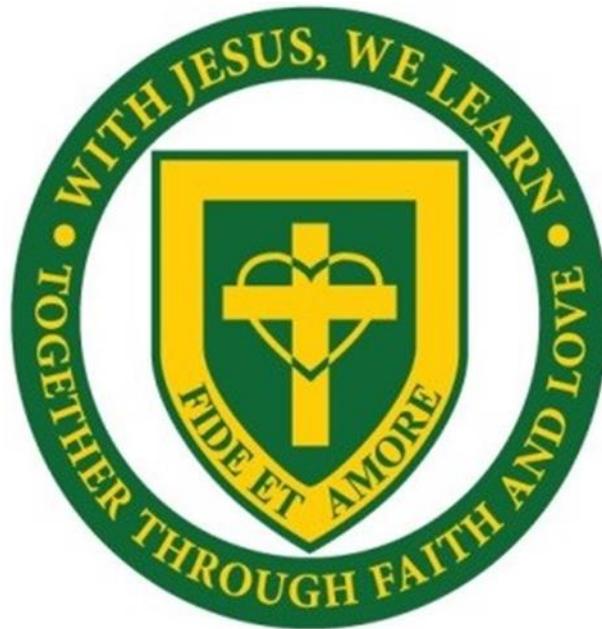


Equality Information and Objectives



St. Mary's Catholic Primary School

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 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September at the start of a new academic year.

The Headteacher is the designated member of staff for monitoring equality issues. 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.
- Taking steps to meet the particular needs of people who have a particular characteristic e.g. enabling pupils with a disability to access the curriculum and the physical environment of our school.
- Encouraging and enabling children who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be actively involved in all aspects of school including extra-curricular clubs, playground activities and out of school learning opportunities).

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 to whole school evaluations).
- Make evidence available identifying improvements for specific groups (e.g. evidence of progress for pupils with a specific disability).

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 R.E., 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, pupils will be introduced to literature from a range of cultures. Through our annual One World Week celebrations, pupils are given the opportunity to celebrate different cultures from around the World through cross-curricular activities, assemblies and workshops.
- Holding assemblies and workshops dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute. This includes activities as a part of our annual Friendship Week and visits from the Hillingdon Life Bus (both exploring anti-bullying messages).
- 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. This links with our R.E. work whereby each class will study a different faith each year.
- We work with parents to promote knowledge and understanding of different cultures. Parents are invited into our school, as a part of our Curriculum afternoon, to participate in our One World Week celebrations. They are encouraged to talk to pupils about their families customs/cultures and to read stories in their home language.
- As a part of our SEND coffee mornings, we invite guest speakers into school to talk about a range of disabilities (and SENs) offering support to families but also an awareness of different needs. Recent speakers have included the Hillingdon Autistic Care and Support team, a talk from UCL (BiLingo) representatives on the importance of Bilingualism/Multilingualism, Dr Natalie Moss (the importance of visuals to support a range of needs) and Parent Partnership (support for pupils with a disability).
- 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:

- Is accessible to pupils with disabilities

- Has equivalent facilities for boys and girls

The school keeps a written record (included in Risk Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions.

8. Equality objectives

Objective 1: To continue to employ staff on their ability to perform the designated role effectively.

Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: To ensure staff are employed based on their ability to perform their role. To meet the needs of all staff and to ensure that any disadvantages are addressed.

To achieve this objective we plan to: Develop reasonable adjustment agreements as, and when, is appropriate.

Progress we are making towards this objective: We have carried out an Accessibility Audit and implemented various reasonable adjustments including adjustments to our physical environment (see our Accessibility Plan for further details).

Objective 2: To continue to treat all children and adults with courtesy, respect, integrity and dignity.

Why we have chosen this objective: As a Catholic School, the teachings of the gospels are at the centre of everything we do and we actively promote a sense of community whereby we treat each other with respect.

To achieve this objective we plan to: Incorporate the teachings of the gospel into everything we do: school policy and practice.

Progress we are making towards this objective: All school policies reflect gospel values (where appropriate).

Objective 3: To continue to ensure all children progress and achieve with equality.

Why we have chosen this objective: As an inclusive school, we aim to ensure that all children are included in all aspects of school life and that they make progress.

To achieve this objective we plan to: Monitor the progress of all pupils termly – planning and implementing appropriate support (and reasonable adjustments) where needed.

Progress we are making towards this objective: We hold Pupil Progress Meetings at the end of each term to analyse the level of progress that all children are making. Appropriate support is planned according to the particular needs of individual children.

Objective 4: To continue to challenge any type of intolerant attitude, comment or action that undermines the value of dignity of others.

Why we have chosen this objective: To continue to promote respect across our school community (pupils, parents and staff).

To achieve this objective we plan to: Immediately address any comments or action. Staff issues will be dealt with according to our Disciplinary Policy and Procedure, pupils according to our Behaviour Policy and parents will be invited to a meeting with a member of our SMT and reminded of our school values and our Home-School agreement.

Progress we are making towards this objective: Appropriate policies and procedures are in place.

Objective 5: To continue to celebrate cultural diversity through our curriculum.

Why we have chosen this objective: We want our pupils to develop a deeper understanding of different cultures and to respect any differences.

To achieve this objective we plan to: Develop a deeper understanding of different cultures through our curriculum. This will include studying different religions as a part of R.E. lessons, exploring stories from around the World and finding out about different countries as a part of Geography and History topics. We

aim to celebrate different cultures through our One World Week and Friendship weeks through activities including assemblies, workshops, parent talks, food from around the world tasting sessions etc.

Progress we are making towards this objective: We hold an annual One World Week and Friendship Weeks but cultural diversity is also celebrated through various curriculum links.

9. Monitoring arrangements

The Governing Body will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed/approved, by Governors, at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan (and Accessibility Audit)
- SEND Policy
- Inclusion Policy