Christ the King R.C. Primary School

Equality Policy

Our school motto: "Learning to love, loving to learn"

Mission Statement

Christ the King Catholic Primary School is a Catholic, caring community where children experience a stimulating learning environment:

- ***Through Worship:*** by developing the child's awareness of worship and the essential part they play in it.
- ***Through the curriculum:*** by fostering the children's spiritual, moral, physical, intellectual, aesthetic and social development which helps to provide preparation for life.
- ***Through community:*** by developing a positive interaction between home, parish, school and the wider community for the benefit of all the children.
- ***Through communication and relationships:*** by developing and maintaining an open, friendly and professional relationship with all those involved in the school community.
- ***Through individual support and development:*** by affording all those involved in the school, teaching and non-teaching, the opportunity to develop professionally and to work as a team for the good of the school community.

Our mission is to develop this vision by:

Worshipping:

- Celebrating through participation in prayer, reflection and worship so that our community feels inspired, rewarded and challenged in its faith journey.
- Giving our children hope for their future through an understanding that they are unique and that God loves them for who they are and who they will become.

Learning:

- Enabling our children to become confident, skilled, enthusiastic lifelong learners.
- Developing thoughtful, questioning, creative and collaborative attitudes to learning.

Respecting:

- Fostering respect for all people, celebrating the wonder of God's creation and understanding the need to share our planet with all in sustainable ways.
- Respecting the unique God-given gifts that each member of the school community has to offer and promoting fairness, care and courtesy.

Welcoming:

- Instilling a culture of inclusivity, encompassing our pupils, parents and the wider community.
- Nurturing a sense of honesty, openness and self-worth in ourselves and others.

Serving:

- Encouraging our children to serve each other through friendship, kindness and sharing in work and play.
- Developing an awareness of the role of our school within our parishes and the wider community.

We support the UN Convention on the Rights of the Child and we seek to uphold the rights of every member of our school community, specifically:

Article 23
'If you are disabled, you have the right to special care an education to help you to develop and lead a full life'
Article 29
'You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other peoples' rights and values'
Article 30
'If you come from a minority group, because of your race, religion, or language, you have the right to enjoy your own culture, practise your own religion and use your own language'

Rights Respecting Gold School

As the first school in Cardiff to be awarded Rights Respecting Gold status, we have been recognised to have established an environment which celebrates diversity and fosters respect for all people.

ALN Statement

Christ The King Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying , assessing and making provision for Additional Learning Needs at the earliest opportunity , working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success .

Context

Christ the King school serves and established residential area within north Cardiff. The school serves the parishes of Christ the King, St Teilo's, St Brigid's and St Paul's. Our pupils come from a wide area of north Cardiff: Llanishen, Lisvane, Cyncoed, the Heath, Thornhill and Rhiwbina.
We are a one-form school of 231 pupils (Feb 2021) which consists of a Nursery class (am/pm) and 7 other classes (Reception to Year 6)
Most of our pupils come from homes that are neither very affluent nor disadvantaged. Housing varies from established residential areas, new housing and social housing. A few come from homes which are economically disadvantaged. 5% of our pupils claim free school meals
One of our pupils has a statement of ALN, 7 are on school action and a further 7 are on school action plus
Approximately 12 (5%) of our pupils have been identified by parents/carers as having English as an additional language, although there are also additional pupils who are exposed to other languages at home.
All of our teaching and non-teaching staff are English-speaking. Although the majority of our teaching staff is female, we currently employ 5 male teaching/ non-teaching staff with a number of male peripatetic and extra-curricular music and sport staff. We have a small number of pupils (less than 2%) with disabilities. No members of teaching/non-teaching staff have declared themselves to have a disability.

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Policy Aims and Objectives

Aims

This policy is underpinned by our School Mission Statement. Our mission, formulated in collaboration with all stakeholders, is to be a 'welcoming' and 'respectful' community. Discrimination is incompatible with the example set by Christ; we offer our pupils the experience of life in a community which is founded on Gospel values and working in harmony with each other. Our mission is to prepare our pupils for a life living and working with others in communities which are diverse socially, culturally and religiously.

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting the uniqueness of the individual. We believe that every person is a unique individual, created in God's image and loved by Him.
We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.
We recognise that it is important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others, irrespective of whether the school serves or is located in an ethnically diverse community.
We have the duty to care for all and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.
Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Our aim is to enable all pupils in our school community to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

These four purposes are at the heart of our mission and our curriculum.

Objectives

This policy has been developed with reference to **The Equality Act 2010** and
Performance of the Public Sector Duty in Wales Welsh Statutory Instruments: 2011
These give protected status in matters of:

- Race
- Disability
- Gender
- Sexual Orientation
- Religion or Belief
- Age
- Gender Reassignment

- Marriage or Civil Partnership
- Pregnancy and Maternity

This policy has also been developed with reference to **The Additional Learning Needs and Education Tribunal (Wales) 2018**

The Act sets out the following definition of additional learning needs:

1. A person has additional learning needs if he or she has a learning difficulty or disability (whether the
2. learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision
3. A child of compulsory school age…has a learning difficulty or disability if he or she:
   a. Has a significantly greater difficulty in learning that the majority of others at the same age, or
   b. Has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools
4. A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age
5. A person does **not** have a learning difficulty or disability solely because the language (or form of language) in which he or she is taught is different from a language (or form of language) which is used at home.

We strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- all of our structures and policies are evaluated and kept under review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Definitions of Discrimination

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

- Direct discrimination: this is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.
- Indirect Discrimination: when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result.

Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)

- Victimisation – treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful.

- Harassment – unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.

It is the duty of all members of our school community to:

- Enable all staff to carry out their duties unhindered by unfavourable treatment
- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a protected characteristic, and those who don't
- Foster good relations between persons who share a protected characteristic, and those who don't

CES Guidance on discrimination:

Our school is committed to eliminating any unlawful discrimination on grounds of:
Race
Gender
Transgender
Belief
Disability
Sexual Orientation
Pregnancy or Maternity,
Marriage or Civil Partnership

We seek to apply all policies and procedures with a view to promoting the equality of all.
Exceptions are in regard to the religious character of the school, where the policies of the school specifically associated with securing its Catholic character are applied based upon belief. Examples include admissions to the school where preference will be based upon religious background of the applicants and also employment of key posts in the school associated with the religious mission and character of the school.
'Belief in the equality and dignity of every human being is fundamental to the Catholic faith and Catholic Voluntary Aided Schools and Colleges will wish to ensure that they comply with the new laws for that reason.' CES

Race Equality

In addition to our above stated aims, we aim specifically to:

- Protect individuals from any form of racial discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different ethnic groups.

This is particularly important for our school as it does not have a racially diverse population. "When a school judges relevance, the size of the ethnic minority population in your area does not matter. Race equality is important, even if there is no one from an ethnic minority in your school or local community. Education plays a vital role in influencing young people, because the views and attitudes they form as pupils or students will probably stay with them for the rest of their lives." (*A Guide for Schools* CRE 2001)

The school addresses discrimination in the following policy areas:

- Curriculum policies
- Teaching and learning policy
- Assessment and Monitoring policies
- Admissions policy
- Behaviour policy
- Anti-Bullying Policy
- PSE policy
- Staffing policies
- Membership of the governing body

Leadership and Management

Christ the King has prepared this policy as a commitment to work towards racial, cultural, linguistic and religious equality within the school. In addition, Racial Equality is an intended aim in all school policies and will be included in those as they become due for renewal within the framework of the School Improvement Plan. The Governing Body will consider all applications equally and monitor all recruitment and selection activities.

Curriculum, Teaching & Assessment

We are committed to ensuring that ethnic minority interests and issues, are built into all schemes of work throughout the curriculum, and that steps are taken to promote cultural diversity and challenge racism.
At Christ the King school all staff respond to pupils' diverse needs by creating effective learning environments which celebrate the cultural background of pupils and diversity in the wider community, as follows:

- The contributions of all pupils are valued
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and pupils learn to appreciate differences in others, whether arising from race, sex, ability or disability
- Pupils learn to take responsibility for their actions and behaviour
- All forms of bullying, including harassment, are challenged

Teachers provide an environment that celebrates diversity within our school and the wider community by:

- Utilising a variety of teaching approaches appropriate to different learning styles and abilities
- Employing a range of organisational approaches, including different groupings and settings
- Planning learning tasks for those pupils for whom English is not their home language but whose ability and understanding are in advance of their English language skills
- Planning accessible activities which allow all children to succeed
- Providing resources which allow all pupils to access the learning objectives
- Incorporating positive images of race, religion, gender and disability which reflect social and cultural diversity
- Considering and using materials which are free from stereotyping and discrimination

Children are motivated to learn through:

- Exposure to positive images of race, religion, gender and disability which reflect the school population
- Experience of learning within a variety of groupings that are not based upon academic attainment, home language or nationality
- Having free access to resources which will support their learning and acquisition of language
- Having the opportunity to have their opinions and ideas taken seriously by their teachers and peers

The school and governors will also monitor the achievements of pupils from ethnic minorities in the school. Consideration will be given to the impact of the policy on the school community.

Gender Equality Scheme

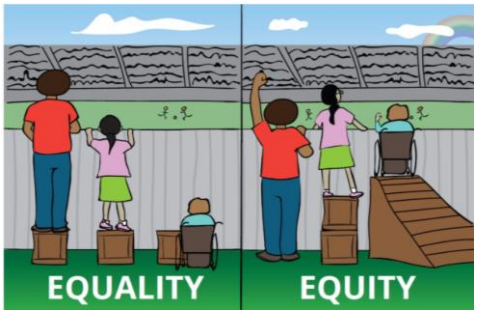
We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students is monitored on the basis of gender and other relevant factors and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation that will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. We believe men and women were uniquely but equally created by God and their diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We aim to:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with aspects of the Equality Act relating to sex discrimination and equal pay
- Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

Disability

Christ the King Catholic Primary School is committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students is monitored. We make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.



Definition:

Under the Equality Act 2010, a disabled person is someone who has

- a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities

Off Site Visits

Transport hired for educational trips is accessible for disabled users.

Venues chosen for off site visits must include an assessment for any pupils or staff with healthcare needs in the group.
Pupils or staff with disabilities should not be prevented from attending an off-site venue for reasons of their disability. Reasonable adjustments or alternative arrangements must be made wherever possible, or alternative venues and activities sought.

Involvement of Stakeholders

The school involves stakeholders- pupils, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country. The views of stakeholders and other equalities related groups are taken into account when we set priorities.

Involvement of children in the development of Individual Education Plans.

- Class teacher consultation in the development of curricular targets
- Use of PSE sessions and Senedd to explore feelings and attitudes.
- Invitation at point of Induction for all stakeholders to inform and consult on their individual needs.
- Regular assessment and analysis of performance data which informs performance management information to class teachers.
- Planning and lesson monitoring
- Questionnaires
- Policy review

Monitoring

As part of our responsibility to monitor this policy, we commit to:
• revisiting and analysing information and data used to identify priorities for the SIP and AoLE action plans.

• using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

This process continues to:
• involve the participation of a full range of stakeholders;
• be evidenced based - using information and data that the school has gathered and analysed;
• use the evidence to do accurate impact assessments which inform priorities.

The following factors are monitored:

- Achievement of pupils by disability/ race/ gender/home language
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)
- The effectiveness of the school's role as a service provider
- Methods of communication with parents/carers

Strategic Equality Plan

Information and data regarding protected groups are shared with Cardiff LA and are analysed and utilised to inform a Strategic Equality Plan for our school. This is reviewed annually, with a full review not less than four yearly. This sets out priorities which aim to ensure inclusive and equitable provision for the school community and visitors.

Roles and Responsibilities

The Governing Body:

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics.

The Governing Body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

The policy will be monitored and reviewed by the SLT and by the governing body and will make use of the regular review of other policies containing statements on equal opportunities.

The Headtecher/School Leadership Team (SLT)

The Headteacher and SLT promote equality and seek to eliminate discrimination by:

- implementing the school's SIP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SIP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Cardiff LA's and school's policies

School Staff

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SIP;
- striving to utilise materials that reflect people with protected characteristics in a positive light and avoiding materials which portray stereotypical images;
- challenging any incidents of prejudice, racism or homophobia
- Where there are incidents of prejudice, racism or homophobia, recording these on 'My Concern'

- Intervening in a positive way against any discriminatory incidents

Promotion of Policy

The policy will be actively promoted to the whole school community through the use of assemblies, newsletters and the school website. Parents will be made aware of the existence and opportunity to read the policy on the school's website.

Signed _____ (Headteacher)

_____ (Link Governor)

Date _____

Reviewed: February 2023
Next review: January 2025