

# Equality Information and Objectives

## St Francis' Catholic Primary School



*Ensuring for all an excellent child-centred education within a Christ-centred philosophy*

Approved by FGB on: May 2019

Committee Responsible: Curriculum

Next review due by: May 2023

## Introduction

At St.Francis' School we believe everyone is equal in the eyes of God. We do not discriminate against anyone, be they staff or pupil, on the grounds of their ability, sex, race, colour, religion, nationality, ethnic or national origins.

We promote the principles of fairness and justice for all, as demonstrated by Jesus, through the education that we provide in our school. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We challenge stereotyping and prejudice wherever it occurs. We celebrate the cultural diversity of our community and show respect for all minority groups.

## 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

## 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 head teacher

The head teacher 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.

### **Eliminating discrimination**

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings and through the staff code of conduct. Where this has been discussed during a meeting it is recorded in the meeting minutes.

All staff know that any breach must be immediately brought to the attention of the head teacher.

### **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
- 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
- Make evidence available identifying improvements for specific groups
- 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 could include inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- 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

### Equality objectives

Equality Objective	<b>MUTUAL RESPECT To promote the ‘British value’ of mutual respect within the school community - with a focus on race, religion, age and disability.</b>
Why?	Our school make up is changing – with an increase in children with EAL –and an increasing number of children recorded as having ‘no religion’.
How?	<p><b>Anti - Bullying Work:</b> emphasis on RESPECT, drawing on a variety of aspects – racism, e-safety, religions and belief systems. Promoting the slogan ‘Don’t be a bystander’ and giving children techniques to support them in bullying situations. Engaging parents through newsletter.</p> <p><b>EAL / SEND</b> children a focus this year for data and progress. Parents are being surveyed for their views.</p> <p><b>Community</b> links are being actively encouraged through increased involvement with the church, local retirement homes and the Nailsea carnival and Christmas events.</p> <p><b>Other faiths</b> will be taught regularly through the RE curriculum and shared through displays, the newsletter and special events.</p>
Outcome?	All children, staff and parents are able to articulate what respect means

Equality Objective	<b>SELF RESPECT To promote self-respect and safety in terms of religion, belief, disability or sex.</b>
Why?	We need to ensure that staff are continually updated on safeguarding and that children know how to keep themselves safe.
How?	<b>Training</b> to ensure that all of staff have completed the online training on female genital mutilation and peer on peer abuse. To ensure that pupils know that any form of abuse is safely shared with trusted adults.

	<p><b>Mental Health</b> to provide support to pupils to attain well through help with managing their emotions and circumstances more effectively – which can often impact on academic performance, if left unsupported.</p> <p><b>Counselling</b> to provide informal counselling opportunities for children who are experiencing difficulties within their home/school circumstances.</p> <p><b>E-safety</b> to hold e-safety training for parents and regularly share e-safety and safeguarding information with parents and pupils.</p> <p><b>Safeguarding</b> is incorporated within the curriculum for PSHE (Personal, Social and Health Education), SRE (Sex and Relationships Education), and assemblies, so that children understand what abuse is and what they should do if they are experiencing it. Promotion of Childline number and NSPCC Pants rule.</p>
Outcome?	All staff, pupils, governors and parents have safeguarding at the forefront of their minds at all times