



St. Joseph's Catholic Academy

Equality & Diversity Policy

2022-2023

| Start Date: | Review Date: |
|-------------|--------------|
| Spring 2023 | Spring 2026 |

Headteacher: Mr P. Mitchell

Equality and Diversity Policy

Introduction

St Joseph's is founded in its mission to support each member of our community to live life to the full. Our vision is for students to leave St Joseph's as resilient, confident and well-rounded individuals, with the knowledge to make informed future choices. This underpins the Bishop Chadwick Catholic Education trust vision of "Christ at the Centre".

At St Joseph's we believe that education is about teaching children the knowledge, skills and values that they will require to be effective life-long learners. We strive for our students to not only develop their talents in each of the individual subjects they study, but also to help their personal skills and character qualities flourish in formation in order that our students may grow into positive, resilient, empathetic and responsible young adults contributing towards the common good.

Through our FLAME character policy, we embed our school principles of faith, learning, attitude, mutual respect and enrichment.

St Joseph's Catholic Academy is part of Bishop Chadwick Catholic Education trust. Our trust vision and values are.

Vision

"As a family of schools inspired by Christ, we aim to enable each individual to fulfil their God given potential. Excellence for everyone through learning, respect and partnership is at the heart of our Trust".

The values of our family of schools are:

- Excellence – Achieve excellence in everything we do.
- Respect – Created in the image of Christ and treated with equity and fairness.
- Community – One spirit, one community, one team
- Gifts- Support and encourage all members to enable them to fulfil their potential.
- Aspiration- Supporting people to be the best they can be, ensuring that the needs of every individual are met.
- Celebration - Recognition and acknowledgement of all our successes.

Our Understanding of equality of opportunity

At St Joseph's we understand equality of opportunity to exist when:

- it is understood that everyone is unique and everyone has different needs
- equality of access exists for all
- individual choices are widened
- everyone feels happy, safe and secure in an environment which does not disadvantage or discriminate against anyone
- stereotypes are challenged to ensure everyone has an equal chance to develop as they wish
- individual and community needs are responded to for the benefit of everyone
- adequate resources exist to meet everyone's needs

Aims and objectives:

St Joseph's will seek to ensure that no member of the school community, or any person through their contact with the school receives less favourable treatment on any grounds that cannot be justified. As a result of this policy we will:

- ensure that all members of the school community feel happy, safe and secure
- ensure that equality of access exists for everyone
- promote equality of opportunity regardless of the nine protected characteristics of age, disability, gender, race, religion and belief, sexuality, gender reassignment, civil partnership and marriage, and pregnancy and maternity
- remove the barriers that exist because of socio-economic conditions.
- actively develop the self-esteem and self-respect of all members of the school community by fostering behaviour based on rights, responsibilities and mutual respect between all members of the school community
- ensure that educational provision is relevant to our increasingly diverse society
- ensure that the curriculum actively promotes equality of opportunity
- actively challenge all forms of bullying, harassment, prejudice and stereotyping
- utilise 'pupil voice' throughout school to develop the skills of participation and responsible action
- actively engage the support and commitment of the whole school community in achieving the above aims
- provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, nationally and internationally

Relevant legislation and best practice advice:

We are aware of our responsibilities in relation to:

- 1970 Equal Pay Act
- 1975 Sex Discrimination Act
- 1976 Race Relations Act
- 1988 Education Reform Act
- 1995 Disability Discrimination Act
- 1998 Human Rights Act
- 1999 Macpherson Report into the Stephen Lawrence Murder Inquiry
- 2000 Race Relations (Amendment) Act
- 2001 Special Educational Needs and Disability Act
- 2002 Statutory Code of Practice on the Duty to Promote Race Equality
- 2010 Equality Act & 2007 Sexual Orientation Regulations
- 2006 and 2007 Employment Equality (Age) Regulations and Amendments
- 2010 Equality Act

Guidelines, Disability:

Pupils with disabilities/learning difficulties/special needs will:

- have complete access to all the facilities and resources available within the school
- receive additional support to ensure that they fulfil their potential

- be integrated with, and educated alongside, other pupils
- have access to the same broad, balanced and relevant curriculum as other pupils
- be involved in the decisions being made about their care and education

As a school, we:

- are committed to early identification of emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
- are committed to early intervention, target-setting and regular monitoring of pupils with disabilities/learning difficulties/special needs
- will give additional support and encouragement to gifted and talented pupils to ensure they fulfil their potential
- will work in partnership with parents and carers to ensure that pupils with disabilities/learning difficulties/special needs benefit fully from their time spent in school
- will ensure that staff take part regularly in training about disability/learning difficulties/special needs will make use, where appropriate, of local authority support services to ensure that pupils with disabilities/learning difficulties/special needs fulfil their potential

Guidelines, Gender:

No matter what their gender, all pupils will:

- have access to the same broad, balanced and relevant curriculum
- be expected to do as well as they possibly can
- be expected to behave as well as they possibly can
- be expected to work together in a constructive and positive manner
- be discouraged from using sexist language, and commended when they challenge such language

As a school, we will:

- ensure that neither gender dominates any area of the school, the curriculum or the extra-curricular activities to the detriment of the other
- ensure that all resources portray both genders in a positive and non-stereotypical way
- continue to monitor achievement by gender. If differences based on gender are identified, appropriate action will be taken to redress the imbalance

Guidelines, Race:

- The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally
- Pupils will have opportunities to study issues to do with intolerance, prejudice, racism, racial discrimination and religious prejudice
- Resources will portray members of local and regional cultural and ethnic groups in ways which are positive and non-stereotypical
- Community languages other than English will be valued and promoted
- The dietary needs of all pupils will be met
- Achievement, attendance and exclusions will be monitored by ethnicity. If differences based on ethnicity are identified, appropriate action will be taken to redress the imbalance
- Members of all cultural and ethnic groups will be welcomed and valued by the school community
- All racist incidents will be dealt with in an effective and consistent manner

- When posts in school become vacant, we will encourage applications from all groups within our increasingly diverse society

Guidelines on Religion and beliefs

- Daily acts of collective worship will be used to promote equality of opportunity irrespective of religion or belief
- All pupils will be given opportunities to meet their religious needs, especially at the time of important festivals
- The dietary needs of all pupils will be met
- People of all religions and beliefs will be encouraged to play an active role in school life

Guidelines, Age and Sexuality:

- All pupils will be encouraged to make equal use of all the resources and facilities in the school resources will reflect the variety of families that exist in Britain today
- Resources will show people of all ages engaged in non-stereotypical roles and activities
- Where appropriate, the National Curriculum will be used to value and celebrate diversity based on age and sexuality
- Pupils will be discouraged from using offensive language about age and sexuality, and commended when they challenge such language
- People will be welcomed and valued no matter their age or sexuality

Guidelines, Gender Reassignment, Civil Partnership and Marriage, Pregnancy and Maternity:

- In relation to the three protected characteristics above, parents, carers, visitors, members of staff and all others associated with the school can rest assured that discrimination will not occur, and that people's rights as defined in legislation relating to the characteristics will be respected
- appropriate use will be made of suitable external support services, including those in the local authority, to ensure that equality of opportunity exists in relation to gender reassignment, civil partnership and marriage, and pregnancy and maternity

Monitoring and Evaluation:

This policy will be monitored through staff and pupil voice making links to our quality assurance of Personal development.

Review of the policy will be carried out: May 2026