



English Martyrs Catholic Primary School  
*"where everyone is special"*



## P7: Equality Statement

### Mission Statement

With Christ at the heart of our Catholic community,  
our mission is to:

- ✘ nurture the potential in each individual,
- ✘ celebrate achievement,
- ✘ and develop an awareness of service  
to God and each other

**Adopted by the school: February 2017**

**Review: As needed**

## Statement on Equality

English Martyrs Catholic Primary School is committed to equality both as an employer and a service - provider. We aim to make sure that no - one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

### We are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

Please also see our **Accessibility Plan- Policy Number 19**, which can be found on the school website.

## **PART 1: INFORMATION**

### ➤ Pupil population

Pupils on roll	
Number of pupils on roll	219
Number of girls on roll	110
Number of boys on roll	109
SEND Pupils	
Number of SEND pupils	22
Number of girls on SEND register	12
Number of boys on SEND register	10

Ethnicities	
White British	139
Any other White Background	28
Black-African	20
Any other mixed background	12
Indian	6
Any other Asian background	4
Any other ethnic group	3
White and Asian	3
Any other Black background	2
Black Caribbean	1
White and Black Caribbean	1
Disability Categories	
Allergies	10
Asthma	11
Hayfever	2
Other physical disabilities	3
Heart conditions	2
Hypermobility	1
Specific Syndrome	1
Diabetes	1
Celiac	1
Religion & Belief	
Roman Catholic	167
Christian	35
Other Religion	7
Sikh	2
No Religion	8

➤ **Exclusions**

No analysis of exclusions as the school has not excluded any pupils.

➤ **Gender Reassignment**

As far as the school is aware, no children have undergone gender reassignment.

➤ **Sexual Identity/Orientation**

The school has no information on whether any of the pupils on roll are identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question has never been asked. The Governing Body feel this it is not appropriate to seek this information at primary school level.

## ➤ Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare 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. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support. Parents are always contacted if any racial comments have been made to their child or if their child has been racist in their language to others.

## **PART 2: HOW WE ARE MEETING OUR EQUALITY DUTY TO ADVANCING EQUALITY, ELIMINATE DISCRIMINATION AND FOSTER GOOD RELATIONSHIPS**

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

### **Training**

- Asthma on severe allergic reactions/ anaphylaxis and administering epipens - Whole Staff
- Diabetes: 8 adults have completed and passing the training on Diabetes and can administer injections.
- ASD Level 1 accreditation.
- Intimate Care training and agreed policies and protocols across the school.
- Training on Attachment Disorder

### **Record keeping and monitoring**

- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We keep a record of prejudice related incidents and bullying.
- We keep a record of exclusions

### **Policies which particularly contribute to the promotion of equality**

- School Behaviour Policy
- Anti-bullying Policy
- Special Educational Needs Information Statement
- Complaints Procedure - sets out how we deal with complaints relating to our school.
- Staff discipline and grievance
- ICT & E-safety Policy
- Curriculum Policy
- Relationship and Sex Education Policy and audit
- Taking Care Programme
- Accessibility Plan

- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy

### **Curriculum**

- Is highly positive and enriching, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation.
- As a Catholic School we teach the RE scheme of work as instructed by the Archdiocese of Birmingham but children are also given opportunities within each year groups which exposes them to understand aspects of other faiths and festivals. More information about this can be found on the school website.
- The Catholic School Profile which is adopted by the Archdiocese of Birmingham Schools promotes key virtues and values which are complementary to the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. More information about this can be found on the website.
- Makes use of resources which challenge stereotypes, and in staff's communication with its pupils.

### **Engagement / Consultation**

- We have a vibrant School Council which represents the profile of our school population and ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being
- We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced by: the style and type of newsletters; regular email updates; an open door policy to see Head and how quickly staff engages with parents to respond to concerns.

### **Disability**

We are committed to working for the equality of people with disabilities. Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs (these can be found on the school website, in the policy section and in the SEND section).

The school endeavours to make reasonable adjustments to meet the needs of pupils, parents/carers with a disability. Examples of how we do this are:

- We support learners with disabilities by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff that come into contact with the child to ensure their needs are fully met.

- Performance Pupil Data is monitored rigorously and termly the teachers meet with senior leaders to discuss individual children. Children will be identified if they need more support with their learning. Appropriate interventions are provided to enable the children to make progress and achieve either academically or by other means depending on the needs of the child.
- School works closely with external providers and agencies to provide the richest environment for children with disabilities to achieve and be happy.
- Children with disabilities are supported and enabled to take part in all school events, trips and sports days.
- We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities e.g. promoting the Invictus Games, by a local competitor coming into school and talking about her disability and how this drives her to succeed and achieve.
- In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with disabilities 'generally'. Examples are: clear markings for children whose sight cause difficulties entering and exiting classrooms and the building. Some children receive additional support to cut their food and are supervised during eating times. ICT and sensory equipment to enable children to access the learning of their peers.

### **Ethnicity and Race (including EAL learners)**

We are committed to working for the equality of people from different ethnic and racial backgrounds

- Performance Pupil Data is monitored rigorously and termly the teachers meet with senior leaders to discuss individual children. Children will be identified if they need more support with their learning. Appropriate interventions are provided to enable the children to make progress and achieve either academically or by other means depending on the needs of the child.
- Schools work closely with the LA agents for ethnic minority families and will provide translators for parents to be able to discuss any concerns with their child's progress attainment and over well-being at the school.
- The Catholic School Pupil Profile recognises the richness in diversity and provides a clear set of values for all children to aspire to.
- The school's work on mission supports all pupils to understand, respect and value difference and diversity and ensure that the curriculum challenges racism and stereotypes.

### **Gender**

School challenges any form of stereotyping. All activities within the school are open and encouraged to both genders. The uniform policy is devised to be non-stereotyped and the school makes reasonable allowances for pupils eg: if girls do not wish to wear a white dress during First Holy Communion they can wear the shorts and tie. Through assemblies and high expectations by teachers it is clear that all children are encouraged to reach for their dreams and inspirations irrespective of gender.

### **Religion and belief**

At English Martyrs School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice. Other Faiths are incorporated throughout the year within the curriculum and children are encouraged to share their faith and beliefs if they are not Catholic. The school has very good relations with families of other faiths and they have chosen their child to attend a Catholic School, which leads to a mutual respect and understanding between parents and home. All children take part in the preparation for the Sacraments in school and can take an active part in the services themselves if they so wish.

## Sexual Identity and Orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

### **PART 3: OUR EQUALITY OBJECTIVES**

The Equality Act 2010 requires us to publish specific, achievable and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality Objective	Aim	Actions	Personnel	Timescale	Resources	Progress to meet objective
1	To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular references to issues of equality and diversity.	<ul style="list-style-type: none"> <li>In Planning clear opportunities for SMSVC are highlighted by staff.</li> <li>Through assemblies and collective worship an understanding and celebration of equality and diversity is reinforced.</li> <li>Catholic School Pupil Profile is embedded within classrooms and its direct links to British values explicit.</li> <li>Through effective monitoring of attendance at extra-curricular activities opportunities are open to all.</li> </ul>	<p>All Staff, monitored by SLT.</p> <p>PE monitored by PE Lead.</p>	<p>Monitoring of PE annually.</p> <p>Planning monitored termly.</p> <p>Assemblies planned half termly with given themes.</p>	<p>Planning Grids</p> <p>Catholic School Pupil Profile and Resources.</p> <p>PE Grant.</p>	
2	To increase the extent to which all pupils, including those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.	<ul style="list-style-type: none"> <li>Through pupil questionnaires and pupil consultations analyze views and opinions of those with protected characteristics identifying any common themes which emerge. School to act on these findings in a proactive manner.</li> <li>Through celebration and award systems within school ensure all groups are represented.</li> <li>Through vocations work ensure all children know they are special and have a special role in life.</li> </ul>	All teaching staff and Head.	<p>Questionnaires annually.</p> <p>Weekly/Termly Award systems.</p> <p>Daily – individual class rewards.</p> <p>Vocations-annually.</p>	<p>Questionnaire in consultation.</p> <p>Resources to sustain the award systems.</p> <p>Staff leading collective worship.</p>	