



EQUALITY POLICY 2026-2027

That all may have life - life in all its fullness

Our Mission Statement

The aim of our school is excellence in education in accordance with the teachings of the church.

We recognise that everyone is unique and has something to offer and we seek to develop each child's potential in a learning community where all are respected. We want every child to achieve and experience success.

Working in partnership with children, their parents, our parish and the wider community, we promote Christ's teaching as found in the Gospel so that 'all may have life, life in all its fullness'.

We aim to ensure this is done by;

- Praying together
- Living and working together as a loving, caring and forgiving community
- Valuing the experience and diversity of every person in our community
- Encouraging the children to achieve of their best – mentally, emotionally and spiritually
- Helping all in our community to experience the joy of learning and working together

EQUALITY ACT 2010 – DUTY TO PUBLISH INFORMATION AND OBJECTIVES

In everything we do as a school, we take into account of how we can get rid of discrimination, give pupils an equal chance, and encourage everyone to get along.

Here are some of the ways we do this:

- The Senior Leadership Team has responsibility for equality matters.
- There are clear procedures for dealing with prejudice related bullying and incidents.
- The school gathers information on the pupil population broken down by ethnicity and gender.
- The school gathers information about significant different ethnic background.

Whole School Policy for Managing Equality

We recognise that prejudice on the basis of colour, culture, origin, personal circumstances, disability, sex and innate ability has a strong presence in our society. We totally reject all such prejudice and will work to minimise its effects within our school environment to ensure equality of opportunity in all areas of school life for all pupils are staff.

We aim to:

Ensure high quality for all

Support that development of cultural and personal identity

Prepare pupils for full participation in our society

We believe education can and should strive to counter inequality in society playing a crucial role in promoting equality developing positive attitudes to cultural diversity and promoting shared values.

Each child should develop a sense of identity, be confident, self-affirming, open to change – choice and development, receptive and generous towards other identities, to be able to contribute towards his/her own positions, analyse received information arriving at a fair and balanced conclusion, identify bias – prejudice and discrimination, establish positive non-violent ways, take responsibility and participate in decisions, show respect for others/property, show honesty, consideration, trust, fairness and politeness.

Our Mission Statement underpins this: Our Faith in God, the importance of Gospel values in the overt and covert curriculum, our striving to reflect Christ justice, respect, forgiveness, tolerance, respect for the work of others and reconciliation/the desire to “undo” mistakes and make good.

In practice:

The Governors' Admissions Policy will not discriminate in the criteria. At registration, pupils' names will be accurately recorded and pronounced. Pupils will be encouraged to accept and respect individual's names. Each child should develop a sense of identity, be confident, self-affirming, open to change – choice and development, receptive and generous towards other identities, to be able to contribute towards his/her own positions, analyse received information arriving at a fair and balanced conclusion, identify bias – prejudice and discrimination, establish positive non-violent ways, take responsibility and participate in decisions, show respect for others/property, show honesty, consideration, trust, fairness and politeness.

On religious, moral and educational grounds the Governors, Headteacher and all staff are totally opposed to all offensive situations and will act promptly and justly.

a. The following forms of racially offensive behaviour will be unacceptable:

- Physical violence against anyone because of colour or ethnicity
- Racist insults, name calling to making threats
- Racist jokes
- Racist graffiti
- Wearing of racist badges
- Racist comments

b. The following forms of sexual harassment will be unacceptable:

- Physical violence, unwanted physical contact
- Insults, name calling, threats or comments
- Graffiti

c. Bully – the following will be unacceptable:

- Physical violence
- Insults, name calling, threats or comments
- Graffiti
- Covert actions inducing fear

d. The following forms of behaviour offensive to those with a disability will be unacceptable:

- Insults and name calling
- Making fun of a disabled person
- Making offensive comments about the disabled
- Physical violence to a disabled person.

Children will be encouraged to report all incidents to an adult in school and to their parents so they do not pass unnoticed.

Responses to Anti-Social Behaviour:

Minor misbehaviour will be dealt with by teaching staff and meals supervisors. The procedure for all other forms of socially and morally unacceptable behaviour including those at a,b,c and d above is:

Once an incident has been reported to/comes to the notice of a member of the teaching staff s/he will speak to the child(ren) concerned and then discuss the incident with the Headteacher agreeing a response.

Staff will report all such incidents to the Headteacher for action.

Perpetrators will be counselled and made fully aware of the wrong they have done, the pain they have caused, the foolishness of all prejudice and the need to right the wrong done through sincere apology and friendship.

Gender Equality

We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour, including bullying and namecalling;
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.

To make our teaching more accessible to boys, we:

- begin a lesson by stating the learning outcomes, and giving the „big picture“;
- employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks, with „brain breaks“ and new starts;
- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

Staff

This school values diversity amongst its staff. In all staff appointments the best candidate will be appointed based on strict professional criteria.

Equality and justice will be to the fore in matters of appraisal, redundancy, conditions of employment and promotion.

We all need to be aware of possible cultural bias and assumptions within our own attitude,

We need to be aware of historical and contemporary within our own attitudes, We need to be aware of historical and contemporary processes which have caused/caused prejudice and injustice.

We are committed to providing high quality education for all pupils and preparing them for full participation in society. Our staffroom culture must be open and positive especially in our treatment of equality issues.

We are committed to avoid stereotyped ideas about pupils potential and motivation.

The role of governors

Governors at St Margaret Clitherow are committed to equal opportunities and will continue to do all they can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents" and pupils" questionnaires.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their gender, ability or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls.

The role of the headteacher

It is the headteacher's role to implement the school's policy on equal opportunities, and s/he is supported by the governing body in so doing.

It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

The role of the class teacher

Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

Parents

We will ensure that parents are fully aware of our policy. Parents from all groups will be encouraged to be proportionally involved in the life of the school. We will ensure we welcome all visitors. We will invite parents and members of the local community will be involved in the school curriculum.

The Curriculum

We will strive to ensure that all children develop the skills to use written and spoken standard English. They will explore aspects of their own/other cultures, issues of rights and obligations, conflicts of interest, justice and fairness. Common concerns/values will be explored – trade, shelter, our relationship with the environment and decision making. Curriculum areas will be taught ensuring a balanced view is put. Children will be encouraged to weigh up arguments, make their own decisions and have sound reasons for them.

Displays will reflect our multicultural society, contain positive images and be nonstereotypical.

Our teacher assessment of pupils and reporting to parents will be unbiased giving each child the opportunity to show what they know/can do without categorising children in ways which may restrict their opportunities avoiding stereotyped assumptions.

Books and materials will portray positive images and relate to a variety of cultures.

Handling controversial issues

(between communities, religious, moral, bias, home/school)

Views, including our own, will be seen as a resource, not inherently correct, to be weighed up. We will avoid implying consensus when it may not be the case* and encourage freedom of thought.

(*eg most of the children in the school would prefer..." when that fact has not been established by survey etc... with the intention of influencing individual views.)

The Pastoral Curriculum

We are committed to see that:

- Children have an "overall" view of their own development – their learning, self-esteem, behaviour, confidence and motivation.
- Children's views are listened to and taken into account.
- Relevant information about children's personal home circumstances is confidentially shared amongst staff as appropriate for the benefit of the children.
- Measures are taken to monitor and deal with disaffection amongst pupils promptly.