	10	15	12	13
Other Pupils	47	91	75	16	78	13	38	25	13	27	11
EAL	14	100	70	30	75	25	43	26	17	28	15
Not EAL	37	86	67	19	71	15	35	17	18	21	14
FSM	1	100	55	45	55	45	0	9	-9	11	-11
Not FSM	50	90	75	15	77	13	38	25	13	26	12
SEN	10	60	32	28	34	26	10	4	6	6	4
Not SEN	41	98	80	18	81	17	44	24	20	27	17
CLA	0		13		45			0		7	
Not CLA	51	90	68	22	72	18	37	19	18	23	14
White British	30	83	67	16	70	13	23	16	7	20	3
Other than White British	21	100	70	30	74	26	57	27	31	27	30

Summary:

- ❖ 3-year trend data shows that pupils within the characteristics achieve in line with other pupils.
- ❖ Individuals and groups of pupils well supported in class.
- ❖ Resources are purchased for all year groups to support gender friendly writing opportunities.
- ❖ Robust analysis of performance data and internal mechanisms take place each term in order to measure the attainment and progress of all groups of learners.
- ❖ Individual pupil support plans are put into place for those children who are not making expected progress
- ❖ Support/specific resources utilised to intervene where progress/attainment is less than good.
- ❖ Small group-led maths teaching takes place daily for those in mixed-age classes, instead of whole-class teaching. This is currently taught by an Assistant Headteacher.
- ❖ Addition provisions made as necessary to meet the needs of the individual.

2021-22 Outcomes – Issues to consider:

- 1.) Attainment of pupils 'Other than White British' was above national average in EYFS and KS1 and significantly above national average in KS2. This is an improvement from 2019-22 where this data group were below national averages



2.) *In KS2, SEN and EAL pupils' performance in broadly in line with other cohorts. Disadvantaged pupils perform slightly less well.*

3.) *In KS1, EAL pupils' performance in broadly in line with other cohorts. Disadvantaged and SEN groups perform slightly less well.*

Review:

- ❖ Financial investment to support a comprehensive range of clubs to encourage children to explore and develop a wide range of skills and interests. Pupil premium, SEN and EAL pupils, alongside disadvantaged are targeted for involvement.
- ❖ Risk assessments, medical plans, specialist equipment, IEP's and close working relationships with external services and parents ensure inclusion in the day to day life of the school.
- ❖ Teaching and learning monitored across the school to ensure the same opportunities to experience achievement are realised for pupils within the protected characteristics.
- ❖ Specific units of work are planned and delivered to raise the profile of minority groups i.e. *Black History Month, Social Justice, World Religions etc*
- ❖ Staff CPD sessions are held where teachers, teaching assistants and governors help to map PSHE, Social Justice, RSE and British Values across the curriculum to identify any gaps in our teaching of equality and inclusion.
- ❖ Parent/Teacher meetings better supported with the option of a Polish translator when required.
- ❖ The staff team is representative of a wide range of cultures and ethnicities. This includes a Ukrainian speaking teaching assistant who supports a number of refugee children across the school.
- ❖ Whole school international days organised and delivered to promote cultural understanding and tolerance.
- ❖ International church services and community social events organised and well attended.
- ❖ Financial investment in the delivery of specialist workshops to celebrate Chinese New Year and African drumming for all pupils on a rolling program.
- ❖ World Religions taught annually alongside existing religion lessons.
- ❖ Charitable acts represent an appreciation of local and global need through catholic charities such as CAFOD and Loaves and Fishes.
- ❖ A commitment is made to ensuring that a range of pupils from various ethnicities are represented within lead pupil groups such as prefects, playleaders, house captains etc.
- ❖ Close links with the local Jewish community continue to be fostered through Mrs Rosenberg, a Jewish ex-volunteer in our school, including the celebration of Jewish New Year, visit from local Canter and an annual visit to a sukkah.

Review:

- ❖ Staff aware of and fulfilling their roles and responsibilities with regard to the 'Equality Scheme' and other relevant school Policy.



- ❖ Teaching and learning monitored closely.
Just less than £18,000 invested in 2023 in the development of a new outdoor provision area for EYFS. This will meet the needs of those with disabilities or barriers to learning.
- ❖ SEND Policy reviewed annually.
- ❖ Robust strategy to communicate and engage parents of children with SEND in their child's education.
- ❖ Employment of support staff to meet the increasing needs of children with SEND.
- ❖ Admission protocols followed and reviewed annually.

Next Steps: Targets 2022-25

- ❖ *To continue to provide for and enhance the provision for a number of refugee children who have joined St. Philip's as a result of war in Ukraine.*
- ❖ To continue to meet the needs of those with disabilities, by ensuring all reasonable adjustments are made, so that all children have the chance to reach their full potential.
- ❖ To continue to meet the needs of disadvantaged pupils and close the attainment gap between pupils eligible for pupil premium and their peers (see Pupil Premium Strategy on website).
- ❖ Continue to make necessary adjustments, purchase specialist equipment and resources as the need arises.
- ❖ SEND 5 approach to be delivered and embedded in all teaching and learning.
- ❖ Financial investment in the modification of a learning environment in order to create a small, quiet intervention space which can be used by groups of pupils and individuals as necessary.
- ❖ Extensive CPD undertaken by teaching staff and support staff to equip them with the knowledge and skills to fulfil their roles and meet pupils' needs with disabilities effectively.
- ❖ Commitment to increase diversity of staff employed in the school.
- ❖ Whole school curriculum review, with an emphasis on the protected characteristics and ensuring a range of representation within it.



APPENDIX 2 – LEGAL AND LOCAL FRAMEWORK

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2010
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Salford Diversity and Equality Policy and Comprehensive Equality Scheme



APPENDIX 3 – GENERAL EXCEPTIONS TO THE 2010 ACT: CATHOLIC SCHOOLS

The general exceptions to the Act as laid down for schools with a religious character or a registered religious ethos can be identified thus;

- **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 Headteacher, Deputy Headteacher 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 occupation requirement³.

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

⁴Section 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 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, in recent years, an increasing number of children have been questioning their gender on a national level. At St. Philip's RC, the following guidance will be followed for the area of gender questioning: [Gender questioning children: Everything you need to know about new draft guidance for schools - The Education Hub \(blog.gov.uk\)](#)



APPENDIX 4 - EQUALITY ACT 2010: GUIDANCE NOTE FOR CATHOLIC SCHOOLS

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