

St Mary's CE Primary Equality Information and Objectives September 2018

Do everything in love



1 Corinthians 16:14

Learning to Love, Loving to Learn

Deeply rooted in the love of Jesus we are committed to:-

Creating a happy, healthy and honest school, where everyone feels secure and valued.

Providing excellent teaching and learning opportunities, which develop independent, confident and resilient life-long learners who can think for themselves.

Celebrating and supporting all children to unlock and fulfil their unique potential.

Preparing children to contribute to society with wisdom, hope, tolerance and dignity.

Living by our school values of Love; Honesty; Courage; Compassion; Determination and Respect.

Our vision is to inspire and grow a compassionate community of excellence. A happy place for our children to shine for God, for each other, and for themselves.

It is very important to us that the children are happy and experience the best Education possible. We value strong links and a close partnership between home, Church and school and recognise the importance of trust and shared responsibility in Education.

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. Equality objectives	4
Arrangements	4

1. Aims

At St Mary's we pride ourselves on our strong Christian Ethos, and our vision, aims and values set the tone for our school. We recognise that children flourish in a safe environment where they feel loved, valued and secure. The behaviour and safety of our pupils is good and we strive to maintain this in order to allow all children to reach their full potential.

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 Chair of the Governing Body will

- Discuss equality annually with the Head Teacher 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 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

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 information on the Equality Act as part of their induction, and all staff receive refresher information as and when appropriate but at least annually.

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 activities)

In fulfilling this aspect of the duty, the school will:

- 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)
- Due to the small numbers the school does not publish attainment data showing how pupils with different characteristics are performing as this could make them identifiable.

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 through our Christian values, 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
- 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

8. Equality objectives

<i>Objective 1: Encouraging girls to consider non-stereotyped sporting options</i>
Why we have chosen this objective: To give our girls a broad and balanced view of different sports that are available to them.
To achieve this objective we plan to: Actively encourage girls to join in After school clubs like Judo, Fencing and Football.

<i>Objective 2: Increasing progress in maths and reading for disadvantaged children</i>
Why we have chosen this objective: Disadvantaged pupils do not appear to make as much progress in maths and reading as they do in writing.
To achieve this objective we plan to: Ensure dedicated weekly time for each disadvantaged child in a High Level Needs group facilitated by a Higher Level Teaching Assistant.

Arrangements

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

This document will be reviewed by the SLT and the governing body at least every 4 years.

Policy accepted September 2018