

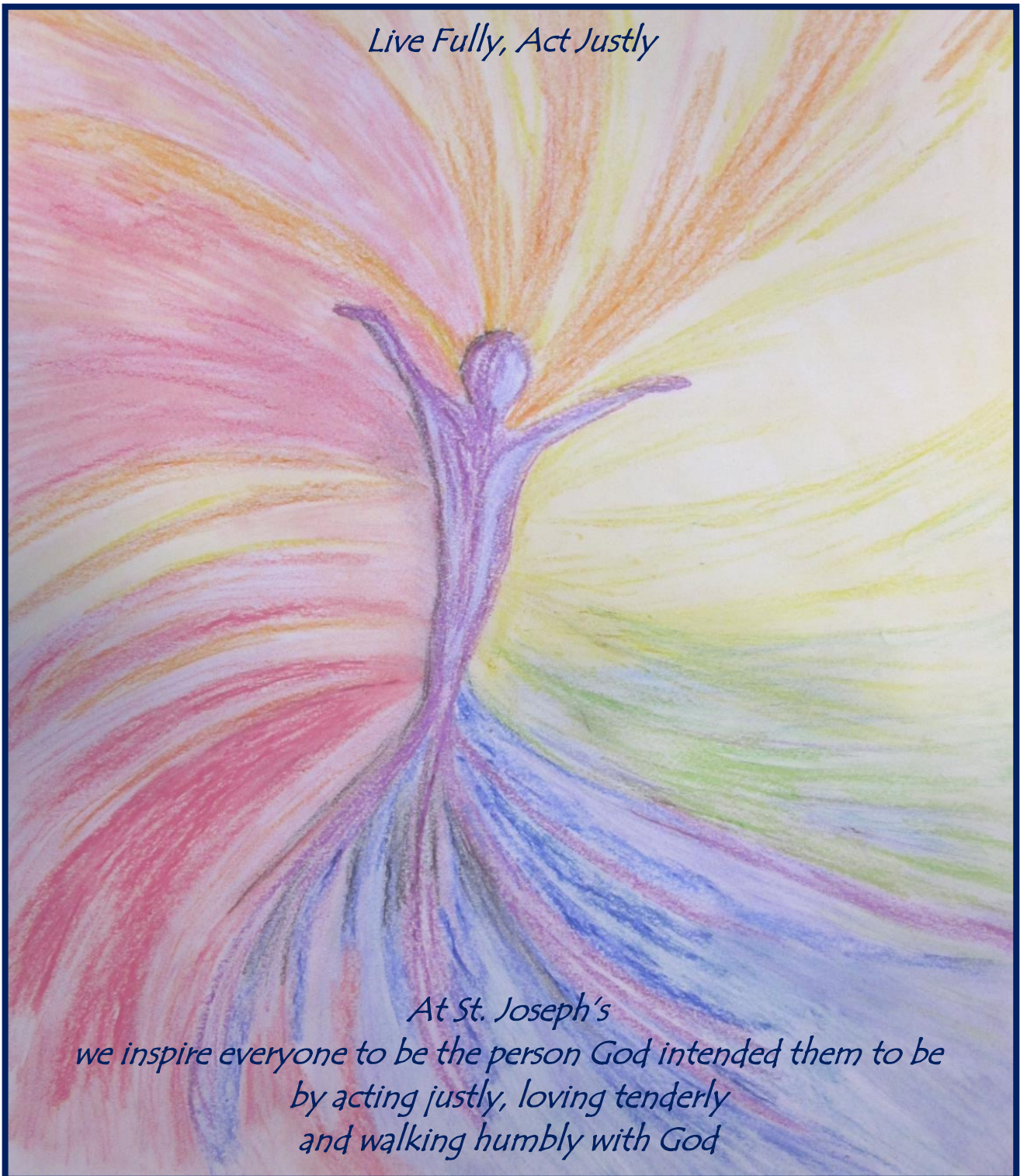


St. Joseph's Catholic Primary School

**Equality Information and Objectives**



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership



**Executive Headteacher:** Mr David Miller

**Chair of Governors:** Mrs Paula Russell

**Date:** September 2023

**Date for Review:** September 2027

*Live fully, Act justly*

## Equality Information and Objectives

### Aims

We are committed to equality. We aim for every pupil to fulfil their potential no matter what their 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 and school trips and residential.

St. Joseph's Catholic Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

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 school's provisions are:

- Disability
- Gender Reassignment (Gender Identity)
- Pregnancy and Maternity
- Race (Ethnicity)
- Religion or Belief
- Sex (Gender)
- 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 school's 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 characteristic 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

*Live fully, Act Justly*

- **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.

### **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](#).

### **Roles and responsibilities**

The Local Governing Committee 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 equality link governor is Chris Savage. 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 headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Meet with the equality link governor annually to raise and discuss any issues.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the section titled, '**Equality considerations in decision-making**'.

## **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 September.

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.

## **Equalities information**

This Equality Information is a summary pupil profile of the school. The information for pupils is collected via data collection sheets completed by parents/carers.

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:  
*Our school employs less than 150 staff members and therefore is not required to publish staff data. The school uses any data collected about its staff demographic in order to inform policies, decisions and the objectives detailed on this document. However, we strive to be as transparent as possible and therefore the staff equality below is below.*

<b>Age</b>	Staff are aged between 38 and 66
<b>Disability</b>	0% of staff record a disability. We would ensure reasonable adjustments are made where possible
<b>Gender Reassignment</b>	No member of staff has declared that they have undergone gender reassignment. We comply with our equality duty and support all staff.
<b>Marriage and Civil Partnerships</b>	Numbers are variable for married members of staff. We do not have any members of staff in a civil partnership. We comply with our equality duty and support all staff.
<b>Pregnancy and Maternity</b>	We comply with our equality duty and support all staff, as appropriate.
<b>Race / Ethnicity</b>	Staff that declare an ethnicity consider themselves white British. 95%
<b>Religion and Belief / No Belief</b>	Christian: 65% No Religion: 35%
<b>Sex (Gender): Male / Female</b>	15% staff are male. 85% of staff are female.

<b>Sexual Orientation</b>	We comply with our equality duty and support all Staff.
---------------------------	---

Pupils:

<b>Age</b>	3 – 11 years.
<b>Disability</b> (A person is disabled under the Equality Act 2010 definition if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities)	0% record a disability.  We ensure reasonable adjustments are made where appropriate.
<b>SEN</b>	17% of pupils have Special Educational Needs. 15.2% SEND Support Plan - (Wave 3) 2.15% Education Health and Care Plan (EHCP) - (Wave 4)
<b>Pupil Premium</b> (Although this isn't a protected characteristic under the Equality Act, our school feel it is an important aspect of our school profile)	26.88% of pupils are eligible for Pupil Premium funding.
<b>Gender Reassignment</b>	We are an inclusive school community and support any pupil exploring their gender identity.
<b>Pregnancy and Maternity</b>	We comply with our equality duty and have planned to deliver education on site if required or offer a place at the Young Parent Group coordinated within the SEND & Inclusion Service.
<b>Race / Ethnicity</b>	Our pupils' ethnicity is recorded as follows: <ul style="list-style-type: none"> <li>• White British – 69.90%</li> <li>• Other white background – 13.98%</li> <li>• Indian – 3.22%</li> <li>• White and Asian – 3.22%</li> <li>• Other mixed background – 4.30%</li> <li>• Chinese – 3.22%</li> <li>• Refused – 2.15%</li> </ul> We support all pupils in line with our Equality Policy.
<b>EAL</b>	22.58% of our children speak English as an addition to their first language.  The languages spoken within our pupil profile are: ?8?
<b>Religion and Belief / No Belief</b>	<ul style="list-style-type: none"> <li>• 91.4% of pupils gave information.</li> <li>• 54.84% of our children are baptised Catholic Christians.</li> <li>• 17.2% other Christian,</li> <li>• ?3.23% Hindu</li> <li>• 16.13% of no faith.</li> </ul>
<b>Sex (Gender): Male / Female</b>	<ul style="list-style-type: none"> <li>• 100% of pupils gave information.</li> <li>• 49.46% of our pupils are male.</li> <li>• 50.54%% of our pupils are female.</li> </ul>
<b>Sexual Orientation</b>	Our school community is inclusive of all pupils regardless of their sexual orientation.

### **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

*Live fully, Act Justly*

- Removing or minimising disadvantages suffered by people that 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:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing 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.

### **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, Relationship and Health 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 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.

### **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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is

completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

### **Equality objectives**

Our Equality Objectives are:

- To review levels of parental and pupil engagement in learning and school, across all activities to ensure equity and fairness in access and engagement.
- To develop a culturally inclusive curriculum which celebrates equality and diversity and prepares children for life in modern Britain.
- To improve the provision and achievement for identified groups of pupils to close any gaps between them and their peers: disadvantaged, EAL, SEN and any other group identified as with a protected characteristic.

### **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk Assessment
- Anti-Bullying Policy
- Behaviour Management Policy

### **Monitoring arrangements**

- We will update our equality information at least annually and publish on the school website. This information is used to help inform our equality objectives.
- We will update our equality objectives every four years and publish them on our school website.
- This document will be approved by the Local Governing Committee.