

Equality Policy, Information and Objectives

St. Francis'
Catholic Primary



Approved by: Local Governing Board

Last reviewed on:

Next review due by: May 23

1. Aims

As a Catholic Primary School, we are committed to ensuring that all members of the community have the opportunities to fulfil their potential as human beings made in the image of God. Each person, with the dignity and destiny of a child of God, has rights which respect their individual identity to ensure freedom from unjust discrimination.

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
- › Be a school family which lives the Gospel values of love and acceptance, where all are respected and valued for who they are regardless of gender, ethnicity, religion, social class, marital status or ability
- › Encourage and enable every member of the community to develop their spiritual, moral, intellectual, creative, social and physical potential
- › 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 equality link governor will:

- › Meet with the designated member of staff for equality every year and other relevant staff members as necessary, 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
- › Meet with the equality link governor every year to raise and discuss any issues
- › Identify any staff training needs, and deliver training as necessary

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 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, staff 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 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:

- › Analyse attainment data each academic year showing how pupils with different characteristics are performing and 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 information 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.

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.

8. Monitoring arrangements

The governors 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 board at least every 4 years.

This document will be approved by the governing board.

9. Equality Information and objectives (see Appendix 1)

Information and Objectives

St Francis' Catholic Primary School: Characteristics

April 2022

Characteristic	Relevant School Information
Gender:	
Pupils	85 M / 77 F
Staff	2 M / 21 F
Religion and Beliefs:	
Pupils	80.25% - have a religion, 53.08% - Catholic
Pupil Premium:	
Pupils	3.13%
Ethnicity:	
Pupils	24.69%
Staff	4.34%
English as an additional Language:	
Pupils	14.37%
Special Educational Needs:	
Pupils	17.5%
Attendance:	
Pupils	94.47%

Achievement and Progress

Subject	Notes
Mathematics	Most recent data indicates 9% of girls compared to 18% of boys are achieving at greater depth in Mathematics in NFER standardised tests. This data is post pandemic and is not a pattern for this school in previous years.
EYFSP	All white groups are 9% below other ethnicities in EYFS
Maths / English	No children from African heritage are attaining highly in English or Maths

St Francis' Catholic Primary School

Equality Objectives 2022-25

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early Success Indicators
All	Publish the Equality	The whole	Headteacher	Ongoing	Staff are familiar

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early Success Indicators
	Scheme through the school website and ensure that the school community are aware Equality training for all staff	community is aware of the Equality Scheme.	and SLT	Training by end of term 2	with the principles of the Equality Scheme and use them when planning lessons and creating displays.
All	Continue to monitor and analyse pupil achievement by race, gender, socio-economic background, birth date and disability, and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender, socio-economic background and disability. Ensuring that difference is monitored through pupil progress meetings.	All staff overseen by the Assessment Lead	Each year in Term 2, 4 and 6	Data shows that attainment is not linked to any particular group.
All	To raise the attainment and rates and progress of those children entitled to Pupil Premium and those with SEND across the whole school in reading, writing and maths	Achievement data analysed	Headteacher SENDCo	Annually	SEND and PP progress is on track or above their peers.
All	To continue to analyse attendance data and improve attendance even further for those with lower attendance and/or patterns of lateness.	Through monitoring attendance against attainment	School Administrator Headteacher Governors	Termly	Attendance will improve and lateness decrease
All	Ensure that the curriculum promotes role models that young people can positively identify with, and which reflect the school's diversity in terms of race, gender, socio-economic background, religion/belief and disability. Including the purchase and choice of reading materials for class use and the library.	Increase pupils' participation and achievement levels. PSHE Pupil Voice Pupil questionnaires	PSHE Lead	Ongoing	Notable increase in participation and confidence of targeted groups in class and after school activities.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early Success Indicators
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, socio-economic backgrounds, religion/belief and disability. Also promote school values.	Increase in pupil participation, positive identify monitor through pupil questionnaires.	PHSE lead	Ongoing	Diversity reflected in school displays across year groups. Improve quality and quantity of images showing diversity.
All	Ensure all pupils are given opportunities to make a positive contribution to the life of the school, e.g., through school council, Chaplains, class assemblies, Class and School Masses and fundraising, etc	School Council representation monitored by race, gender and disability. Children given more involvement in choosing ways they can contribute.	All staff SLT monitor	Ongoing	All children feel they are involved and take an active role in school life.
Race/Religion	Ensure that there is a programme of visits and visitors from a variety of religions, faith and cultures.	Pupils will have the opportunity to discuss their awareness of other religions, faiths and cultures.	Headteacher Curriculum Lead RE Lead	Ongoing	RE plans, visit requests and assembly programme will evidence diversity.