



St Paschal Baylon  
Catholic Primary School



Following In The Footsteps Of Christ

## Equality Information and Objectives

## **Aims**

St. Paschal Baylon Catholic Primary 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.
- Strive to ensure that all children, staff, parents and visitors are treated equally and receive equal opportunities regardless of race, gender, religion, cultural beliefs, disability or sexual orientation.

## **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 requires 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 policy links to Articles 1, 2, 4, 13, 19, 23, 24, 28, 29, 36 and 42 of the Convention on the Rights of the Child.

## **Roles and Responsibilities**

The Governing Body will:

- Ensure that equality information and objectives as set out in this statement are published and communicated through 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.

- Meet with the headteacher termly to discuss any issues and how they are being addressed.
- Ensure they are familiar with relevant legislation and the content of this document.

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.

Teaching Staff will:

- Ensure that they treat all pupils, colleagues, parents and visitors equally, with respect and a knowledge of their rights.
- Promote equality through their own conduct and by supporting the school in promoting and working towards the Right Respecting Schools Award.

### **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.

New staff receive information regarding professional conduct and the Equality Act as part of their induction process.

### **Advancing Equality of Opportunity**

As set out in the DFE guidance on the Equality Act, St Paschal Baylon Catholic Primary 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. a disability)

- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

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. publishing the Pupil Premium Strategy and analysis of impact)

### **Fostering Good Relations**

The school strives to achieve a cohesive community and expect that children respect one another and behave with respect to one another and that their parents feel fully engaged in the school.

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 a broad and balanced curriculum, including RE.
- Recognising and celebrating diversity within our community whilst promoting community cohesion.
- Promoting an understanding and respect of the rights of others through embedding the ethos of the Rights Respecting Schools Award.
- Sharing our work on the Right Respecting Schools Award and the promotion of equality with parents and carers through a variety of ways including monthly newsletters, stalls at whole school events and assemblies.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take the lead in such assemblies to develop and deepen their understanding.
- Working with our local community. Examples of this are organising school trips to places of worship, working as part of a campaign group to

support the rights of child refugees and supporting homeless charities in our community.

- We aim to enhance a wider sense of community locally as well as in the context of the UK and the World Communities.
- Encouraging and implementing mediation and other initiatives that promote an understanding of equality to deal with any tensions between different groups of pupils within the school that may arise.

### **Equality Considerations in Decision-Making**

St Paschal Baylon Catholic Primary School ensures that 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 for all pupils including those with disabilities
- Has equivalent facilities for girls and boys

### **Equality Objectives**

| <b>Objective</b>                                                                    | <b>Actions</b>                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Monitoring</b>                                                                                                            |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| To ensure parity between boys' and girls' attainment in reading, writing and maths. | <ul style="list-style-type: none"><li>• Use carefully sequenced and planned curriculum plans to teach English and Maths across the Key Stages and throughout the school, ensuring a consistency of approach.</li><li>• Develop a reading spine that includes texts which appeal to all children regardless of gender, race or socio-economic background.</li><li>• Ensure support and intervention is equally distributed amongst</li></ul> | Class teachers to monitor for equal progress and attainment on a termly basis and share with SLT in pupil progress meetings. |

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|                                                                                                                    | pupils and is targeted to meet the needs of individual children.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                       |
| To ensure pupils in vulnerable groups (e.g. SEND / Pupil Premium) make the same rates of progress as other pupils. | <p>Identify children not making expected progress and plan, deliver and monitor intervention to support progress:</p> <ul style="list-style-type: none"> <li>• Adaptation of learning environment, teaching styles, use of additional resources to meet needs of individual or groups of learners</li> <li>• 1:1 and group phonics/reading intervention</li> <li>• After/ before / in- school Maths intervention</li> <li>• Targeted writing/ spelling/ maths intervention</li> <li>• Fresh Start Literacy Intervention in Year 5.</li> <li>• Time to Talk / Socially Speaking groups</li> <li>• Nurture support with Learning Mentor</li> </ul> <p>Support with homework and additional reading support where needed.</p> | Class teachers to monitor Prior Attainment of all pupils and monitor to evaluate effectiveness of provision and progress of pupils. Share with SLT in termly pupil progress meetings. |
| To ensure that the school environment is as accessible as possible to all children, staff, parents and visitors.   | Please refer to Accessibility Plan for full details.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | SLT to monitor in consultation with site manager and governors.                                                                                                                       |
| To promote an understanding of the                                                                                 | Continue to uphold our RRS Gold Award through                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | RRS lead, RRS Team, SLT and                                                                                                                                                           |

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| rights of every individual through learning about the United Nations Convention for the Rights of the Child and uphold our Rights Respecting Schools Gold Award. | embedding knowledge and understanding of the convention for the rights of the child and ensuring pupils and staff live this out in their daily lives. This is done through discreet learning activities, assemblies and incorporating RRS into our knowledge-rich curriculum. Share this knowledge with parents and carers and continue to work with our local community and our global neighbours in RRS activities. | governors to monitor progress and actions termly. |
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### **Monitoring Arrangements**

The school considers it prudent to maintain the practice of logging any racist, homophobic or sexist incidents and reporting them. We monitor and log incidents that discriminate against children, young people or adults in our school with protected characteristics and respond in line with the school's behaviour policy and through addressing any misconceptions or prejudices through education. We monitor and log all bullying incidents.

The Governing body and the Headteacher will review and update all equality information that we publish annually.

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

### **Links with other Policies**

This document links to the following policies and documents

- Accessibility Plan
- SEND Policy and SEND Information Report
- Pupil Premium Strategy and Impact Report