

we pray we live we play we learn

St. Winefride's Catholic Voluntary Academy



Equality information and objectives

Date: March 2021

To be reviewed: March 2022

Approved C. Lawe

Date 26.4.21

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity	3
6. Fostering good relations.....	3
7. Equality considerations in decision-making	4
8. Equality objectives	4
9. Monitoring arrangements	5
10. Links with other policies	5

1. Aims

Our 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](#).

This document also complies with our funding agreement and articles of association.

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Cathy Lawe They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 of homophobic or transphobic 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 inviting leaders of local faith groups to speak at assemblies, and 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

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

8. Equality objectives review of Objectives for 19/20 Taken from Data Dec 2020 (due to prolonged closure of schools for Covid 19)

Objective 1: To raise the enjoyment, confidence and standard in reading for Boys

Rationale: Gap between boys and girls (Advent 2 data) whereas it is closing for writing and maths

Target: Boys at expected or higher to be within 3% girls which would be a reduction of 5.8%

How: Quality First Teaching, embedding KTC phonics scheme, more opportunities for reading including visits to the library, Bug Club and opportunities to read with an adult & appropriate intervention.

Data for all children Dec 2020 Boys Reading on track or above for Expected 75.4% Girls 77.9% Gap of 2.5%

Objective 2: To raise achievement of pupils with SEND to be in line with non-SEND pupils in music

Rationale: Pupils with SEND are 50 percentage points below those pupils at expected with non-SEND

Target: Reduce the gap between SEND and Non-SEND to within 25 percentage points.

How: To ensure that pupils with SEND have alternative ways of showing their learning, understanding and enjoyment of music. To enable staff to make further provision for pupils and make accurate assessments of their attainment & progress.

Data for children Dec 2020 SEND on track or above for Expected 48.4% Non-SEND 68.3% There were very limited opportunities for music making as even when school was open there was limited musical activity including singing allowed. The gap still exists and could be looked at again when circumstances allow.

Objective 3: To increase the participation of girls in competitive sport

Rationale: More boys than girls are involved in competitive sports in school such as competitions.

Target: To establish a girl's competitive team

How: Staff expert in netball

This was not able to be completed due to school closure and restrictions on team sports

9. Equality objectives review of Objectives

Objective 1: To bring attainment in Religious Education of pupils with SEND more in line with the attainment in writing

Rationale: Dec 2020 data shows that only 23% of pupils were at Expectation or higher in compared with 39% in writing.

Target: To bring attainment in RE in line with attainment in writing

How: Through accurate assessment identify barriers to learning. Class teachers to explore different ways of recording understanding of the topics. To provide catch-up and other interventions for pupils falling behind.

Objective 2: To equalise access to technology to support blended and remote learning

Rationale: Access to technology hardware & internet is a recognized barrier to learning making children vulnerable and already disadvantaged children more vulnerable.

Target: No child is unable to access the full curriculum offered due to lack of resources at home

How: Lending of laptops (from school's own resources) and those from the DFE with those already vulnerable and/or on receiving Pupil Premium as a priority.

Objective 3: To raise the achievement of pupils new to school from Aug 2019 including Religious Education

Rationale: These children have joined the school at a difficult time and some had missed large portions of schooling prior to joining St Winefride's. Compared with all pupils in school these children are below for On Track (Dec 2020) Reading 10 Writing 4 Maths 9 and in the higher attaining band Reading 9 Writing 19 Maths 12.

43% (13 pupils) of this group is Pupil Premium and 23% (7 pupils) are SEND and 13% (4 pupils) are both. The percentage of SEND will rise as assessments are made for children new to the school during the period of Lockdown Jan 2021.

Target: Children to make expected progress through the year. This group to be comparable to non-new to school pupils.

How: Identification of barriers to learning through assessment are to be identified by the class teacher and made known to the SENCO as appropriate. Intervention and support as needed including that from the ELSA. Catch-up programme for pupils behind including use of the academic tutor as appropriate. In RE children to be given catch-up programme.

10. Monitoring arrangements

The local governing board will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by governing board/name of committee of the governing board at least every 4 years.

This document will be approved by governing board

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

