

ST JOSEPH'S RC PRIMARY SCHOOL HIGHFIELD



Equality Information & Objectives

This policy links to articles: 1, 2, 3, 12, 23, 28 & 31

Date Approved by School	October 2024
Statutory Policy	Yes
Required on Website	Yes
Review Period	Every 4 Years
Next Review Date	October 28
Reviewed by	Trust DCEO

Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

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.

School Context & Rationale

St. Joseph's RC Primary School is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

We will assist our pupils in achieving their potential. Where pupils experience barriers to their success we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take, and the impact discrimination can have.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law.

An example of permitted discrimination is: The school may arrange pupils in classes based on age.

The **Protected Characteristics** that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex
- Sexual orientation.

As a Governing Body and employer, we will also not accept any of the following:

- Direct or Indirect Discrimination;
- Harassment;
- Victimisation.

We will comply with the Public Sector Equality Duty giving due regard to that duty when making decisions, taking actions and developing policies. In line with its specific duties under the Equality Act 2010, we will publish our equality objectives and will publish information about how it is complying with the Public Sector Equality Duty. Published Information will be updated annually, and objectives will be updated every four years.

Roles and responsibilities

The Local Governing Committee 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 (the Chair) will:

- Meet with the designated member of staff for equality termly, 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 Local Governing Committee regarding any issues;

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among 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.

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 annually.

The school has a designated member of staff for monitoring equality issues, and the Chair is the Equality Link Governor. They regularly liaise regarding any issues and make senior leaders and Governors aware of these as appropriate.

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 that 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 data referenced above 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.

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.

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 school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Our school's equality Objectives 2023 - 2027

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Act (2000), Disability Equality Duty (2005) and Equality Act (2010). St Joseph's RC Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

The Leadership Team and Governors at St Joseph's RC Primary School regularly review the progress we are making to meet our equality objectives with regard to the protected characteristics (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion and belief) under the Equality Act (2010).

Reviews will be done through various routes such as:

- Data Analysis of pupil outcomes
- Monitoring of Teaching and Learning
- Pupil Premium Evaluations
- Curriculum Evaluations
- Teaching and Learning Policy Reviews
- SEND Pupil Reviews Equality Objectives

At St Joseph's RC Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

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

Objective 1: Support children to develop an accepting nature of differences in many forms.

Objective 2: Improve progress for disadvantaged pupils in basic skills across the school in order to achieve in line with non-disadvantaged pupils.

Objective 3: To ensure that children with SEND achieve ambitious outcomes.

Monitoring arrangements

This document will be reviewed by School at least every 4 years.