



St Clare's Catholic Primary School

Equality and Diversity Policy

Written: October 2021

Reviewed: October 2023

Next Review date: October 2024

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 daily to the Head teacher

The equality link governor is Jeanette Davies. They will:

- Meet with the designated member of staff for equality every term, 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 Head teacher 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 is Julie O'Neill They will:

- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the head teacher 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 academic year.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor.
- 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, or pupils who are being subjected to homophobic and/or racist bullying)
- Taking steps to meet the needs of people who have a particular characteristic (e.g., observance of the religious festivals of all our pupils and their families)

- 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 after school clubs) 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 racist bullying)
- Publish further data about any issues associated with 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 liaise with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about 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 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 actively considers our equality duties when planning school trips and activities. This is evidenced by the risk assessments completed by the member of staff organising the trip/activities.

Objectives	Actions	Who is responsible?	Success Criteria	Review
<p>Diminish the difference between boys and girls in reading and writing attainment against school data and national standards by 2021.</p> <p>School progress data indicates that more girls are achieving the expected levels in reading and writing than the boys across all key stages.</p> <p><u>July 2017 data:</u></p>	<p>Curriculum modified to increase engagement of boys.</p> <p>Reading and writing Opportunities across the curriculum addressed to consolidate learning.</p> <p>Develop a rigorous framework for Guided Reading.</p>	<p>SLT including. English Lead. All teaching staff.</p> <p>SLT including. English Lead. All Teaching Staff.</p> <p>English Lead. All teaching staff.</p>	<p>Year on year increase in attainment over 4years.</p> <p>By July 2021, the gap will have diminished between boys and girls achieving ARE. in Reading and</p>	

<p>End of KS2: Reading: Boys 37% Girls 68% Writing: Boys 42% Girls 67%</p>	<p>‘Talk for Writing’ Approach developed to target EYFS and KS1.</p> <p>‘Read write INC’ Phonics to be reintroduced.</p> <p>Intervention groups clearly identified and monitored.</p> <p>Key staff (including LSAs) to receive training and support for Reading and Writing.</p> <p>Include parents/carers</p>	<p>English Lead EYFS and KS1 teaching staff.</p> <p>Phonics Lead. All teaching staff.</p> <p>Intervention Manager.</p> <p>SLT including. English Lead. All staff.</p> <p>SLT including. English Lead.</p>	<p>Writing.</p> <p>The difference is. diminishing between girls and boys with a maximum difference of 5%.</p>	
<p>Ensure that all children with SEN and/or Disability are fully included. in all extra-curricular activities.</p> <p>Nov 2017: 12.3% school cohort are SEND pupils. Therefore inclusion in extra-curricular activities should reflect this.</p>	<p>Analysis of the registers of extra-curricular activities.</p> <p>Risk assessments are vigorous and arrangements will be adapted if necessary to ensure inclusion of all SEND pupils.</p> <p>School Council and another pupil ambassadors to include pupils with SEND.</p>	<p>SENCO All teaching staff.</p> <p>DHT All teaching staff.</p> <p>All staff.</p>	<p>Percentage of SEND pupils. attending extra-curricular activities will be in line with the current percentage of pupils on the SEND register.</p> <p>All SEND pupils. able to participate. in off-site education opportunities.</p> <p>School Council and pupil ambassadors will include pupils. with SEND.</p>	
<p>Improve parent/carer engagement of all families within vulnerable groups in aspects of school life, such as access to school information on the website and attendance at parents evening.</p>	<p>School website to be regularly. updated.</p> <p>Increase accessibility of information on the school website by using visuals.</p>	<p>All staff.</p> <p>SLT and all teaching staff.</p>	<p>Parent/carer questionnaire to assess school. website usage.</p> <p>When reviewed, statutory policies and documents,</p>	

	<p>Google Translate available for EAL parents/carers.</p> <p>Parents/carers regularly invited to attend school for assemblies, coffee mornings, stay and play sessions, workshops etc. to encourage engagement in more formal meeting such as parents evening.</p> <p>Ensure that parents/carers of target groups receive verbal. invitations to school events alongside written. information.</p>	<p>SLT and all teaching staff.</p> <p>All staff.</p>	<p>will incorporate. more visual information to increase accessibility.</p> <p>Registers of attendance at parents evening will evidence more. parent/carer engagement of families within vulnerable groups.</p>	
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9. Monitoring arrangements

The Head teacher and governing body will update the equality information we publish, at least every year. This document will be reviewed by the Head teacher and governing body at least every 4 years. This document will be approved by the Head teacher and governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment