

ST. HELEN'S CATHOLIC PRIMARY SCHOOL

EQUALITY INFORMATION AND OBJECTIVES MARCH 2022



**RESPECT YOURSELF,
RESPECT EVERYONE IN OUR SCHOOL COMMUNITY,
RESPECT EVERYONE IN OUR LOCAL COMMUNITY,
RESPECT EVERYONE IN OUR GLOBAL COMMUNITY
BUT MOST OF ALL, RESPECT GOD OUR FATHER IN HEAVEN.**

This document was approved by Local Governing Committee of St. Helen's in March 2022.

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

PROTECTED CHARACTERISTICS ARE DEFINED AS:

Age; Disability; Gender re-assignment; Marriage and civil partnership; Pregnancy and maternity; Race (which includes ethnic origin, nationality and ethnic or national origins); Religion or belief; Sex; and Sexual orientation

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 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 parent/carers, 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 headteacher.
- Discuss any current, relevant issues and how these are being addressed at their LGC meetings.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.

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

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. In order to eliminate discrimination, our school:

- Has respect for all as the key message within our Mission Statement. This is central to all aspects of school life.
- Includes reference to the importance of avoiding discrimination and other prohibited conduct in our policies, where relevant.
Trains new staff about the importance of the Equality Act as part of their induction, and all staff receive refresher training at the beginning of every academic year.
- Regularly reminds staff and Governors of their responsibilities under the Equality Act, for example during meetings.
- Uses the expertise of outside providers e.g. Show racism the red card (linked to Southend united).

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 clubs)

In fulfilling this aspect of the duty, the school will:

- Compile data reports during each academic year for Governors, showing how pupils with different characteristics are performing in terms of their progress and attainment.
- Analyse the end of year whole school data for groups, in order to identify our strengths and areas for improvement. Our identified areas for improvement will then be fully discussed and action plans will be formulated. These plans will then become the key strands in our school development plan where relevant, with clear success criteria including the expected impact on pupil outcomes for the specific group.
- Make evidence available which will identify improvements for specific groups.
- Be aware of any issues associated with particular protected characteristics and identify any issues which could affect any of our pupils. Action will be taken where needed.
- Attach great value to our Disability Equality Scheme, Accessibility plan and all aspects of our SEND provision.

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:

- Having respect for all - the key message of our Mission Statement.
- Preparing our pupils for life in a diverse society, both locally and globally.
- Promoting a whole school ethos, through our behaviour policy, stating that we have a zero tolerance approach to discriminatory language, attitudes and behaviour.
- Promoting positive messages about difference, diversity and tolerance through accurate information and time for discussion, through the curriculum and through assemblies, displays and whole school events.
- Teaching about difference and diversity and the impact that stereotyping, prejudice and discrimination have on individuals.

- Celebrating cultural differences as a school community through our family multi-cultural days – encouraging pupils and their families to take part in celebrating their own culture and sharing this with others.
- Encouraging all pupils to participate in the school’s activities, such as sporting clubs.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- Using curricular materials and resources that reflect positive images and the diversity of the school, the local community and the global community.
- Encouraging class visits, through our R.E. programme, to other places of worship and inviting representatives from other Religions to talk to our pupils so that they get genuine, first -hand knowledge, understanding and respect for other Religions in the local community.

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:

- Is accessible to pupils with disabilities and whether adaptations can be made to ensure inclusion for all pupils
- Has equivalent facilities for boys and girls
- Equality will form a vital part when planning a trip or event.

8. Equality objectives

OBJECTIVES	HOW WILL THIS BE ACHIEVED?	SUCCESS CRITERIA
<p>1. To ensure that the vast majority of pupils make expected progress.</p> <p>(2 forms of entry now across the whole school – September 2021 and following 2 periods of lockdown)</p>	<p>Good quality first teaching</p> <p>Accurate assessment</p> <p>Identify pupils needing intervention</p> <p>Half termly whole school tracking of data by Senior and Middle Leaders.</p> <p>Monitoring and adapting interventions where needed.</p> <p>End of year whole school data is analysed for protected groups and the findings/future needed actions discussed with Governors.</p> <p>Any issue affecting achievement for one particular group will be addressed through the next School Development Plan.</p> <p>Catch up and School led Interventions</p>	<p>Progress rates will be in line with national figures for all groups of pupils.</p>
<p>2. To ensure that school accommodation and provision on trips (day & residential) meets the needs of individuals/groups within our school community.</p>	<p>As we have grown to a 2 forms of entry school over the last 7 years, it is important that we continue with this objective:</p> <p>When planning any change in the use of school accommodation or when planning a school trip, the following considerations will be taken into account:</p> <p>A pleasant environment for all our groups of pupils</p> <p>Appropriate toileting arrangements</p>	<p>All our pupils are comfortable when in school and when out on a school trip.</p>

	<p>Provision for Religious worship</p> <p>Provision to cater for pupils with food allergies</p> <p>The importance of friendship groups/buddying system</p> <p>Ensuring appropriate Staffing is in place to meet the needs of all pupils (adaptations and ratios in place)</p> <p>Appropriate sleeping arrangements</p>	
3. When reviewing school policies and procedures, our Equality Duty responsibilities will be considered fully before making any changes.	Each time a procedure or policy is reviewed, the needs of all groups within our community will have been considered. A particular focus on SEND pupils following the changes made with the SDP Strand (2021-2022)	The procedures and policies of St. Helen's meet the requirements of the Equality duty.
4. To ensure that all staff understand the school's role in meeting the requirements of the Equality Duty.	<p>To hold information and discussion sessions with all the different staff groups within our school.</p> <p>Staff to analyse different scenarios – do they meet the duties of the Equality act?</p>	All groups of staff at St. Helen's to be knowledgeable about what our school needs to do in order to meet the requirements.
5. To investigate the possibility of translating some of the information on our website into other languages.	<p>To liaise with other schools within our MAT about their website provision.</p> <p>To investigate different options of translating our information and adapting our website.</p>	To have provided a welcome (at least) in a number of different languages (the 5 most commonly used languages within our school community).
6. To review and adapt our pupil support provision in order to address the ever changing issues which can affect the mental well-being of our pupils – especially since the lockdowns of the Pandemic.	<p>Review of support – to continue with our support systems such as nurture, learning mentor support, circle of friends, BCCS counselling etc. and investigate any new approaches which we could introduce.</p> <p>For the Assistant Headteacher for Ethos and Inclusion is our Lead within the school for mental health.</p> <p>Staff training e.g mindfulness for children</p> <p>E-Safety training for staff and families – the impact of social media on the mental health of pupils etc.</p> <p>To continue with the approaches of the Recovery Curriculum that was introduced after the 1st lockdown.</p> <p>To continue to work with other agencies e.g. Brentwood Catholic Children's Society, EWMHS, Educational Psychology Service, Healthy Schools Service etc.</p>	<p>Our staff, through their training and any new support systems that we have introduced, will feel more confident when supporting pupils with complex needs.</p> <p>Our Healthy Schools status will have been renewed.</p>
7. To ensure that the opportunity to play football is accessible to all pupils especially	<p>Boys and girls are encouraged to play during these sessions</p> <p>Sports Partnership or school staff to provide</p>	All pupils across the school feel that they can play football if

since the withdrawal of key stage bubbles during the pandemic.	<p>training for the girl's football team.</p> <p>To extend the opportunities for the girl's football team to play in matches.</p> <p>See new lunchtime plan – March 2022</p>	they so wish.
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9. Monitoring arrangements

The Local Governing Committee will review the equality information we publish (Section 4-7) annually and update the objectives every 4 years or sooner if relevant.

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10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Disability Equality Scheme
- Risk assessments
- SEND Policy
- Equality and Diversity for school staff policy statement
- Behaviour