



ST. GERARD'S
CATHOLIC
PRIMARY AND
NURSERY SCHOOL

Location: PCR
Date: Wednesday 17th May 2023
Time: 3:30pm

Equality and Objectives Policy



St Gerard's Catholic Primary School

“Guided by God,
we learn to love, hope,
dream and achieve.”

SAFEGUARDING STATEMENT

“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



Equality Statement

As a Catholic school we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass, or victimise any pupil, prospective pupil, or other member of the school community because of their:

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

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We shall achieve this through:

- Implementing required policies and procedures
- Ensuring appropriate training for our staff
- School assemblies and special events
- Our curriculum and interaction with all members of our school community
- Our communications, website and publications
- Our ethos and values
- Appropriate oversight by school leaders and Governors
- Our identified school objectives

We believe that promoting equality is the responsibility of everyone in the school community.

Aims

Alongside its Mission Statement and Whole School Aims St Gerard's Catholic Primary and Nursery 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.

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 Governors 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, 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
- 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 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 this document.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination 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. New staff receive training on the Equality Act as part of their induction. The Headteacher will report to governor's any issues in regards to equality and make senior leaders and staff aware of these as appropriate.

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, 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:

- 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 and implement actions in response.
- 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, 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

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

In line with the Equalities Act, 2010 and the school's Equality Policy and Public Sector Equality Duty commitment statement, the following objectives demonstrate the school's focus on providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community. These objectives have been arrived at following discussions with members of the school community, an analysis of pupil progress and a review of the school's developing population over recent years.

Equality Objectives 2024-2025

Target	Action	Monitoring	Responsibility
Continue to ensure that all pupils make progress including vulnerable groups and individuals. Including those who speak English as an Additional Language (EAL)	Monitor and analyse pupils' achievement by race, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support.	Headteacher Deputy Headteacher Assessment Lead / Assistant Headteacher SENDCO Senior Leadership Team
Introduce a new PSHE Curriculum/SCARF scheme to support the delivery of RSHE and PSHE (promoting equality)	Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement – this will be monitored in line with the new PSHE/RSE Policy/Scheme and the No Outsider's Scheme.	Senior Leadership Team Assessment Lead / Assistant Headteacher
Ensure all pupils, regardless of ability, are encouraged to make a positive contribution to the life of the school community	Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations and other extracurricular activities.	Analysis of participation rates	Senior Leadership Team PE and PSHE Lead SENDCo
Continue to respond promptly and appropriately to all incidents of racist behaviour	Ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities. Report incidents to the Governing Body and Local Authority	Use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response. Monitor and Review the SCARF scheme to measure impact.	Senior Leadership Team SENDCo/PSHE Lead Family Support Worker

Continue to help our children to understand others and value diversity.	Ensure that opportunity to discuss diversity within the curriculum. Ensure that the values underpinning the school's ethos are actively promoted by all Staff.	Monitor through pupil discussions and school council as well as through subject leaders and through the curriculum.	All staff
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At the present time, all children with disabilities and special needs join in everyday activities with other pupils as part of our commitment to inclusion. Currently the school has the following facilities:

- Ramps
- Accessible toilet
- Curriculum and equipment aids
- Sensory Room and Equipment
- Changing Facilities within Early Years (See Intimate Care Policy)

For additional information see Accessibility Plan.

Monitoring

Progress against the above and our Equalities Objectives will be monitored termly by reports to Governors and will be formally reviewed annually over each the next four years in terms of the specific objectives. The timescale and procedures for monitoring the objectives may be amended in the light of new guidance or changes to relevant legislation.

Agreed by: K. Landrum (Headteacher)

Review: September 2025