

Public Equality Duty

Outline of how St Leonard's Catholic School meets its responsibilities

Approved by:	Achievement & Well-being	Approved on:	5 th March 2019
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Version	4		

1. Policy Statement

St Leonard's takes its responsibilities under the Equality Act very seriously and we believe the Equality Act provides a framework to support our commitment to valuing and celebrating diversity, tackling discrimination, promoting equality and fostering good relations between all.

We recognise that all staff and governors share responsibility for the implementation of our Public Sector Equality Duty with regards to discrimination, harassment and victimisation.

2. School Aims

At St Leonard's we:

- pursue excellence in all and for all;
- take Christ as the model for life;
- strive to create community.

3. Responsibilities

3.1 The Governing Body

Governors are responsible for:

- (i) ensuring the school adopts and reflects the relevant equality legislation;
- (ii) ensuring that the school Public Sector Equality Duty and its procedures are followed.

3.2 The Head Teacher

The Head Teacher is responsible for:

- (i) ensuring the Public Sector Equality Duty and its procedures are followed;
- (ii) ensuring the Public Sector Equality Duty is readily;
- (iii) producing regular information for staff and governors about the School Equality Objectives and how they are working;
- (iv) ensuring that all staff know and carry out their responsibilities;
- (v) taking action in cases of harassment and discrimination against members of any protected group.

3.3 All staff

All members of staff are responsible for:

- (i) challenging racist, homophobic and other hate-incidents;
- (ii) the recognition and tackling of bias and stereotyping;
- (iii) the promotion of equal opportunities;
- (iv) the avoidance of discrimination against anyone.

Attitudes that promote discrimination are challenged and staff seek to achieve equality for all by both example and active promotion. Examples of this are the teaching of issues surrounding bullying, celebrating diversity, praying and reflecting on social justice,

The school deals with discriminatory incidents seriously and parents are informed of the action taken.

4. Equality of opportunity

To advance equality of opportunity between people who share a protected characteristic and those who do not:

St Leonard's is an inclusive school. All staff work hard to ensure equality of opportunity for all protected groups. The school strives to improve equal opportunities. Examples of this work can be seen in our Aims statement, the School Development Plan, regular monitoring of teaching and learning, staff/ governor training, Citizenship Education, assemblies

Identification is seen as a key element to ensuring equality of opportunity. The school employ regular analysis of data to screen for any issues with particular pupils. Intervention is targeted in response to this identification. Pupils at St Leonard's attain extremely well and there is no significant disadvantage to pupils with protected characteristics.

5. Fostering good relations

To foster good relations across all characteristics – between people who share a protected characteristic and people who do not:

St Leonard's fosters good relations between pupils through its collective worship, promotion of tolerance, PHSE curriculum, emphasis on respect and understanding. The school has developed strong links with the local community and seeks to involve families from the start of their connection with the school and this work is continued throughout the school. Relationships are also developed beyond the local community to other parts of the U.K. and abroad.

6. Equality Objectives 2017-2021

- (i) to ensure all pupils regardless of gender are able to make good progress and achieve in all areas of the curriculum and are represented in all aspects of school life
- (ii) to ensure all pupils regardless of ethnicity, race or disadvantage (Pupil Premium) make good progress and achieve to their highest potential
- (iii) to ensure pupils with a disability (including Autistic Spectrum Disorders) have access to an appropriate curriculum and level of support, in order to achieve to their highest potential
- (iv) to educate all pupils about discrimination and prejudice and to ensure a harmonious environment is maintained (social cohesion), including training for staff and governors regarding equality and diversity
- (v) to ensure that all pupils are encouraged to celebrate diversity and develop a greater awareness and understanding of different communities including issues of LGBTQIA+

We will produce an Equality Action Plan that shows how we will achieve our objectives.