

Equality Information and Objectives

Holy Family Catholic Primary School, Cronton.



Approved by: F& P Committee

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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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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 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 every year when the policy and objectives are reviewed. The school has a designated member of staff for monitoring equality issues, and is in the process of appointing an equality link governor. The designated member of staff regularly liaises regarding any issues and makes 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 (PSHCE) 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. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- 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 with the completed risk assessment.

8. Equality objectives

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2019, and report on this to the Finance and Personnel Committee of the governing board.*

Why we have chosen this objective: To have a better understanding of our recruitment processes and to ensure the school is meeting its statutory duty regarding equality for all.

To achieve this objective we plan to:

- Analyse recruitment data over the past five years.
- Review all recruitment documentation to ensure the school is meeting its statutory duty in promoting applications from all prospective candidates meeting specified criteria regardless of race, gender or disability.

Progress we are making towards this objective:

Objective 2: *To continue to support children's knowledge and understanding of other cultures through our global curriculum including respect, tolerance and acceptance of others regardless of race, gender or disability*

Why we have chosen this objective: As our school population is mainly white British it is important that children are given opportunities to develop a good understanding of other cultures and beliefs and to ensure members of our school community from minority ethnic groups feel their culture is valued and respected.

To achieve this objective we plan to:

- Ensure the curriculum offered provides children with opportunities to learn about other cultures and faiths
- Seize opportunities, through geography topics and our global learning, to invite parents and members of the local community to visit school and to talk to children about their culture
- Use expertise of individuals/ groups/agencies to talk to children and to support the delivery of our global curriculum
- Review curriculum resources e.g. literature, to ensure there is positive representation of race, gender and disability

Progress we are making towards this objective:

Objective 3: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: To ensure all involved in the recruitment process are fully aware of their duties and responsibilities under:

- [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
- [The Equality Act 2010 and schools](#), which is also based on Department for Education (DfE) guidance

To achieve this objective we plan to:

- Request governor support to signpost governors to appropriate training
- Ensure there is a quality assurance regarding training provision
- Consider evaluations from governors undertaking the training as to their understanding of legal requirements

Progress we are making towards this objective:

9. Monitoring arrangements

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

This document will be reviewed by the Finance and Personnel Committee at least every 4 years.

This document will be approved by Finance and Personnel Committee and ratified at Full Governors' Meeting.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special Educational Needs and Disability (SEND) Policy
- Safeguarding Policy