

# Equality information and objectives

St Joseph's Catholic Primary School



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## 1. Aims

Our school aims:

- › To follow the principles of our Catholic Faith in order to prepare the children to become positive and caring members of our society with a moral responsibility towards each other.
- › To encourage an awareness of God’s Presence in each other.
- › To help each individual acquire the knowledge and skills necessary for the next stage of education.
- › To provide a structured and well-balanced curriculum which will enable all pupils to progress at a desirable rate within their ability range and strive to enable them to reach their full potential.
- › To develop an orderly atmosphere, where industry, self-discipline and an acceptable level of independence are expected.
- › To foster home, school and parish links.

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](#).

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### 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 and that the objectives are reviewed and updated every year.
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

#### **The Headteacher will:**

- › Make sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it.
- › Produce regular information for staff and governors about the policy and how it is working (predominantly through the termly Headteacher's report to the Governors and staff), and providing training for them on the policy, as necessary.
- › Make sure all staff understand their responsibilities and receive training and support in carrying these out.
- › Take appropriate action in cases of harassment and discrimination.
- › Monitor success in achieving the objectives and report back to governors.

#### **The Inclusion Manager will:**

- › Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary.

#### **All school staff:**

- › Should demonstrate good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping.
- › Should promote equality and avoid discrimination against anyone.
- › Should keep up to date with the law on discrimination and take training and learning opportunities.
- › Are expected to have regard to this document and work to achieve its aims.

#### **Pupils are responsible for:**

- › Developing school/class rules which challenge discriminatory behaviour.
- › Contributing to the anti-bullying policy, in particular in relation to racist and homophobic bullying.
- › Keeping equality and diversity issues on the Primary Leadership Team agenda, through a shared input with staff in developing policies relating to this area.

#### **Parents/Carers are responsible for:**

- › Contributing to the anti-bullying policy, specifically racist and homophobic bullying.
- › Ensuring the above is explicit within our Home School Agreement, and is discussed with children and signed by each parent/carer.
- › Keeping equality and diversity issues on the St Joseph's Association agenda, through a shared input with staff on developing policies relating to this area (e.g. via our Parent Forum meetings).

### 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.

All staff receive refresher training every September.

The Inclusion Manager liaises yearly regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. Advancing equality of opportunity

We are committed to the principles of community cohesion. Within our curriculum and in the breadth of our activities both within and outside the school, we explore diversity and celebrate commonality.

We aim to:

- › promote understanding and engagement between communities encourage all children and families to feel part of the wider community understand and respond to the needs and hopes of all our communities
- › tackle discrimination
- › increase life opportunities for all
- › ensure learning, teaching and the curriculum explores and addresses issues of diversity.

At St Joseph's we aim to provide equality and excellence for all in order to promote the highest possible standards.

Through the Equality Policy, we seek to ensure that no pupils, staff, parents, guardians or carers or any other person who has contact with the school receives unequal treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act (2010).

At St Joseph's we include ethnicity and language with the above legally-protected characteristics. The principles of this policy apply to all members of the extended school community: pupils, staff, governors, parents and community members.

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 (e.g. children who speak another home language).
- › 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 clubs).

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.

## 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 Primary Leadership Team 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

Responsibility for overseeing and monitoring equality practices in the school lies with the Headteacher and the Chair of Governors. Any pattern of inequality found as a result of this monitoring will be used to inform future planning and decision-making.

The school will update the equality information we publish, at least every year.

This document will be reviewed by the governing board at least every year.

This document will be approved by the Resources Committee.

## 9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Home-School Agreement

## Appendix 1: Analysis of pupil characteristics at St Joseph's School – January 2021

### Religion or belief

- Catholic 69%
- Other Christian 10%
- Other faith 15%
- No faith/refused 6%

### Gender

- Boys 49%
- Girls 51%

### Disability

- EHCP 17 pupils
- Special education needs support 76 pupils

### Ethnicity

The following list includes only those groups with at least 10 children in the school:

Ethnicity	Number of pupils
White British	203
Any other Asian background	51
White European	44
Indian	63
Black African	58
Any other mixed background	22
White and Asian	20
White and Black African	17
White and Black Caribbean	10
White Other	13
White Irish	10

### Disadvantaged

Whilst this is not a protected characteristic, we recognise that the disadvantaged children in our school (those who qualify for pupil premium funding) are also a group who may not have access to the same opportunities as their peers.

- Currently eligible for free school meals 42
- Eligible for pupil premium funding 44