**St. Mary’s Catholic Primary School**



‘Our community, growing and learning together with Christ’

‘Love one another as I have loved you.’ John 15:12

**Equality Objectives & Policy**

**2023-25**

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| **Approved by: LGB** |  | **Date:** |
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# 1. Aims

St. Mary’s 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

Our school aims to promote respect for difference and diversity in accordance with our values.

St. Mary’s is a caring school that aims to provide a high quality education to all our pupils within a secure and environment. We hope that they will leave us with confidence, positive memories and a value of their time at St. Mary’s Catholic Primary School.

Our aims are:

* To provide a secure, caring and stimulating environment in which the school/ and the home are partners, and in which all children will be encouraged:
  + To develop their potential as unique individuals.
  + To develop an awareness of their own self-worth in order that they might become responsible and self-disciplined members of society.
  + To become active and independent participants in the learning process.
  + To develop self-motivation and pride in their work.

# 2. Legislation and guidance

This document meets the requirements under the following legislation:

* [The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents), which introduced the Public Sector Equality Duty and protects people from discrimination
* [The Equality Act 2010 (Specific Duties) Regulations 2011](http://www.legislation.gov.uk/uksi/2011/2260/contents/made), 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](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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

# 3. Roles and responsibilities

The local 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 Principle.
* Meet with the Principal at least annually, 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 full governing board regarding any issues

The Principal 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. 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 where needed.

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 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 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:

* 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

# 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 Religion, our Catholic Social Teaching Principles, citizenship and personal, social, health and economic (PSHE/RSE) 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. Such as our Pupil Parliament, Stewardship Squad and Pupil Leadership team.
* 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. Such as work with our local Food Bank.
* 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

# 8. Equality objectives

**OBJECTIVE 1**: To anticipate and meet the needs of incoming pupils from disadvantaged or hard to reach 'working poor' families.

Staff ensure that St. Mary’s is a welcoming, nurturing environment where new pupils and their families can expect to feel supported with admissions, meeting individual needs and treating others with dignity and respect.

We endeavour to make sure that people from different groups are consulted and involved in our decisions, for example by talking to pupils, parents, members of our parish.

We support different groups of pupils in their class through bespoke planning and teaching.

We plan and deliver a curriculum that reflects our school Mission and Values.

All staff promote an inclusive and collaborative ethos in their classroom.

Our admissions arrangements are fair and transparent and we do not discriminate against pupils by treating them less fairly on the grounds of their gender, race, ethnicity, religious beliefs or any other defining characteristics.

We support our pupils to build a sense of identity and belonging within the school and wider community.

We provide excellent pastoral support to children identified as in need of specialised emotional or social support.

**OBJECTIVE 2**: To increase the percentage of parents who attend curriculum events and supportive workshops.

The school regularly runs Parent sessions to focus on developing the knowledge of parents in key areas such as phonics, reading and maths.

Coffee mornings/Open mornings are held to encourage parents to feel welcomed into the St. Mary’s community - there is often a focus on PSHE or RSE also included so that parents are aware of our provision and can ask questions to teachers who are able to attend.

**OBJECTIVE 3**: To anticipate and meet the needs of incoming pupils from a new ethnic groups.

We plan and deliver a curriculum that reflects our school values and provides positive materials and resources in terms of ethnicity.

We actively promote equality and diversity through the curriculum and by creating an environment which values respect for all.

Staff members recognise and harness the diversity within our school community to ensure that all pupils have the opportunity to respond to the challenges and high expectations of the curriculum.

Inclusion of different faiths is of great importance therefore all children are taught other religions on a cycle. This ensures that the spiritual needs of children from different religions or of no faith are met.

We analyse attainment data to address any negative trends that may arise.

# 9. Monitoring arrangements

The Principal will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

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

This document will be approved by the Principal in collaboration with staff.

# 10. Links with other policies

This document links to the following policies:

* Accessibility plan
* Admissions Policy
* Risk assessment
* SEN Policy
* SEND Information Report
* Anti-bullying policy
* Behaviour Policy
* Safeguarding Policy