

Adapted based on Guidance from SCES (The Scottish Catholic Education Service)



### Rationale

As a Catholic Primary School, our Mission Statement focuses on the school as part of the faith community. We emphasise in all of our public platforms that our Catholic school has the life and teaching of Jesus Christ as its foundation. Through the ethos of the school we will endeavour to work with the children so that they will come to know Jesus Christ as a person and a friend who guides them through life. We work towards helping each person in the school community to grow in fullness to develop, mature and fulfil their potential.

Pupils in our school will learn how to interact with other's positively, to work and play co-operatively, to share new experiences and respect each others' differences.

We aim to work with parents and parish members to teach the Catholic Faith and the moral values of the gospels. We aim to nurture the children that they may grow into caring, confident, self-motivated adults.

The children will be made aware, through our teachings in school, that bullying is an unacceptable form of behaviour and will not be tolerated. In this way we serve them and, through them, the wider community. As a Catholic school, we work to ensure that the whole school curriculum offers role models and opportunities for children to learn how to interact with others, to share their experiences, respect each others' differences and grow into caring, confident, self-motivated adults, treating all those they meet with dignity and in a fair and just manner.

Our Catholic school community knows that inclusion and equality leads to improved outcomes for all learners.

This policy applies equally, where applicable, to adults<sup>1</sup> and children in school.

### Legal Framework

**St John's** recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law: Age, Sex, Race, Marriage and Civil Partnerships, Pregnancy and Maternity, Gender Reassignment, Disability, Sexual Orientation, Religion or belief.

---

<sup>1</sup> Adults in any capacity working in school: paid staff, volunteers, external agencies and parents and carers.

In addition, we include economic disadvantage within this policy, recognising that this has one of the most significant impacts for achieving equality for all our children and young people.

We welcome and actively engage with the statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

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

### Guiding Principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

**Principle 1:** All people are made in the image and likeness of God and are deserving of dignity and respect

**Principle 2:** All learners are of equal value

**Principle 3:** We recognise and respect difference

**Principle 4:** We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

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

**Principle 6:** We aim to consult with others

**Principle 7:** Society as a whole should benefit from our school policies

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

**Principle 9:** Objectives

### The Curriculum

All teaching and learning within a Catholic school is rooted in the teaching of the Church. As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to develop their understanding of faith in practice and to:

- understand and celebrate diversity in all its forms
- learn about equality and inclusion in a variety of curriculum areas
- develop an understanding of global citizenship
- understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing
- develop an understanding of their rights, the rights of others, and their responsibilities to each other
- develop an understanding and appreciation of other religious beliefs and cultures
- recognise and challenge prejudice and discriminatory attitudes and behaviour
- develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society

### Ethos and Organisation

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

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being

- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions

### **Addressing Prejudice and Prejudice-related Bullying**

The school is opposed to all forms of prejudice, discrimination and intolerance which stand in the way of fulfilling the legal duties referred to in Paragraphs 1–3:

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

### **Roles and Responsibilities**

The **Local Authority** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The director of education or nominated Education Officer of the **Local Authority** 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.

The **Senior Leadership Team** is responsible for:

- coordinating equality work within staff teams
- dealing with reported incidents of racism or harassment and reporting these to the Headteacher
- monitoring the progress of minority group children, including those on free school meals and from less economically affluent families
- allocating resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve

**All staff** are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver lessons that reflect the guiding principles
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

**The policy will be reviewed every two years as routine - more often should legislation or circumstances require it.**