



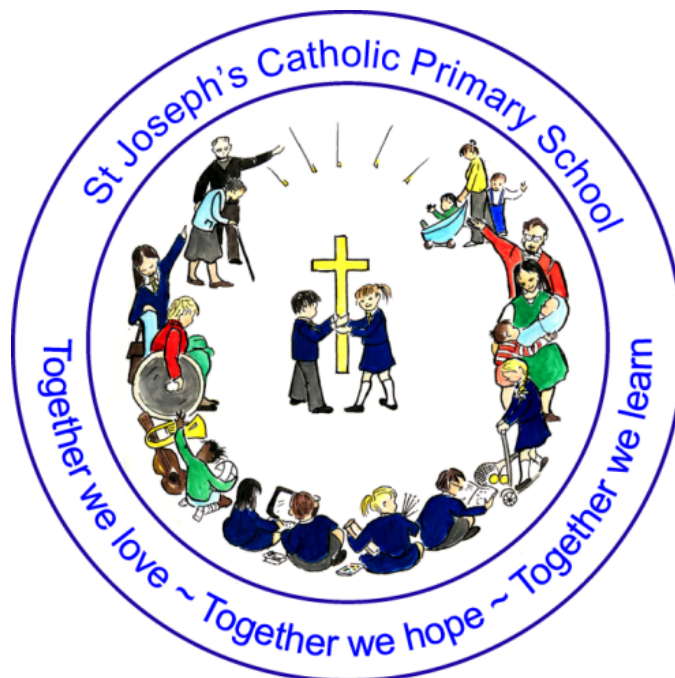
St Joseph's Catholic Primary School

## Equality Information and Objectives Statement

Revision	Date	Author	Reviewed	Approved-FGB	Next Review	Responsible Committee
1	12/05/2022	S Douglas		24/11/22	May 2023	Faith & Ethos, C & SI
2			February 2025	20/03/25	February 2026	C&SI

# Equality Information and Objectives Statement

## Vision



**Together we love - Together we hope - Together we learn**

## Mission

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we enable and encourage everyone to share and nurture a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

## Introduction

As a Catholic Primary School we are committed to ensuring that all members of the community have the opportunities to fulfil their potential as human beings made in the image of God. Each person, with the dignity and destiny of a child of God, has rights which respect their individual identity to ensure freedom from unjust discrimination.

## **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.

## **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 (Department of Education) guidance:

- The Equality Act 2010 and schools.

It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called protected characteristics.

## **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 an operational to the headteacher;
- 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 designated member of staff for equality (SENDCo) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- Meet with the equality link governor (SEND governor) 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 below.

## **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 (SEND governor). They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### **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 pupils of a different faith);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. pupils of a particular faith to pray at prescribed times or adapting the uniform code);
- 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 clubs or extracurricular activities).

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 bullying on account of disability or educational need);
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## **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 would 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 should they arise. 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;
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## **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 part of 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.

### **Implementing staff equality**

<i>Action</i>	<i>Justification</i>	<i>Implementation</i>	<i>Evaluation</i>
Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination	To ensure all recruitment processes meet the legal requirements for employment of new staff.	Provide staff and governors with a summary of their legal responsibilities when appointing new staff. Create a toolbox/checklist of legal requirements.	Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.
Ensure refresher equality training is put into place for all staff	All staff should be aware of the need for equal opportunities for adults and children and to understand the legal background for this.	Provide equality training during staff and Learning Support Assistant meetings	
Audit staff needs and ensure reasonable adjustments agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.	To comply with Employment Law	Provide a questionnaire for all staff to complete in order to identify any equality issues and provide reasonable adjustments and resolutions where possible	Monitor the degree of compliance reflected in the questionnaire

## **Monitoring and review**

The Governing Body will update the equality information we publish, described above, at least every year.

It is the responsibility of the Governing Body to monitor the effectiveness of this Equality Information and Statement of Objectives document.

The Governing Body does this by:

- Monitoring the progress of pupils in minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointments process, so that no one applying for a post at this school is discriminated against within the requirements of the Instrument of Governance for faith schools;
- Taking into serious consideration any complaints regarding equal opportunities issues from parents, staff or pupils;
- Monitoring the School Behaviour Policy and incidents of exclusions, ensuring that pupils from minority groups are not unfairly treated.

This document will be reviewed annually by the CS&I and Faith & Ethos committees.

This document will be approved by the governing body.

## **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy
- SEND Information Report

**Approved by the C&SI and Faith & Ethos committees:**

**Date:** 13th February 2025

**Policy Monitoring And Review (To Include Sub-Committee)**

This policy will be reviewed annually by the C&SI and Faith & Ethos Committee

**Authorisation**

**Signed by (Chair of Governing Board)**

A handwritten signature in black ink, appearing to be 'M. L.', is centered within a light gray rectangular box.

**Approved by Governing Body: 20/03/2025**

**Next Review Date:** February 2026