



## Equality Information and Equality Objectives for St Joseph's Catholic Primary School

### Equality Act 2010 St Joseph's Schools' provision of the public sector equality duty

We in St Joseph's Catholic Primary School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of ‘due regard’

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

#### **Equality Information:**

We maintain confidentiality and work to data protection principles. We publish information in a way so that **no pupil or staff member** can be identified.

#### **Staff**

Age	Figures change – we comply with our equality duty.
Disability	We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any staff member towards gender reassignment.
Marriage & civil partnerships	Figures change – we comply with our equality duty.
Pregnancy and maternity	Figures change – we comply with our equality duty.
‘Race’ / ethnicity	Our staff profile comprises: White British and Asian
Religion and Belief / no belief	Our staff profile comprises: Roman Catholic, Christian, Church of England and no faith
Sex – male/female	91% female 9% male
Sexual orientation	We support all staff members regardless of sexual orientation
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.

#### **Pupils:**

Age	We have pupils aged from 4 to 11 years old in our school.
Disability	We ensure reasonable adjustments are made where appropriate and do not publish data so as not to identify the pupils concerned.
Gender reassignment	We support any pupil towards gender reassignment.
'Race' / ethnicity	Our pupil profile comprises: White British, White-European, Mixed-Heritage and White-Irish
EAL (English as an Additional Language)	The languages spoken within our pupil profile are: English and Polish
Religion and Belief / no belief	Our pupil profile comprises: Roman Catholic, Christian, Church of England and no faith
SEND	9% pupils identified with a Special Educational Need.
Sex – male/female	49% female 51% male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	22% pupils eligible for Pupil Premium

### **Equality Objectives**

In fulfilling the legal obligations cited above, we are guided by several principles:

#### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value.

#### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities do not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

\*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds.

#### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and transphobic harassment.
- positive attitudes and understanding of those women pregnant or during maternity.

#### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

\*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds.

#### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

#### **Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

#### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

For further information on the Equality Act 2010 and exceptions for schools with religious character please see the document published by the DfE 'Equality Act 2010: Advice for School Leaders' [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

The Catholic Education Service document 'Equality Act 2010 – Guidance note for Catholic Schools' also provides specialist guidance for Catholic Schools. <http://www.catholiceducation.org.uk/guidance-for-schools/equality>

#### **We will update our equality objectives every four years and will publish progress on them annually**

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

*'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'*

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage is often more appropriate

**Headteacher: Mrs A. D. Thorpe**

**Chair of Governors: Mrs C Horsley**

**Date: 9<sup>th</sup> April 2019**