



ST ALOYSIUS CATHOLIC PRIMARY SCHOOL

Equality Information

Our mission statement

Together with Jesus we love, learn and believe.

Ratified _____

Signed _____

Chair/Vice Chair

Review Date _____

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 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 headteacher

- Meet with the designated member of staff for equality every 12 months and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're 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

The designated member of staff for equality; Mrs O'Callaghan will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the governing board every 12 months to raise and discuss any issues
- 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

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
- 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 (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
- 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 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 Priorities

Disability

We have a fully inclusive environment that meets the requirements of children, staff and the wider school community. We also help in supporting parents and children with disabilities outside school time by signposting to appropriate agencies and support.

Gender

We provide equal opportunities across the school community regardless of gender.

Race

We promote racial equality through a diverse curriculum and host activities for the whole school community.

Areas the school has identified as priority areas

Priority 1: For all pupils, particularly those in upper KS2 to have a sound knowledge of how to be safe online.

To achieve this objective we plan to:

- Deliver E-Safety lessons in class, differentiated to meet pupil's understanding.
- Incorporate E-Safety discussions across all areas of the curriculum.
- Hold E-Safety topics within Assemblies.

Priority 2: To continue to promote diversity and equality awareness.

To achieve this objective we plan to:

- Themed weeks to increase awareness and understanding of other cultures and races, bringing in positive role models for pupils.
- Promote visits to a variety of places.
- To ensure that resources including books in school promote diversity and allow children to discuss different in a positive way.

Priority 3: To ensure all ASC pupils are catered for in an ASC friendly learning environment.

To achieve this objective we plan to:

- To further develop the ASC friendly environment across the school.
- For all staff to complete updated training on the triage of difficulties and sensory processing.
- For all pupils One Page Profile to be accessible for all members of staff
- Continue to work closely with and follow advice for ASC Advisory Teachers.

Priority 4: To ensure all EAL pupils are catered for within all aspects of school life.

To achieve this objective we plan to:

- Continue to work closely with Nerrisa Lea (EAL Specialist Teacher) and follow appropriate recommendations.

- Provide translators for parents within review meetings.
- Class Teachers to complete Language Tracking Forms each year to monitor children's progress with EAL.
- Offer support for parents who wish to develop confidence with English.
- Class Teachers to differentiate lessons appropriately and provide EAL children with visual aids if necessary.

9. Monitoring arrangements

The Inclusion Manager will update the equality information we publish, at least every year.

This document will be reviewed by the Head Teacher, Sheryl Wrigley and Governing Body at least every 4 years.

This document will be approved by the Governing Body and HeadTeacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy