

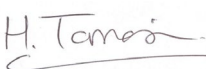
Equality information & objectives



St Clare's Primary School,
A Catholic Voluntary Academy

So there is no difference between Jews and Gentiles, between slaves and free people, between men and women; you are all one in union with Christ Jesus.

Galatians 3:28

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1. 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

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](#).

This document also complies with our funding agreement and articles of association.

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 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.

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 and during whole school events, such as Black History Month.

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 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 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 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)

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 and our Mission Statement. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas as detailed in our Personal Development Curriculum. For example, as part of teaching and learning in English, 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. Our communication system has the ability to be translated into many languages to be accessible to all
- 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. Equality objectives

Objective 1

To ensure that equality of opportunity is central to school life

All pupils will have access to every part of school life. No individual will be disadvantaged because of a protected characteristic. We promote and celebrate diversity in our assemblies and across our curriculum.

Why we have chosen this objective: Analysis has shown that some of our clubs are accessed by more girls than boys and that pupils with EAL are not accessing Breakfast and After School Club as often as those who without EAL.

To achieve this objective we plan to: Promote wraparound care to families using Class Dojo's translation feature and undertake pupil surveys to find out how to encourage more boys to attend clubs.

Progress we are making towards this objective: Initial Dojo messages sent out to promote wraparound care.

Objective 2

To embed positive attitudes to equality within our school community

All staff, governors, pupils and parents will be aware of our policy by publishing it on our website and discussing it in school. We will work to an agreed code of conduct which reflects best practice for equal opportunities.

Why we have chosen this objective: We recognise how increasingly diverse our school community is and the central role that school plays in community cohesion.

To achieve this objective we plan to: Increase opportunities for members of the community, including our pupils, to come into school to attend/take part in multicultural events.

Progress we are making towards this objective: Polish After School Club taking place. Representative from the Hebrew Centre booked to lead an assembly on Judaism.

Objective 3

To promote spiritual, moral and cultural development through our curriculum with particular reference to equality and diversity

Opportunities provided will enable children to experience alternative cultures, religions and ways of life. We will focus on tolerance and have a zero tolerance approach to prejudice, monitoring and recording any incidents in line with our safeguarding policy.

Why we have chosen this objective: We recognise the role of the school in developing the whole child, especially from a young age and also the role that the school plays in shaping the views of our pupils.

To achieve this objective we plan to: Fully embed our revised Personal Development Curriculum

Progress we are making towards this objective: The Personal Development Curriculum is fully planned out from EYFS to Year 6.

Objective 4

To celebrate the rich diversity of our locality

Teach the British Values of democracy, law, liberty, respect and tolerance through our school curriculum and assemblies.

Why we have chosen this objective: We recognise the increasing number of pupils from different countries, backgrounds and beliefs in our school.

To achieve this objective we plan to: Teach children British Values explicitly, ensuring each pupil knows what they mean and can relate them to life in school and at home.

Progress we are making towards this objective: Every classroom has a set of British Values posters displayed and pupil surveys have taken place.

9. Monitoring arrangements

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

This document will be reviewed and approved by the local governing body at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Safeguarding and Child Protection Policy