

ST ALOYSIUS CATHOLIC PRIMARY SCHOOL



Equality Information and Objectives

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity	3
6. Fostering good relations.....	3
7. Equality considerations in decision-making	4
8. Our School Community	4
9. Equality Objectives	4
10. Monitoring arrangements	4
11. Links with other policies	5

1. 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

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](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information as set out in this statement is 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 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 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 are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

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 year when the policy and objectives are reviewed. The school has a designated member of staff for monitoring equality issues, and is in the process of appointing an equality link governor. The designated member of staff regularly liaises regarding any issues and makes 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 (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:

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 (PSHCE) 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. All pupils are encouraged to participate in the school's activities, such as sports clubs.

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

8. Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socioeconomic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)
- Children of members of the armed forces
- Offending past

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

Number of pupils on roll at the school September 2023: 326 including Nursery

Age range of pupils: 3 - 11

Gender: 52% male/ 48% female

Race: White British 95.7%, 1.43% Chinese, 1.43% any other white background, 0.5% White and Asian, other mixed background 0.95%

EAL: 3.81%

Special Educational Needs and Disability: 19%

Pupil Premium: 9%

Young carers: 0%

Looked after children: 0%

Children of members of the armed forces: 0%

School Attendance: 94.5% (2022-2023)

9. Our Equality Objectives

Equality Objective 1 – Linked to promotion of Equality, Diversity and Inclusion

OBJECTIVE: to ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

Equality Objective 2: Linked to Pupil Attainment/Disadvantage

OBJECTIVE: To monitor and analyse pupil achievement for disadvantaged pupils to ensure they make achieve and progress in line with non-disadvantaged pupils.

Equality Objective 3: Linked to Pupil Attainment and Progress/Gender, Race and Disability

OBJECTIVE: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Equality Objective 4: Linked to Pupil Attendance/Pupil Premium

OBJECTIVE: To explore and understand the reasons for the higher absentee levels of PP pupils and begin to improve attendance rates of these pupils.

10. Monitoring arrangements

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

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

This document will be approved by Finance and Personnel Committee and ratified at Full Governors' Meeting.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Special Educational Needs and Disability (SEND) Policy
- Child Protection and Safeguarding Policy