

# St Mary's Catholic Primary School



## Equality Information and Objectives



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## 1. Aims

St. Mary's Catholic Primary School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents discriminatory bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach – for example our school of sanctuary work, supporting refugees.

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The planning for particular groups will be recorded within the risk assessment when planning school trips and activities. The completed risk assessment is completed by the member of staff organising the activity and is stored electronically.

## **8. Equality objectives**

### **Objective 1**

Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective:

To achieve this objective we plan to: SLT will monitor achievement data termly, analysed by race, gender and disability.

Progress we are making towards this objective: Staff aware of monitoring in place and plan lessons with knowledge of protected characteristics in mind.

### **Objective 2**

Identify, respond to and report racist incidents to the governing body/LA on a termly basis.

Why we have chosen this objective: To foster good relationships between children regardless of their race.

To achieve this objective we plan to: Headteacher/governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school approaches led to a decrease in incidents, can repeat perpetrators be identified.

Progress we are making towards this objective: Teaching staff are aware of and respond to racist incidents, recording these appropriately on MyConcern.

### **Objective 3**

Develop the curriculum to encourage the full participation of both boys and girls.

Why we have chosen this objective: To ensure equal opportunities for both genders which will in turn lead to equal rates of participation and progress.

To achieve this objective we plan to: SLT and subject leads will observe lessons, monitor planning, carry out book looks, pupil interviews and learning walks.

Progress we are making towards this objective: Monitoring, including twitter interactions, show high levels of participation in both boys and girls.

### **Objective 4**

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.

Why we have chosen this objective: To ensure all involved in the recruitment and selection process have a good understanding of the legal requirements.

To achieve this objective we plan to: Ensure SLT and governors have the correct, in date training.

Progress we are making towards this objective: Most members of staff already have the relevant training.

## **9. Monitoring arrangements**

The governing body and headteacher will update the equality information we publish, (described in sections 4-7 above) at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by governing body.