

Equality Information and Objectives



St Boniface RC Primary School

With Jesus in our hearts, we can reach our full potential

Adopted Date: November 2023	Headteacher signature:
Review Date: November 2026	Governor signature:

Foreword

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group with an increasing number recognising that we also have a disability. These factors can often mean that we want and need different things. It also means that when we say equalities, fairness, respect and dignity, it is important we are talking about everyone in our school community. Our ultimate aim is about creating an inclusive school community and wider community.

We also want to work proactively to address inequalities, accept and celebrate our differences and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives. Everyone is welcome in our school. We acknowledge that no one in our school is the same, but everyone is equal.

This document sets out our objectives for 2023-2026 and demonstrates our school's commitment to equality and diversity, which permeates throughout our whole school policies and procedures.

Through our objectives, we aim to ensure that all members of our school community are respected and valued. We aim to eliminate discrimination, advance equality and foster good relations across all protected characteristics for those who share them and those who do not share them.

Please see our Equality Policy and Accessibility Plan for further information.

1. Aims

Our 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 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
- 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 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

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.

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 particular 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 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/carers 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.

Equality objectives:

General Equality Objectives 2023-2026				
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timescales?
All	Publish and promote the Equality Objectives on the school website, ensuring staff and governors are also aware of these via meetings.	Question about awareness of Equality Objectives via parent/carers questionnaire Staff / governor questionnaire	SLT	Spring term 2024
All	Monitor and analyse pupil achievement by race, sex and disability and act on any trends or patterns in the data that require additional support for pupils (across the curriculum).	Achievement data analysed by race, sex and disability on a termly basis	SLT & Governors	At assessment points each term.
Race, sex disability	Monitor and analyse pupil attendance by race, sex and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, sex and disability on a termly basis	SLT & Governors	At assessment points each term.
Race, sex disability	Monitor and analyse pupil <u>behaviour</u> by race, sex and disability and act on any trends or patterns in the data that require additional support for pupils	Use of school recording system/behaviour and bullying monitoring Pupil voice	SLT & Governors	SLT to monitor CPOMs and complete termly monitoring

All except marriage, pregnancy and maternity	Report to governing body annually on the impact and progress of the equality objectives including pupil outcomes focused on groups.	Achievement data analysed by race, sex and disability provided as a summary report for governors	SLT	At governing body meetings over the year.
Sexual Orientation Gender Identity Race Religion Disability	Continue to promote and celebrate diversity. To ensure new staff and ECTs receive equality training.	Pupil interviews Classroom / school learning environments Stonewall family posters Staff feedback Stonewall criteria to address areas of strength and areas to develop	All staff PSHE lead to organise equality training for whole staff	Summer term 2024
Religion/Belief Sexual Orientation	To ensure we communicate with families about our PSHE curriculum.	Curriculum maps with information about units Letters & meetings to relay information Invitation of feedback	PSHE lead All staff	Annually – information sharing with parents/carers, via letter and school website
All except marriage, age, pregnancy and maternity	Challenging stereotypes and disrespect of people's characteristics.	Monitor patterns in reporting and behaviour. Update and review the Antibullying Policy as appropriate. Ensure teaching and learning does not contribute to stereotypical interpretations e.g. in Geography.	All staff / SLT Subject leaders	Termly monitoring

All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, who reflect a range of protected characteristics.	Class / school display Evidence of diversity in texts in pupil voice interviews Review of curriculum by subject leaders Books in reading corners and in key texts within the curriculum reflect diversity.	All staff	Ongoing
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, sex, sexual orientation and ethnicity etc.	Class / school display	All staff	Ongoing
All	Ensure SMSC is woven throughout the curriculum and school events celebrate a range of themed events linked to diversity and equality e.g. Black History Month, Disability Awareness.	Subjects leads and staff identify where SMSC aspects of their curriculum is planned for. SMSC overview is updated annually and policy in place and represented on the school website. Capture pupil voice and responses to key SMSC events and activities.	SLT RE Lead PSHE Lead Mental Health Lead	Ongoing in the curriculum. Policy update in line with policy schedule. SMSC overview created each year
Race	Analyse the curriculum for racial bias and prejudice and ensure steps are taken to address issues where necessary.	Subject leads to review the curriculum learning journeys	Subject leads SLT	Ongoing as part of school monitoring