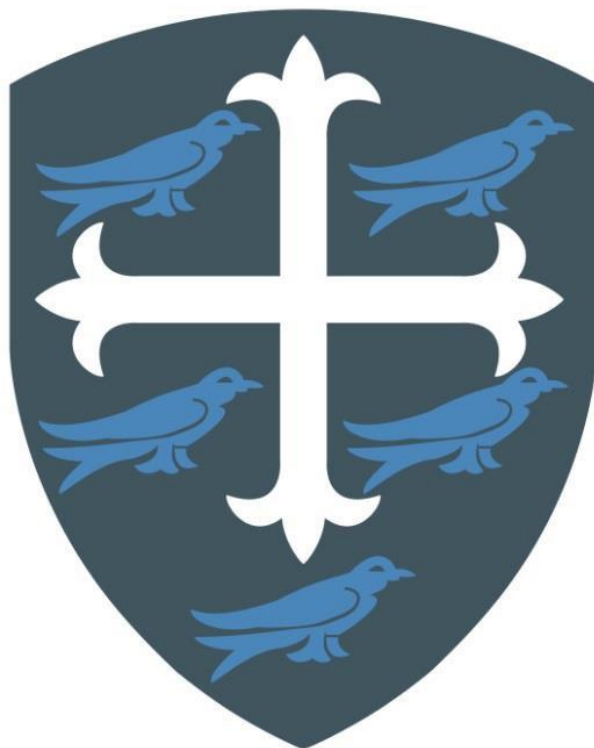


# St Mary's Catholic Primary School



## Equality Information and Objectives

<b>Legal Status:</b>	Statutory
<b>Last Review:</b>	November 2020
<b>Review date:</b>	September 2025
<b>Next Review:</b>	September 2030
<b>Responsible Person:</b>	Governing Body

### **Mission Statement**

"The family of St Mary's strives to grow in God's love and care by learning together and valuing the uniqueness of each person."

**Signed by Chair of Governors:**

**Signed by Headteacher:**

## **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
- maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance
- help the children understand the world in which live, have mutual respect for the values of others and work together as a team
- to ensure that everyone, whatever their needs and capabilities, is included and catered for
- to value each individual and recognise the respond to the needs of all children

## **Equality**

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:-

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

## **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.

## **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
- 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 below.

All members of the school community are responsible for promoting the school's equality policy and are obliged to respect and act in accordance with the policy.

### **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.

### **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)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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

### **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 and health (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
- Promoting an understanding of a variety of cultures, backgrounds and traditions by holding school events such as our International Evening
- 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
- Promoting and celebrating Black History Month; alongside the recognition of the Black Lives Matter movement

- 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 clubs. We also work with parents to promote knowledge and understanding of different cultures

### **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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school's risk assessments, completed for school trips and activities, consider equality duties and are completed by the member of staff organising the activity. They are stored in the front office.

### **Equality objective:**

<b>Equality Strand</b>	<b>Action</b>	<b>Monitoring</b>	<b>Who?</b>	<b>When?</b>	<b>Early Success Indicator</b>
Gender, Ethnicity, Disability, SEND, Medical	To promote understanding and respect for differences; addressing the potential for unconscious bias.	Through assessments particularly progress data, monitoring of planning and books and though pupil interviews.	All staff SLT	Monitor throughout the year to ensure that target is met by July 2021 at the latest.	Progress data shows that children are making the necessary steps to ensure they reach their progress target.

## **Information about the pupil population (please see Appendix 1)**

The school is 1FE with PAN of 30 for each year group.

### **Curriculum**

We seek to provide a broad and balanced curriculum in which skills in all subject areas are taught progressively and systematically. The schools aim is to provide the best possible education for all pupils regardless of gender, ability or ethnic origin.

The Curriculum aims to avoid stereotypes and provides good role models for all pupils. We seek to ensure that the curriculum is not delivered in a discriminatory way.

For example:

- Children from all ethnic backgrounds are called upon to express their views in class discussions
- Girls and boys have equal access to all areas of the curriculum including sport

When curriculum policies are reviewed due regard is given to equal opportunity implications.

### **Tracking Pupil Progress**

We aim to ensure that all barriers to learning are removed for all our pupils, especially those with protected characteristics.

To achieve this we:

- Track the progress of pupils by analysing data by race, gender, disability, disadvantaged and EAL
- Track the progress of all our pupils by analysing data
- Carry out termly assessments

### **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Inclusion & SEN Policy
- Behaviour Policy
- School Development Plan

## Appendix 1:

### Pupil population

#### Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

**Disability:** The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

#### Number of pupils on roll at the school: 171 on roll at present

Gender	Number of Pupils	Percentage % of school population
Male	90	53%
Female	81	47%

#### Pupil Special Educational Needs (SEN) Provision (code E, S, K)

	Number of pupils	Percentage (%) of school population
No Special Educational Need	139	81%
School Support	32	19%

Ethnicity	Percentage (%) of school population	Ethnicity	Percentage (%) of school population
Black - African	20%	Black Caribbean	7%
White - British	17%	White Eastern European	6%
Any other Asian	9%	White Western European	4%
Any other mixed	8%	White Other	4%
White and Black Caribbean	8%	White and Black African	2%
Other		Other	15%

**Information on other groups of pupils**

<b>Pupils with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>% of school population</b>
<b>Number of pupils who speak English as an additional language</b>	42	31	73	43%

<b>Pupils from low-income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>% of school population</b>
<b>Number of disadvantaged pupils (Pupil Premium)</b>	31	28	59	35%

**Staff Information**

<b>Ethnicity</b>	<b>Percentage (%) of school population</b>	<b>Ethnicity</b>	<b>Percentage (%) of school population</b>
White British	41%	Eastern European	6%
Black British Caribbean	9%	Chinese	3%
Black British African	9%	Mixed white and Black African	3%
White Irish	12.5%	Any other	3%
White any other	12.5%		