

St Teresa's R C Primary School

Equality Information and Objectives



Aims

St Teresa's R C Primary School is an inclusive school committed to ensuring equality of provision throughout the school community. Our focus is to promote the well-being and progress of every child. Our school is committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. We also strive to tackle the issues of disadvantage and underachievement of different groups.

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** 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.

Our approach to equality is based on the following key principles:

- All learners are of equal value
- Differences are recognised, respected and celebrated
- Positive attitudes and relationships are fostered to create a shared sense of cohesion and belonging
- Good equality practices are maintained in staff recruitment, retention and development
- The reduction and removal of inequalities and barriers that already exist are paramount
- We have high expectations of all our children

The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 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
- Implement this policy and its procedures
- Actively challenge and take appropriate action in any case of discriminatory practice
- Address any reported incidents of harassment or bullying in line with DfE guidance as set out in section 8

Employees will:

- All school staff are expected to have regard to this document and to work to achieve the objectives that have been set
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher
- Identify and challenge bias and stereotyping within the curriculum and the school's culture
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place

Eliminating Discrimination

We aim to eliminate discrimination by:

- Implementing School Behaviour and Anti-Bullying Policies which ensure that all children feel safe at school and that any prejudicial bullying is addressed
- Reporting, responding to and monitoring any racist incidents thoroughly
- Regularly reviewing the content of our curriculum to ensure that it meets the needs of all of our children and that it promotes respect for diversity and challenges negative stereotypes
- Ensuring that all our pupils receive quality first teaching so that they reach their full potential and all pupils are given equal entitlement to success
- Tracking achievement data to ensure all pupils make good progress, providing interventions where necessary
- Ensuring all pupils have the opportunity to access extra-curricular provision

Advancing equality of opportunity

We aim to advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted interventions
- Taking on board the views of parents and carers
- Listening to pupils

Fostering good relations

We aim to foster good relations by:

- Actively promoting positive attitudes and behaviour for all staff, pupils and parents
- 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, and 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 or using resources, toys, displays and music which reflect and celebrate cultural and other forms of diversity, including disability
- Being a visible presence to all parents and carers
- Involvement in the community beyond our school gates, including the parish
- Ensuring that equality and diversity are embedded in the curriculum
- Taking steps to show diversity is valued by, for instance, 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

Equality objectives 2021-2025

- Support vulnerable groups in their learning and attainment ensuring the gaps in attainment for these pupils are reduced
- Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups
- To ensure a system for early support of new-arrivals to the school/ the country that allows children to settle quickly and make progress

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