



St Joseph's Catholic Primary School & Nursery

EQUALITY INFORMATION AND OBJECTIVES

Our family at St Joseph's Learns, Loves & Grows with God at the Centre.

Reviewed and ratified by the Governing Body	27 th June 2024
Next Revision	Annual
To be reviewed	Summer Term 2025

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 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 Frances Doherty. They will:

- Meet with the designated member of staff for equality every term 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 Head of School 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 is Clare McFlynn. They will:

- Support the Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Head of School 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.

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 (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)

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:

- 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

At St Joseph’s Catholic Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:-

Equality Objective 1: Achievement for all pupils at the school

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. We aim to foster good relationships in engaging parents and carers.

We will regularly review the progress we are making to meet our equality objectives.

Outcomes:	Measured by:
The school is able to effectively analyse the data it collates on the protected characteristics of ethnicity, gender, socio-economic circumstances, religion and other groups to address any differentials in outcomes for these groups.	<ul style="list-style-type: none"> • Data analysis • Discussion with parents, pupils, staff • Lesson observations

KEY: D= disability, G= gender, R= religion/belief, E=ethnicity, S= socio economic

D	G	R	E	S	Activity	Progress Milestones
✓	✓	✓	✓	✓	Termly assessments in reading, writing and maths analysed at group level for attainment and progress.	Assessments up to date. SLT have overview and all teachers understand relative attainment and progress of groups.
✓	✓	✓	✓	✓	Interventions informed by data and Provision Map.	Updated intervention/provision map termly.
✓	✓	✓	✓	✓	Pupil Progress meetings termly with focus at group level	Records of pupil progress meetings with clearly defined actions for next steps in closing gaps.
✓	✓	✓	✓	✓	Observations of teachers by SLT and colleagues to focus on pupils of different characteristics and abilities.	Quality first teaching in place for all groups of pupils.

Equality objective 2: Behaviour & Attendance

We encourage community cohesion through a growing understanding of differences and similarities within a climate where respect is promoted and discrimination not tolerated. The school promotes strong relationships especially with ‘hard to reach’ families and seeks to understand the barriers to good behaviour and attendance.

Outcomes:	Measured by:
The school effectively monitors and addresses all incidents of bullying including prejudice related to any characteristics. The school works effectively to monitor and improve the attendance of all pupils and removes barriers to access.	<ul style="list-style-type: none"> • Data analysis (attendance) • Behaviour Log/Race Hate Incident Log • Observations • Discussions with information from pupils, parents and staff.

KEY: D= disability, G= gender, R= religion/belief, E=ethnicity, S= socio economic

D	G	R	E	S	Activity	Progress Milestones
✓	✓	✓	✓	✓	Reviewed Behaviour policy including increased rewards achievable by all pupils.	Pupil behaviour analysis shows improving behaviour and very low numbers of incidences linked to prejudice.
✓	✓	✓	✓	✓	Anti-bullying assemblies and PSHE focus.	Bullying is rare and dealt with effectively by the school when it arises.
✓	✓	✓	✓	✓	Monitoring of all attendance data at group and individual level. Parents informed termly if attendance drops below 90%.	Report to governors attendance patterns shows good attendance and little variation between groups.

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Child Protection Policy
- Safer Recruitment Policy