



## **ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL**

# **Equality information and objectives Policy**

### **Mission Statement**

*"I called you by your name, you are mine." (Isaiah 43:1)*

*The mission of our school is to provide a learning environment in which all children and staff can reach their potential in an atmosphere of kindness, empathy, honesty, gratitude, courage and love.*

*All our work is inspired by the teachings of Christ and His Church.*

*Working in partnership with parents/carers, we aim to enhance and celebrate the moral, physical, social and emotional development of all children entrusted to us.*

*We are an inclusive community so we welcome and embrace individuals of all abilities and cultural backgrounds; teaching our children to be understanding of the world they are growing up in and learn how to live alongside, and respect a diverse range of people.*

### **Equality Statement**

*This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.*

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

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**Date to be reviewed:** November 2027 - annual updates where necessary

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*In consultation with the Governing Body*

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### 1. Aims

*St. Augustine of Canterbury Catholic Primary 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.*

### 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*
- › *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 equality link governor is The Chair of Governors. They will:*

- › *Meet with the designated member of staff for equality (Deputy Headteacher) regularly and other relevant staff members, to discuss any issues and how these are being addressed*
- › *Ensure they are 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 among staff and pupils*
- › *Monitor success in achieving the objectives and report back to governors*

*The designated member of staff for equality (Deputy Headteacher) will:*

- › *Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils*
- › *Meet with the equality link governor regularly to raise and discuss any issues*
- › *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, as well as being impact assessed in line with our Equality Statement.*

*Staff and governors are regularly reminded of their responsibilities under the Equality Act - for example, during meetings.*

*New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every two years by completing the National College Certificate in Equality, Diversity and Inclusion for Primary Schools.*

*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:*

- › 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)
- › Publish further data about any issues associated with 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 RSE (Relationships and Sex Education), 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, children will be introduced to literature from a range of cultures; in art and design, artwork by artists from a range of backgrounds; in history, we explore a diverse range of important figures and in mathematics, we advocate across gender, culture and background
- › Holding assemblies dealing with relevant issues. Children 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 and cultures 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 children 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 children 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 children with disabilities
- › Has equivalent facilities for boys and girls

The school undertakes an Equality Impact Assessment as part of the risk assessment process when planning school trips and activities.

## **8. Equality objectives**

### **Objective 1**

To narrow the gap in progress between specific groups of students and pupils.

**Why we have chosen this objective:**

Historic outcomes indicate that there is some inequality between gender, SEN (Special Educational Needs) and vulnerable learners. In line with our vision, we seek to eliminate variation between groups of learners.

**To achieve this objective we plan to:**

- Ensure equality of access for all learners.
- Review data and action in line with our school improvement plan
- Exploit resources fully to maximise outcomes

### **Objective 2**

To prioritise and tackle any prejudice-related bullying in relation to all the protected characteristics listed in the Equality Act 2010.

**Why we have chosen this objective:**

Communities must always work on inclusivity, particularly in relation to protected characteristics. Initiatives such as "Everyone's Invited" have raised awareness and it is important to respond robustly.

**To achieve this objective we plan to:**

- Review behaviour processes and systems to impact on outcomes
- Use pupil groups to ensure that expectations are clear
- Ensure that the response to any incident is at the highest level

### **Objective 3**

To promote cultural knowledge, development and understanding through curricular and co-curricular experiences and opportunities.

**Why we have chosen this objective:**

Although Kent as a whole has become more culturally diverse in the past 10 years; our school is not as culturally diverse as other areas of the country. Student knowledge and understanding needs to be actively cultivated and developed.

**To achieve this objective we plan to:**

- Scrutinise curriculum intent to ensure that cultural diversity is developed, with plans being amended as appropriate
- Review school set pieces such as assemblies and awareness days are reviewed to promote understanding
- Review policies identifying opportunities

## **9. Monitoring arrangements**

*The Headteacher, Deputy Headteacher alongside the Governing Body will update the equality information we publish, described in sections 4 to 7 above, at least every year.*

*This document will be reviewed at least every 4 years.*

## **10. Links with other policies and guidance**

*This document links to the following policies:*

- › *Behaviour*
- › *Anti-Bullying*
- › *Harmful Sexual Behaviours*
- › *SEN and Inclusion*
- › *Education Commission - Challenging Homophobic Behaviour*
- › *Education Commission - Guidance on Promoting Fundamental British Values in Catholic Schools and Colleges in the Diocese*