St. Alban & St. Stephen Catholic Primary School & Nursery

'Learning and Growing with God by our Side'

Equality Information and Objectives Policy

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Approved by:	Governing Body
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1. Aims

At St Alban & St Stephen Catholic Primary School & Nursery, we aim to meet our 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
- Foster a welcoming and respectful environment where everyone is valued as a unique child of God, recognising the dignity of every individual.

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.

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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
- 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

The designated member of staff for equality is Mrs J. Bates. She will:

- Support the headteacher 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 headteacher and SLT 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.

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 gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 (e.g. declines in incidents of homophobic or transphobic bullying)
- 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

- Making pupils aware of our behaviour and anti-bullying policies
- 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 – policy changes, school trips, physical alteration. 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. Links to other policies

This document links to the following policies:

- Accessibility plan
- Child Protection Policy
- Safer Recruitment Policy
- SEND Policy
- Risk assessment

9. Equality objectives

Objective 1: To support a culture of high expectations for all vulnerable children.	
Why we have chosen this objective:	• To increase attainment of vulnerable pupils
To achieve this objective, we plan to:	• Ensure that all vulnerable pupils reach their full potential in school. • Focus on gaps in foundational skills which are causing barriers to learning.
Progress we are making towards the objective	• Training given in INSET by SLT, English and Maths subject leads. • A foundational skills grid has been created to outline the key foundational skills in EYFS and KS1. A toolkit of strategies and adjustments has been created by the SENDCo to support teachers in planning to address gaps in foundational skills. • Teachers have added in a 'Ready to Learn' Review at the start of each lesson and added in Rosenshine principles in their lessons. • Learning walks show that all teachers consistently integrate Rosenshine's principle of review at the start of daily core lessons • Active retrieval practice that directly addresses emerging learning barriers for PPG and SEND pupils taking place. • A new handwriting scheme has been addressed and high profile handwriting effort awards introduced to close gaps in letter formation and handwriting attainment.

Objective 2: To support pupils with SEND	
Why we have chosen this objective:	• Increase in SEND pupils on SEND register
To achieve this objective, we plan to:	• Closely monitor and evaluate SEND provision. • Support the organisation of a new SEND parent group to champion SEND Provision at St Alban & St Stephen Catholic Primary School & Nursery • Pupil audit, pupil questionnaire and analysis of views • Improve staff confidence and effectiveness in communicating with parents of pupils with SEND
Progress we are making towards the objective	• Improve the resources on the website to signpost parents to SEND support for their children. • SEND coffee mornings for parents. • Pupil audit, pupil questionnaire and analysis of views. • SEND parent survey. • Staff training on Zones of Regulation and Hertfordshire STEPS approach

Objective 3: Foster respect and positive relationships between all children	
Why we have chosen this objective:	• Increase pupils' understanding and respect for diversity in terms of race, religion, gender, disability, and family structure to reflect the changing diversity of our school.
To achieve this objective, we plan to:	• Embed diversity education into the curriculum.
Progress we are making towards the objective	• Created a working party made up of staff and parents. • Assemblies • Anti-Racism workshop for KS2 children • PHSE sessions • Report to governors • End of year cultural and heritage celebration • Cultural diversity of pupils evident in learning environment and classroom displays
Objective 4: To ensure equal access to extracurricular opportunities	
Why we have chosen this objective:	• To ensure that all pupils, regardless of background, SEND, or gender, have equal access to clubs, trips and enrichment activities.
To achieve this objective, we plan to:	• Conduct a survey to identify barriers PPG/SEND pupils face in accessing clubs, trips, and enrichment. • Review and update the school's charging and remission policy to ensure equity in access. • Audit and review school trips to ensure affordable and inclusive trips are available to all pupils. • Map cultural capital experiences across the school to ensure all pupils including PPG/SEND experience a broad range of visits, visitors, and opportunities. • Ensure funding (PPG/SEN notional budget) is used to subsidise trips, music tuition, residentials, and other key cultural experiences for disadvantaged pupils. • Personally invite and support PPG/SEND pupils to attend clubs and activities.
Progress we are making towards the objective	• 100% of PPG and SEND pupils are offered at least one funded or subsidised enrichment opportunity each term. • The school enrichment map shows that all year groups—including PPG/SEND pupils—have access to a broad and balanced range of cultural capital experiences.
Objective 6: To promote gender equality in learning and participation	
Why we have chosen this objective:	• A gap has been identified between gender attainment in Maths.
To achieve this objective, we plan to:	• Small maths groups to encourage confidence in maths for girls. • Increase girl participation in chess club and awesome engineers club. • Increase boy participation in netball
Progress we are making towards the objective	• Maths subject leader given time to research gender inequality in maths and identify strategies to address. • Training delivered to teachers and support staff. • Small groups set up for maths.