

Our Lady's RC Primary School

Equality Information and Objectives





Our Lady's Mission Statement

At Our Lady's RC Primary School we want to
'know God, love God and serve God'

We will try hard to :

- Learn about the **WORD** of God.
- **WELCOME** everyone into our school as Jesus welcomes us into His family.
- Care about the **WELFARE** of others and help those in need.
- **WORSHIP** God through prayer and praise and use the talents God has given us.
- Be a true **WITNESS** to Jesus by showing everyone that we respect, value and love one another.

We will try to live like Jesus every day.

At Our Lady's, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice.

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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 on a daily basis to the head teacher

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

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.

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)

- 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 'Rights Respecting 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

When organising events or trips we consider our equality duties and ask ourselves relevant questions. This is recorded as part of the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and can be found in the risk assessment file.

8. Equality objectives

Objective 1: *Close the attendance gap between children who are in school on time every day and those who are persistently absent.*

Why we have chosen this objective: to ensure that every child is enjoying their right to education and has the opportunity to be in school on time every day.

To achieve this objective we plan to:

- Analyse attendance data.
- Target parents/carers of pupils whose attendance falls short of the national expectation through a range of support and initiatives to improve their attendance.
- Employ early intervention strategies.
- Work with other agencies to support families to improve their children's attendance.

Objective 2: *Increase the opportunities for parents with EAL (English as an additional language) to participate in curriculum activities and parental workshops, designed to help them to support their children's learning.*

Why we have chosen this objective: To ensure that there are opportunities for parents with EAL to learn how to support their children at home.

To achieve this objective we plan to:

- Offer a range of workshops and courses such as 'Speak up' and introduction to phonics for parents whose first language is not English. We should consider what time is best for families to attend workshops to maximize on this opportunity.
- Make use of staff who speak additional languages to interpret and translate for new parents with English as an additional language so enabling them to communicate and receive information about their children and their learning.

9. Monitoring arrangements

The governing body will update the equality information we publish at least every year.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment