

St John Vianney
Catholic Primary School



"Seeking Growth Together through Jesus"

Equality Duty-Equality Objectives

Approved by SJV Governors:

Reviewed by: Katy Arrowsmith : April 2022, September 2023

Date of next review: September 2024

1. Aims

St. John Vianney 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

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](#).

This document also complies with our funding agreement and articles of association.

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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality, Katy Arrowsmith will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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 that 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 (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
- 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.

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.

8. Equality objectives:

Equality Objective:					
Progressing Equality in Attainment through the curriculum and monitoring of Pupil Attainment.					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible?	Time Frame	Early Success Indicators
All	Monitor and analyse pupil achievement by race, gender, socio-economic deprivation factors and disability , identifying trends and patterns and acting up on them	Achievement data analysed by key groups .	Team Leaders, SLT school coaches.	Termly	Narrowing gaps within the Data for differing groups.
To further develop an understanding of Quality first teaching and inclusivity within the classroom.					
All	Audit of SEN training needs to identify appropriate CPD. A menu of bespoke training offered. Quality First Teaching Principles continued to be shared with staff and implemented. Evaluation of inclusivity within the classroom and school to be part of the annual cycle of review.	Questionnaires Observations	KA	May 2022-Sept 2024	Staff SEN questionnaire put in place . A programme of whole school and individual training put in place. Evaluation of QFT principles embedded. School to be fully inclusive and all children to have their needs met.
To continue to promote and enhance community cohesion.					
To continue to promote and enhance community cohesion	Opportunities are planned for children to link with other groups within the community to develop and understand the importance of supporting the local community.	KA and key staff to report to SLT and staff	All staff	Sept 21- Sept 23	Children understand why it is important to be active members of the community . Children become actively involved in the community.

Monitoring arrangements

The Governing Body along with the Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Headteacher at least every 4 years.

10. Links with other policies

This document links to the following policies:

➤ Accessibility plan

Risk assessment