


Equality Information and Objectives Policy

ST MARY'S CATHOLIC PRIMARY SCHOOL

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Equality Information and Objectives Policy			

School Mission Statement

We Grow with Jesus to be the Best We can BE

Approved by:	Governing Body	Date: June 24
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Last reviewed on:	June 2024
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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

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 equality link governor is Jane Monaghan 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

The Headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Identify any staff training needs, and deliver training as necessary

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 Academic year.

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

Objective 1

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

Rationale: ensure staff have improved job satisfaction and can fulfil job responsibilities.

Achieved by: risk assessments for staff with disabilities- termly meetings to ensure reasonable adjustments made.

Progress: occupational health involved with staff and termly meetings set in place, with support from the CMAT HR team.

Objective 2

To raise achievement of pupils with SEND to be in line with non-SEND pupils, particularly in reading, writing and maths.

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 English and maths. To enable staff to make further provision for pupils and make accurate assessments of their attainment & progress.

Objective 3

To raise achievement of disadvantaged pupils, particularly Pupil premium to be in line with non- pupil premium pupils.

Rationale: 37 children now on Free school meals.

Target: reduce gaps between disadvantaged and non-disadvantaged pupils to within 25 percentage points.

How: Assessment and analysis of gaps of each child. Meetings with parents to identify barriers. Tutoring and intervention groups

Objective 4

To equalise access to technology/ books at home to support blended and remote learning and homework.

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 5

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. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. Also ensure all staff are trained on equality objectives- school to begin work on achieving the equali-teach award.

How: ensure equal opportunities for boys and girls: increase girls in competitive sports- boys engaging with dance/ gym.

All policies and procedures to show equal gender opportunities.

9. 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.

10. Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment

Send policy