



# Our Lady & St Edward Equality Statement



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## Mission Statement

**Our Lady & St Edward Academy is a *loving, considerate and serving* Catholic community *striving to educate all children to develop spiritually, personally and academically*.**

**By placing the person and teachings of Jesus Christ at the Centre of all that we do, we will:**

**Grow in *faith* for God and *love* for one another  
Be *kind, respect* differences and show *compassion* to all  
Show *honesty* and *forgive* those who hurt us  
Use our God given gifts to be the person He wants us to be,  
GUIDED BY JESUS IN ALL THAT WE DO, TOGETHER WE ARE ONE... ONE  
SCHOOL... ONE COMMUNITY...ONE WORLD.**

## Ethos, Vision and Values

The school is committed to ensuring equality of opportunity for all its employees, pupils and any others involved in the school community. The school aims to create a happy and secure environment where all children can reach their potential – spiritually, morally, culturally, physically and academically. Children are encouraged to be responsible for their own actions and a culture of independence and respect is promoted through our core values.

The curriculum of the school, underpinned and inspired by the teachings of the Catholic Church, recognises that each child is a unique and valued individual. All children are offered the opportunity to develop fully irrespective of ethnicity, faith, social background or gender.

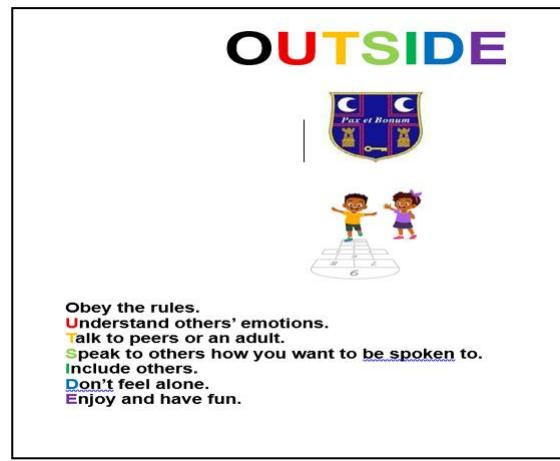
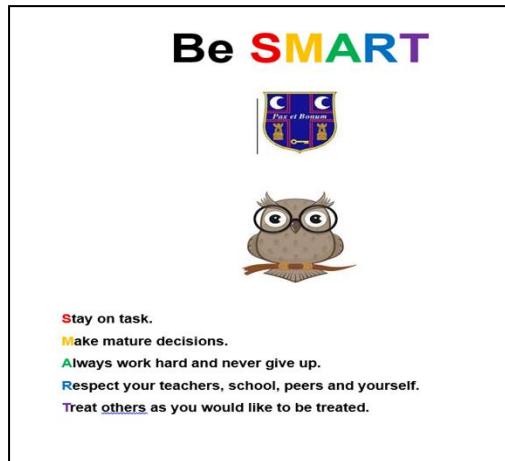
The school's core values, which have been generated by children and staff, assist children to build their learning power. They enable children in developing the knowledge, attributes, skills and attitudes that will support them throughout their lives and help them to reach their full potential and flourish in our ever-changing society. The way that the school



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teaches these behaviours is through our Behaviour Curriculum using SMART and OUTSIDE acronyms.



## Legal duties

We welcome our duties under the Equality Act 2010 to eliminate unjust discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed by 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.

We recognise the need to treat people fairly in accordance with the precepts of the Catechism of the Catholic Church.

We understand the principle of the Equality Act 2010 and the work needed to ensure that those with protected characteristics are not unjustly discriminated against and are given equality of opportunity.

### **A protected characteristic under the act covers the groups listed below:**

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any child).

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- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice-related unjust discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. Any incidents that do occur are addressed immediately and logged in accordance with our Behaviour policy.

## Guiding principles

In fulfilling the legal obligations referred to above, we are guided by nine principles.

### **Principle 1: Every person is of equal value**

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 see all people and potential learners as of equal value; regardless of their status.

### **Principle 2: We recognise and respect difference**

Treating people equally does not necessarily involve treating them all the same. Subject to the need to operate in accord with the official doctrines, practices and laws of the Catholic Church, our policies, procedures and activities must not unjustly discriminate. However, these are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage, which people may face, in relation to the status's identified in Principle 1 above.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**



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We intend that our policies, procedures and activities should promote:

Positive attitudes towards people regardless of their status as listed in Principle 1 above

Mutual respect, positive interaction, good relations and dialogue between all people regardless of their status as listed in Principle 1 above

## **Principle 4: We observe good practices in staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development; regardless of their status as listed in Principle 1 above.

## **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between people identified in Principle 1.

## **Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve these identified in Principle 1.

## **Principle 7: Society as a whole should benefit**

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website and through other mediums as identified by the Governing Body.

## **Principle 8: We base our practices on sound evidence.**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to those identified in Principle 1:

## **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7) in relation to the status listed under Principle 1.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we will draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and idea, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

## **The curriculum**

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We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles in paragraph 4 above.

## Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- learning and teaching styles and strategies
- admissions and attendance o staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions o working in partnership with parents, carers and guardians
- working with the wider community.

## Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook and behaviour policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

All prejudice-related incidents at our school are logged so that patterns and trends can be monitored.

## Roles and responsibilities

We believe that promoting Equality is a whole school responsibility:

School community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their



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	responsibility to record and report prejudice related incidents.
Senior Leadership Team (SLT)	To support the Headteacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum in conformity with the doctrines, practices and laws of the catholic Church. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non- teaching staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff (SENDCo) has day-to-day responsibility for coordinating implementation of the policy.

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## All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom or deal with and report any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum **whilst remaining in conformity with the doctrines, practices and laws of the Catholic Church.**
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

## Information and resources

We will ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

## Monitoring and evaluation

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.

In particular we will collect, analyse and use data in relation to achievement, broken down as appropriate, according to disabilities and special educational needs; ethnicity; culture; language; religious affiliation; national origin and national status; and gender.



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## Our Lady & St Edward equality objectives 2025 - 2028

Equality strand	Equality objective	Action(s)	How will the impact of the action be monitored?	Who is responsible for implementing?	Success indicators
Race Gender Disability Religion	To monitor and analyse pupils' attainment and progress by vulnerable group, race, gender, deprivation and disability on a termly basis and to act on any trends in the data that require additional support for pupils.	The Senior Leadership Team, curriculum leaders and class teachers will use data to plan intervention where needed. Governors will be fully informed on a termly basis of the attainment and progress of all groups of pupils.	Progress data analysis by race, gender and disability using the school's online system.	Head Teacher SENDCO Curriculum leaders Class Teachers	Quantitative data and qualitative evidence indicate progress made by all groups of pupils from their starting point.  Impact of interventions in place to support progress of groups.
Disability	To promote equality of opportunity with regard to disability.	<p>School will provide equal opportunities for all disabled pupils and make reasonable adjustments where necessary.</p> <p>The needs of disabled parents/carers, pupils, staff and visitors will be considered and will be monitored within questionnaires and with direct contact.</p> <p>School will continue to provide an individualised approach to teaching and learning within the classroom making reasonable adjustments and adaptations.</p>	Analysis of progress data and planning. Parent /carers feedback analysis. Pupil voice.	Head Teacher SLT SENDCO	Specific needs of disabled individuals will be met through relevant adjustments, along with support and advice from external agencies.
Race Gender Disability Religion	To increase the awareness and understanding of protected characteristics within the school.	<p>CPD for staff and Governors on equality, protected characteristics and how to support and challenge these issues.</p> <p>Map protected characteristics through the school's curriculum.</p>	Pupil voice demonstrates that children have an understanding of PCs.	Head Teacher SLT SENDCO Class teachers	Quality assurance demonstrates children can name protected characteristics and show an understanding of them.



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		Increase children's awareness through assemblies, Liturgical celebrations and curriculum work.			
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Signed: *R Byrne*

Date: *January 2026*