

# EQUALITY INFORMATION AND OBJECTIVES



St. Vincent's  
Catholic Primary School

*Together through Christ we grow and learn*

**Date of Document:** January 2020

**Date of Review:** September 2024

**Person Responsible:** Senior Leadership Team

**Presented to Staff and Governors:** January 2020

**School Policy statement on equality and community cohesion** (based on guidance provided by the Diocese of Westminster)

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration.

We are therefore committed to promoting:

- **the uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

- **the search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

- **the education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which may be diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

- **the education of all**

We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

- **moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we will strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and required to support them;
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in "inequality by default". We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

## **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

## **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](#).

## **Protected characteristics**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- age
- race
- disability
- religion or belief
- sex
- sexual orientation
- gender reassignment
- marriage and civil partnership
- pregnancy or maternity

Please note that there are some general exceptions which apply to schools . Schools with a religious character (commonly known as faith schools) have certain exceptions to the religion or belief provisions which allow them to discriminate because of religion or belief in relation to admissions and in access to any benefit , facility or service.

## **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
- Ensure they are familiar with all relevant legislation and the contents 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
- Attend appropriate equality and diversity training
- Identify 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.

### **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 reminders in the Staff Handbook and at the first inset day of each year.
- Religious Education curriculum based on the resource 'Come and See' which celebrates the Gospel Values and enforces that we are special because God made us all to be different and he loves us all.
- Personal Social Citizenship & Health Education (PSCHE) and Social and Emotional Aspects of Learning (SEAL) incorporated into the curriculum.
- Daily assemblies in different age phases, sometimes whole school, key stage or class which focus on relevant issues.
- Anti-bullying week
- Clear behavior policy with a focus on the positive which is consistently enforced across the school. Use of the 'Rainbow' to reward positive choices and ensure consequences for the wrong choices. Completion of sheet reflecting on choices and consequences and taking responsibility for actions.
- Class Charters considering rights and responsibilities.
- Worry boxes in every class for children to share any concerns
- Circle time/ class assemblies to address any issues which present within a class or group.
- Communication with pupils and parents; representatives on consultation groups, annual questionnaires,
- Annual equalities workshops for Year 5 and 6 pupils

### **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
- 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)
- Being committed to being a sustainable Rights Respecting School and endeavouring to uphold the values and principles of the UNCRC.
- Annually reviewing our Accessibility Plan

### **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 during our studies of other faiths, 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.
- Our last Ofsted inspection in October 2010 judged the school as outstanding and stated that, 'The school is an extremely caring, cohesive community in which pupils are known very well as individuals. Pupils say they feel very safe at school and are entirely confident that issues they raise will be dealt with efficiently by the adults who work with them. Very high expectations are set for each pupil in terms of progress, attainment and behaviour. Pupils respond very positively to these high aspirations and this is clearly demonstrated by the outstanding progress they make in the school. As one parent said, 'We are extremely happy with the educational project at St Vincent's. Children enjoy a nurturing and stimulating environment, where they thrive both emotionally and academically.'

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

- Tries to be accessible to pupils with disabilities (although we are limited with regard to physical disability due to the age and limitations of our building)
- Has equivalent facilities for boys and girls
- Regularly reviews the curriculum to ensure that it is suitably diverse

**Information about the pupil population** The Equality Act 2010 protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. Data about the pupil population is available on the website.

<https://www.compare-school-performance.service.gov.uk/school/101143>

The figures below are for the 2018/2019 academic year. National figures are for state-funded schools only.

	St. Vincent's	England
Total number of pupils on roll (all ages)	232	
Girls on roll	58.6%	49%
Boys on roll	41.4%	51%
Pupils with an SEN Education, Health and Care Plan	1.7%	1.6%
Pupils with SEN Support	8.6%	12.6%
Pupils whose first language is not English	50%	21.2%
Pupils eligible for free school meals at any time during the past 6 years	12.1%	23%

## Equality objectives

### *Objective 1:*

**To ensure opportunities are taken to teach about disability, race equality and cultural diversity in the curriculum and extra-curricular activities**

### *Objective 2:*

**To continue to make links with professions considering disability gender and race and inspiring ambition**

### *Objective 3:*

**To challenge gender stereotypes and thus narrow the difference between the attainment of boys and girls in all subjects, especially at the higher levels**