



SS PETER & PAUL CATHOLIC SCHOOL

'Learning Together, Achieving Together in Christ'

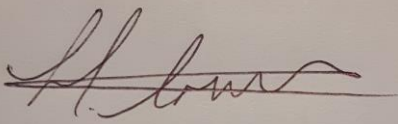
Equality information and objectives

Approved by: Helen Arnold

Date: 2nd November 2020

Last reviewed on: 19th June 2022

Next review due by: 19th June 2023



Helen Arnold
Chair of Governors

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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 body 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

Governors will:

- Meet with the Headteacher and other relevant staff members termly, 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 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 Assistant Headteachers 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 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 term.

The school's senior leaders meet regularly to discuss any issues and make 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

Through our school's Catholic ethos, we aim 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 – such as the regular visits to the mosque and the synagogue

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: Undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report on this to the Pastoral Committee of the governing body.

Why we have chosen this objective:

- To ensure equality within recruitment, representative of the community that we serve

To achieve this objective we plan to:

- Monitor and critically analyse the representation of all groups within the school and local community

Progress we are making towards this objective:

- Initial analysis of make-up of the school's workforce and governing body

Objective 2: Have in place a curriculum that is broad and balanced, representing the needs of all groups across the school

Why we have chosen this objective:

- To ensure that children see role models from their own communities and can be inspired to pursue purposeful careers and lifestyles in the future

To achieve this objective we plan to:

- Review the curriculum: the content, the teaching methods and the ethos across the school.
- Where needs are not met, we will put in place measures to meet these needs:

- Appropriate texts
- Range of visitors and invited speakers
- Increased range of educational visits

Progress we are making towards this objective:

- Subject leaders have been instructed to analyse the curriculum for effective coverage and addressing both the learning and socio-economic needs of pupils

Objective 3: Monitor the performance of all pupil groups, identifying any that begin to make less progress than others and set in place remedial actions

Why we have chosen this objective:

- The school's performance data demonstrates some inconsistencies across groups of children (including the White British group) which needs to be reduced, ensuring all children achieve well

To achieve this objective we plan to:

- Address both progress (expected and exceeding) and the quality of curriculum opportunities for all groups of children
- Offer more forthcoming translation and support for parents speaking English as their second language, to help them understand what is being asked of them in terms of supporting children's learning

Progress we are making towards this objective:

- All staff have been instructed to renew the focus upon progress within the year and across the Key Stage and/or phase
- Subject leaders have been instructed to analyse the curriculum for effective coverage

9. Monitoring arrangements

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

This document will be reviewed by governing body every year.

This document will be approved by the Pastoral Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Teaching and Learning Policy
- School Development Plan