

Introduction

“In the most effective schools, the head teacher and governors establish a clear vision, rooted in an unwavering commitment to ensure the success of every pupil. Equality of opportunity is at the heart of this vision, with an insistence that all pupils will do well.”

Sir Michael Wilshaw

At St. Finbar's Catholic Primary School we are committed to and passionate about ensuring that ALL our pupils do well, are happy and feel valued.

We believe that avoiding discrimination and promoting equality will contribute to improving the attainment and progress of all pupils, regardless of their circumstances and backgrounds. We welcome and embrace our legal duties to eliminate discrimination and to promote community and equality of opportunity for everybody.

Equality Act 2010

The **Equality Act 2010** requires the school to publish information that demonstrates that we have due regard to:

- **Eliminate unlawful discrimination, harassment, victimisation,** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions.
- The way it provides education for pupils.
- How it provides pupils access to any benefit, facility or service.
- Excluding a pupil or subjecting them to any other detriment.

Protected characteristics

The Act uses the term “*protected characteristics*” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

School responsibility

The Government has issued guidance which sets out that having due regard means consciously thinking about the three aims of the public sector Equality Duty as part of the process of decision-making. This means that considering equality issues must influence the decisions reached by schools– such as in how we act as employers; how we develop, evaluate and review our policies; how we design, deliver and evaluate what we offer and how we commission and procure services from others.

Schools also have a responsibility to:

- Publish equality objectives by 6 April 2012 and every four years thereafter;
- Publish information annually from 6 April 2012 to demonstrate their compliance with the general Equality Duty
- Publish information relating to their employees and others affected by their policies and practices
- Public bodies with fewer than 150 employees are not required to publish information on the effect of their policies and practices on their workforce.

A school’s published information should include:

- Information on the effect that their policies and practices have had on employees, service users and others from the protected groups;
- Evidence of the analysis undertaken to establish whether their policies and practices will (or have) furthered the three equality aims in the general equality duty;
- Details of the information used in that analysis, and
- Details of engagement with people with an interest in the aims of the duty.

This information must be published in a way that is accessible to the public

The Equality Act brings together previous legislation concerned with race, gender and disability and aims to ensure that:

- All adults and children treat each other with respect
- All groups of pupils make at least good progress and that employment practice is fair and does not discriminate
- St. Finbar’s Catholic Primary School is a school committed to producing pupils who are good citizens

We have considered how well we currently achieve these aims with regard to protected groups under the Equality Act and we have also involved staff, pupils, parents, and others in the following ways:

- All staff and children in school have the right to be respected, the right to learn and right to be safe and this is embedded in all aspects of school life.
- The school has a clear pastoral system; School Council, access to mentor services, Behaviour for Learning Policy and Procedures
- Questionnaires to gain feedback from pupils, parents and carers, governors and staff
- Workshop sessions open to all parents in areas such as reading, phonics, numeracy, SEND, and online safety
- Ensure pupils with additional needs make at least good progress
- The school curriculum is designed to enable children to understand and respect diversity
- Fully integrate our disabled pupils into mainstream and closely monitor their needs to ensure positive outcomes
- Positive behaviour strategies
- All discriminative incidents (in all forms) are recorded and dealt with sensitively
- The school works with the local community, including charities, to promote cultural diversity

Equality objectives 2016 – 2020

1. To raise attainment in core subjects of all groups (Boys, Girls, pupils with EAL, SEND and those receiving Pupil Premium Funding).
2. To monitor and support attendance of all groups.
3. To ensure fairness of access and engagement in all areas of school life for all groups; developing the curriculum to ensure enrichment and engagement for all.
4. To provide opportunities to learn about and celebrate British Values and how they bring us together.
5. To continue to educate pupils, staff and parents about CP issues, online safety and cyberbullying
6. To further develop and enhance understanding of the diversity of our society with regards to the protected characteristics.

Objective 1:
To raise attainment in core subjects of all groups (Boys, Girls, pupils with EAL, SEND and those receiving Pupil Premium Funding).

2016 - 2017	Actions <ul style="list-style-type: none"> • Analyse performance of groups 2016-2017. Identify trends, strengths and areas for improvement. • Target specific groups for intervention and monitor progress • Ensure quality first teaching: teachers use differentiation to meet needs of pupils • Ensure quality first teaching: to increase percentage of outstanding lessons • Class teachers are accountable for progress of groups • Provide CPD for staff to meet the needs of children with SEN • Provide specialist equipment to promote participation in learning by all pupils (for example, special pens, coloured overlays, headphones, writing slopes etc) • Meet individual needs during statutory assessments (for example, by applying for additional time, use of amanuensis etc) 	Evidence & impact
2017 - 2018		
2018 - 2019		
2019 - 2020		

Objective 2:
To monitor and support attendance of all groups.

	Actions	Evidence & impact
2016 - 2017	<ul style="list-style-type: none"> Analyse attendance of all groups 2016-2017 Identify vulnerable pupils Monitor vulnerable pupils half termly Provide support if attendance is a concern 	
2017 - 2018		
2018 - 2019		
2019 - 2020		

Objective 3:
To ensure fairness of access and engagement in all areas of school life for all groups.

	Actions	Evidence & impact
2016 - 2017	<ul style="list-style-type: none"> Publish list of clubs and activities (such as music lessons) at start of year (through web site, bulletins, e mails) so all parents / carers are kept informed Analyse groups of pupils who attend clubs and look for trends Use Pupil Premium funding to ensure that pupils are able to attend clubs etc. Monitor participation of groups of pupils in Cluster Sports events and cultural activities 	
2017 - 2018		
2018 - 2019		
2019 - 2020		

Objective 4:
To provide opportunities to learn about and celebrate British Values and how they bring us together.

2016 - 2017	Actions <ul style="list-style-type: none"> • Plan for pupils to make visits to places of worship as part of the RE curriculum • Plan for representatives of different religions to speak in school as part of assemblies • Develop curriculum plans to incorporate British Values 	Evidence & impact
2017 - 2018		
2018 - 2019		
2019 - 2020		

Objective 5:
To continue to educate pupils, staff and parents about CP issues, online safety and cyberbullying

2016 - 2017	Actions <ul style="list-style-type: none"> • Ensure SCR is up to date • Develop a Staff Handbook • Update CP Policy – all staff and volunteers to read and sign • Review anti bullying policy to include cyber bullying • Review E Safety Policy and arrange for an Information Evening for parents 	Evidence & impact
2017 - 2018		
2018 - 2019		
2019 - 2020		

Objective 6:
 To further develop and enhance understanding of the diversity of our society with regards to the protected characteristics.

2016 - 2017	Actions <ul style="list-style-type: none"> • Identify an "Equalities Champion" • Plan opportunities to educate and celebrate diversity; theme weeks, during P4C sessions, PSHE curriculum • Work towards accreditation of School of Sanctuary quality mark 	Evidence & impact
2017 - 2018		
2018 - 2019		
2019 - 2020		