



# St Anne's RC Primary

*'We Grow Together in God's Love'*



## Equality information and procedure policy 2023-2026

Re-approved Sept 2025

### Mission Statement

We grow together as a Catholic Faith Community, as we follow and promote Gospel values in all we do. We grow together in wisdom, as we encourage each child to achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We grow together in respect, friendship and responsibility, as we reach out to those in our wider community.

We Grow Together in God's Love.

### Rationale:

*'We seek to encourage each child to develop his or her individual abilities: spiritual, academic and social, as fully as possible and in a spirit of confidence.'*

At the heart of St Anne's vision is to treat each other with dignity and respect. 'Treat others as you want to be treated' Luke 6:31. All children are different but are made in the image and likeness of God and at St Anne's we promote this by our culture statement of Love, respect and Responsibility.

### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination.

Everyone in Britain is protected from unlawful behaviour by the Act. The protected characteristics are as follows:

- age
- disability
- race



# *St Anne's RC Primary*

## *'We Grow Together in God's Love'*



- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

We recognise that these duties reflect international human rights' standards as expressed in 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. In developing our policy, we have therefore also taken them into consideration. To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

## **2. Legislation and guidance**

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Academies, including free schools, if applicable, add/amend: This document also complies with our funding agreement and articles of association.

## **3. Roles and responsibilities**

The governing board will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mrs Entwistle They will:

- Meet with the designated member of staff for equality every 3 years and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:



# *St Anne's RC Primary*

## *'We Grow Together in God's Love'*



Promote knowledge and understanding of the equality objectives among staff and pupils

Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

St Anne's is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year
- Analyse the above data to determine strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups

#### **6. Fostering good relations**

We recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. At St Anne's aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, personal, social, health and economic (PSHE) and RSE education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be



# *St Anne's RC Primary*

## *'We Grow Together in God's Love'*



introduced to literature from a range of cultures and in EYFS use the resource Think Equal to promote diversity and equality

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **7. Equality considerations in decision-making**

The following are suggestions only and will need to be adapted depending on your school's circumstances.

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

### **8. Equality objectives**

#### **Objective 1**

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.

#### **Objective 2**

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

#### **Objective 4**

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training



# *St Anne's RC Primary*

## *'We Grow Together in God's Love'*



evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

### **Objective 5**

Analyse data to ensure all groups are making progress and identify any pupil groups who may need extra support

## **9. Monitoring arrangements**

The headteacher alongside the Governing board will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the full governing body at least every 4 years.

This document will be approved by governing body annually

## **10. Links with other policies**

This document links to the following policies:

Accessibility plan

Risk assessment

List any other related policies that your school has her

Appendix:

### **Definitions**

**Discrimination** is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

**Direct Discrimination** occurs when someone is treated less favourably than others because of a protected characteristic.

**Discrimination by Association** occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

**Direct Discrimination by Perception** occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

**Indirect discrimination** can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore



# *St Anne's RC Primary*

## *'We Grow Together in God's Love'*



essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

**Victimisation** occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

**Harassment** is any form of unwanted behaviour intended to violate an individual's dignity or create an

environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject

to this harassment based on a protected characteristic or the perception that they have a protected

characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are

usually negative) about an individual, or group of people, based on a protected characteristic.