



Wigan St Andrew's CE J&I School



## Equality information and objectives

At Wigan St Andrew's CE J&I School our core values underpin every aspect of school life.

### **Mission Statement:**

*"With God All Things Are Possible."*

### **THE CHRISTIAN VISION:**

Everyone is welcomed into our St. Andrew's family, where we nurture each individual's gifts as a unique child of God in a safe, loving Christian environment. We inspire each other to achieve our God-given potential, so that we may live life in all its fullness. Our Christian values are our heartbeat; empowering a community of understanding, hope and resilience...

Our policy is based on the respect for each person created by God. God created each person in his image. Our behaviour policy reflects a positive approach with the values at its heart. All members of the school community have been consulted regarding this policy.

### **Mission Statement**

*"With God All Things Are Possible."*

### **Opening statement**

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination but also increasing understanding and appreciation for diversity.

## **Aims to eradicate discrimination**

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

## **Dealing with prejudice and celebrating diversity**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

## **Equality and dignity in the workplace**

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

## **Diversity and representation**

We embrace the Gospel values of love, respect, and dignity for all, ensuring that our school reflects the diverse society in which we live. Our commitment to diversity and representation is embedded within our school ethos.

### Curriculum

- Our curriculum is designed to incorporate diverse perspectives, cultures, and histories, ensuring that all pupils see themselves reflected in their learning.
- We provide resources and texts that celebrate different backgrounds, abilities, and experiences, promoting a broad and balanced understanding of diversity.
- RE lessons and Celebration of the Word integrate teachings on inclusion, social justice, and respect for all, drawing from Catholic Social Teaching principles.
- Staff receive training to support inclusive teaching practices and to challenge stereotypes in the classroom.

### Representation in the School Community

- We actively encourage applications from a diverse range of staff to ensure that our workforce reflects the wider community.
- Pupil leadership opportunities, such as the School Council and Eco Committee, are accessible to all, and we strive for fair representation across different backgrounds and abilities.
- Displays, assemblies, and extra-curricular activities highlight role models from diverse backgrounds, inspiring all pupils to achieve their full potential.

### Engagement with Parents and the Wider Community

- We work closely with parents and carers to ensure their voices are heard, valuing the contributions of all families regardless of background.
- Our school actively engages with local faith groups, charities, and organisations that support diversity and inclusion.
- We provide translation services and accessible communication methods to ensure that all families can engage with school life effectively.

## **Inclusion**

Inclusion is at the heart of our mission, ensuring that every child, regardless of background, ability, or circumstance, is welcomed, supported, and given the opportunity to succeed. Rooted in our Catholic values, we are committed to creating an environment where all members of our school community feel respected, safe, and empowered to reach their full potential.

### **Inclusive Teaching and Learning**

- We differentiate teaching and learning strategies to meet the diverse needs of all pupils, including those with SEND, EAL, and other additional needs.
- Staff receive ongoing training to support inclusive practices, ensuring that every child can access and engage with the curriculum.
- We use a range of teaching resources that reflect the experiences and identities of all pupils, promoting a sense of belonging and self-worth.

### **Pastoral Support and Wellbeing**

- We provide a nurturing school environment where pupils' emotional and social wellbeing is prioritised.
- We offer targeted support to pupils who may face additional challenges.
- Mental health and wellbeing are actively promoted through PSHE lessons, school-wide initiatives, and external partnerships with support services.

### **Physical Accessibility and Adjustments**

- Our school ensures that all pupils can fully participate in school life by making reasonable adjustments to the physical environment and learning materials.
- We have an accessibility plan in place to continuously improve facilities and resources for those with disabilities or additional needs.
- Specialist equipment and assistive technology are available to support pupils as needed.

### **Celebrating Differences and Promoting Respect**

- We actively promote an ethos of respect, celebrating the uniqueness of every individual in our community.
- Assemblies, workshops, classroom discussions, and themed weeks focus on the importance of inclusion and equality.
- We challenge stereotypes and discrimination, fostering a culture of acceptance and kindness.

### **Engagement with Families and the Community**

- We work closely with parents and carers to ensure that they feel included in their child's education and school experience.
- The school collaborates with external agencies to provide additional support, ensuring that all pupils and families have access to the resources they need.
- We encourage open communication and provide multiple channels for families to share feedback and participate in school life.

## **Closing statement**

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

## **Equality Objectives 2025 -28**

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives: -

**Objective 1.** The percentage of disadvantaged, SEND, boys achieving the expected standard in reading and writing at the end of key stage 2 will improve relative to their starting points.

**Objective 2.** Promote pupils understanding of identity, diversity community and equality, through a culturally inclusive curriculum which celebrates equality and diversity. Ensure the children are prepared for life in modern Britain, next stage of learning.

**Objective 3:** The attendance for disadvantaged children will be closer in line with the attendance for non-disadvantaged children and/or the national average for attendance.

Review: September 2028