

Aims

St Joseph's Catholic Primary 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 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, 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 headteacher.

The equality link governor is Laura Wilkinson. She will:

- Meet with the designated member of staff for equality annually and other relevant staff, to discuss any issues and how these are being addressed.
- Ensure that they are familiar and up to date with all relevant legislation
- Attend appropriate training
- Report 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.

The designated member of staff for equality Amy Butterfield 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.
- Meet with the equality link governor annually or when an issue arises

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 September. 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 which 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.
- 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:

- 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 (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 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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for different genders
- Impinges on religious holidays and celebrations

8. Equality objectives

Objective	Why the objective is necessary	How the objective will be achieved	Progress towards objective
Raise the aspirations of pupils	Low aspirations of a significant number of pupils and parents. Identified as a whole town issue.	Aspirations Day Participation in the WEP town project Development of career workshops and events	Aspirations day held in July 2018. Extremely positive feedback from both pupils and the industries that attended. Weekly careers session delivered to Year 5 and 6
Increase the attainment and progress of disadvantaged pupils	July 2018 data reports indicate that disadvantaged pupils are not in line with non- disadvantaged pupils	Clear identification and tracking of disadvantaged pupils Clear identification of prior attainment Allocation of Pupil Premium Funding	Disadvantaged groups set up on Classroom Monitor Prior attainment analysis completed and shared with staff
To further research becoming a 'Disability Confident Employee'	To raise awareness of being a Disability Confident Employee to help change attitudes and behaviours	Move towards gaining Level 1 Disability Confident Committed	Initial research Raised with SLT
To train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination September 2019.	To ensure that there is no bias against minority groups	Training opportunities for staff and governors	3 members of staff and 1 governor are Safer Recruitment Trained.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least annually.

This document will be reviewed by the Staffing and Personnel Committee at least every 4 years.

This document will be approved by the Staffing and Personnel Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equal opportunities policy
- Equality Statement
- SEND Policy
- SEND Information Report