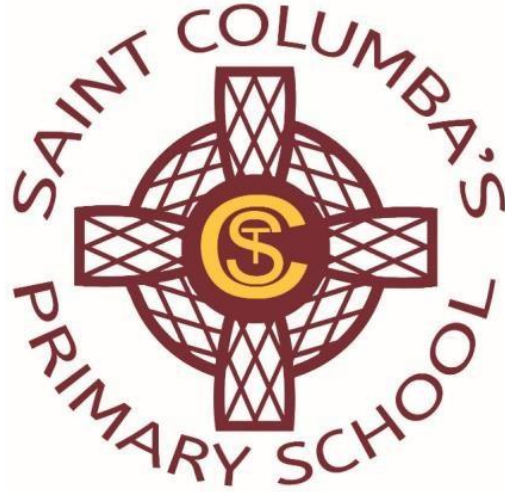


St. Columba's Catholic Primary School



Equality Information and Objectives

Executive Headteacher: Mrs S Foster

Date of next review: October 2024

Requests for copies - If a signed paper copy of this policy is requested, the school office will provide this free of charge



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I. 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](#).

This document also complies with our funding agreement and articles of association.

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, 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 Head Teacher

The **Equality Link Governor** is Paul Dinsley. The link governor will:

- Meet with the designated member of staff for equality every year, 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Ensure they are familiar with all relevant legislation and the contents of this document

The **designated members of staff** (Miss R Quinn and Miss A O'Connor) for equality will:

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

- Support the Headteacher in identifying any staff training needs, and deliver training as necessary
- Ensure they are familiar with all relevant legislation and the contents of this document

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 training every September.

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)
- 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 and faiths

- 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

8. Equality objectives

Objective 1: Undertake an analysis of extra-curricular activity attendance data and trends with regard to race, gender and SEND by July, and report on this to the Ethos, Curriculum and Pupil Achievement Committee of the governing board.

Why we have chosen this objective: to ensure that we are offering a broad range of accessible activities for all children.

To achieve this objective we plan to: monitor the attendance of extra-curricular activities that we are offering.

Progress we are making towards this objective: Mrs Iliadou produces a detailed report for the Governing Body termly on participation in extra-curricular activities. She plans events and festivals which take into account equality considerations.

Objective 2: Ensure we have a broad cross-section of our school on the pupil council.

Why we have chosen this objective: to ensure that pupil voice is heard from all children regardless of ability, gender, race, religion or age.

To achieve this objective we plan to: Change how we have children voted in to position of class representative.

Progress we are making towards this objective:

Objective 3: To ensure that the curriculum effectively supports the needs of all children.

Why we have chosen this objective: So that all children can access the national curriculum with relevant support or challenge. Audit curriculum resources and purchase the new Ten Ten scheme to support with the teaching of PHSE in light of the new curriculum in September 2020.

To achieve this objective we plan to: review the progression of skills for all curriculum subjects that are taught at St. Columba's. Subject leaders will plan and implement subject skills progression grids. Teachers will monitor their children across all subjects using the progression grids. Pupil progress meetings will be held termly in order to highlight children not making the expected progress in certain subjects. Teachers will work collaboratively to plan specific intervention for children who are identified as not making expected progress and this will be monitored for impact.

Progress we are making towards this objective: Whole school staff meetings held during Spring term 2020. Analysis undertaken of current curriculum coverage and gaps identified. New curriculum resource purchased (Ten Ten). Staff to receive training from Miss Quinn and Miss O'Connor and new scheme to be implemented in September 2020

Objective 4: Strive to ensure that there are no gender differences in attainment (for example, boys' writing, girls' maths).

Why we have chosen this objective: In order to attempt to diminish the difference in attainment regardless of gender.

To achieve this objective we plan to: Analyse gender data using tracking system, especially in Maths – attainment of girls. Planning necessary intervention for any groups identified not progressing.

Progress we are making towards this objective: The school have brought in a tracking system that will be used termly for tracking objectives/teacher assessments. Target groups have been identified. Termly pupil progress meetings help to discuss the progress and attainment of the targeted groups. Cornerstones assessments have been purchased to give a clearer indication of pupils; progress towards standardised scores. Targeted intervention has been planned i.e. Booster Maths groups for girls in Y6 prior to the start of the school day.

Objective 5: *Improve the attendance and punctuality of all groups of children, but paying particular attention to identified vulnerable groups.*

Why we have chosen this objective: Monitoring of vulnerable groups who are not attending school will allow us to act quickly in order to ensure good attendance and education.

To achieve this objective we plan to: Implement a new behavior policy that rewards good attendance and punctuality. Monitor the attendance of all children, including identified vulnerable groups (for example, FSM). Ensure the attendance policy is followed and that any identified children are monitored and contact made to address any issues in punctuality/attendance.

Progress we are making towards this objective: New Behaviour and Attendance Policies written and shared with staff, governors, parents and pupils. New traffic light system for monitoring attendance implemented. Mrs Craggs leads on monitoring and analyzing attendance data. Supportive meetings are held with parents and actions planned, where necessary, to improve attendance of targeted pupils.

Objective 6: *Working towards becoming a School of Sanctuary also provides schools with a powerful focus for possible development in areas such as:*

- Meeting the requirements of the Equality Act 2010
- Imaginative re-engagement with required curriculum areas such literacy, humanities
- Social, Moral, Spiritual and Cultural education and 'British Values'
- Building a school culture that reduces intolerance, hate speech and bullying
- Building an inclusive and supportive school community
- Increasing pupil voice and promoting active and engaged citizenship
- Engaging families and strengthening the school's role in the local community
- Improving the provision of English as an additional language in school
- Helping improve pupil outcomes and attendance – students that feel safe and included will be more likely to attend schools
- Promoting well-being & community cohesion by building empathetic school environments

9. Monitoring arrangements

The LGC will update the equality information we publish, [described in sections 4–7 above], at least every year alongside the School Development Plan.

This document will be reviewed by Ethos, Curriculum and Pupil Achievement Committee at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan

- Behaviour Policy
- SEND Policy