

Diocese of Westminster Academy Trust

Company No 7944160



St. Catherine of Siena Catholic Primary School

Equality Statement & Objectives

Approved by:	Governing Body	Date: July 2020
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1. Introduction

This Equality Statement sets out the approach that our school is taking to meet the general and specific requirements of the Public Sector Equality Duty introduced by the Equality Act 2010. It reflects the Single Equality Policy adopted by governors and includes the data that is required to be published as part of that policy.

2. Overview

At St Catherine of Siena Primary School we have developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010. The Equality Act covers all aspects of school life such as the treatment of:

- pupils and prospective pupils*
- parents and carers*
- employees*
- local community*

There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- Disability;*
- Ethnicity (including Gypsy and Traveller groups);*
- Gender;*
- Gender identity and transgender;*
- Faith, religion and belief;*
- Marriage and civil partnership;*
- Sexual orientation;*
- Pregnancy and maternity;*
- Age.*

Every person has one or more of the protected characteristics; therefore the Act protects everyone against unfair treatment. The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, victimisation and by failing to make a reasonable adjustment for a disabled person. Since 6 April 2011 all public bodies including:

- local authorities
- schools, colleges and other state-funded educational settings including academies have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

General Duty When reviewing all of our policies and procedures we take care to have due regard to equality and recognise our general duty to ensure that everybody has equality of opportunity, that illegal discrimination, harassment, and victimisation is eliminated and to foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no less than every four years.

3. Policies

St Catherine of Siena Primary School has a Single Equality Policy that sets out the detail of how we will meet our obligations to the Equality Act 2010 and states our support for the values that the act underpins. In addition, there are a number of additional policies that provide further detail on areas covered by the Single Equality Policy including the Behaviour Policy, Anti Bullying Policy, Equality Policy and Whistleblowing Policy. All of these policies set out the aims of the school and how any behaviour contrary to the policies will be dealt with. Leadership, The Trust, Local governors and staff all recognise their responsibilities to ensure that policies are followed. The senior school staff lead by example. Governors take into account the Single Equality Policy when discussing all other policies, procedures and issues. We will provide relevant training by using all suitable delivery methods.

4. Procurement and Contractors

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement. Visitors to the School We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement. Publishing the Statement

We will publish our statement as a separate policy within school and upon the school's website.

5. Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms, to the Trust and Local Governing Board of the school. Equalities Information We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and the Protected Characteristics. In collating equality information we have:

- Identified evidence of what policies and practice are already in school and identified gaps.
- Explored how we engage with protected characteristics.
- Analysed the effectiveness of our approach to equality.

Our equality evidence highlights:

(Please note where there is a small sample where individuals could be recognised provide just an overview narrative such as small number rather than a percentage - remove this sentence before publication)

Disability

% of school with a range of disabilities

% of school with Special Needs

% of staff who had a declared disability.

- The school is accessible to all staff, pupils and members of the community, but we are mindful of ensuring that our accessibility plan is up to date.
- We take a flexible approach towards making adjustments to support our disabled pupils, staff, parents and members of the public.
- Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively.

Ethnicity (including Gypsy and Traveller groups)

% of school from BME background.(Black/Ethnic minority. This includes pupils with Asian, African and Eastern European heritage. % of school who have English as an Additional Language (EAL)

% of staff who had a declared disability.

Gender

% of school pupils male

% of school pupils female

- Our staffing profile is predominantly female - We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly.

Gender Identity and transgender

- All of our policies and procedures are based on the guidance of the Catholic Education Service (CES)

Faith, Religion and belief

- As well as a strong Catholic ethos, we also provide pupils with the opportunity to learn about and be respectful to other faiths and beliefs. - We have frequent assemblies, liturgies, prayer times and Masses.

Marriage and Civil Partnership

- All of our policies and procedures are based on the guidance of the Catholic Education Service (CES).

Sexual orientation

- Though we do not collect or retain information in this regard, as a school all of our policies and procedures are based on the model policies the CES and any pupil, parent, member of staff or the Governing Board would be supported as necessary.

Pregnancy and maternity

- All of our policies and procedures are based on the model policies of the Trust and comply with employment law.

Age

- Our workforce profiling data shows that our staff covers a wide range of ages. - Given the age profile of our workforce, as a school we feel that there is a good balance of experience and skills within our staff.

Equalities Objectives and Action

- Continue to monitor progress and attainment in the context of gender and ethnicity and incorporate any findings into the School Development Plan where necessary.

Reviewing and Revising the Equality Statement We will review and revise the Statement no later than four years from publication of this statement.

Agreed XXXXX

Appendix 1: Equality Objectives

Objective	Reason for Objective	Actions	Progress in 2020-2021
<p>NEW OBJECTIVE??</p> <p>To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities</p>	-	-	
<p>OLD OBJECTIVES</p>	-	-	-
<p>To reduce the attainment gap between boys and girls in Reading and Writing in all Key Stages.</p>	<ul style="list-style-type: none"> - Analysis of end of EYFS and KS1 data shows that there is a gap in attainment between boys and girls in Reading and Writing at EYFS and phonics in KS1. - Historically this has also 	<ul style="list-style-type: none"> - Tasks and projects designed to engage boys in writing and texts selected with boys' interests in mind. - Banding of all books, including free 	<ul style="list-style-type: none"> - Greater emphasis put upon staff to plan lessons that will promote writing for a purpose, particularly targeting the interests of boys. - Children are beginning to read for pleasure

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	<p>been an issue at the end of KS2.</p>	<p>readers, to allow greater scope for reading beyond the reading scheme.</p>	<p>under the newly introduced 'Renaissance' scheme. This has allowed us to suggest books of interest that are in the children's ZPD.</p>
<p>To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.</p>	<ul style="list-style-type: none"> - In order for children to achieve their full potential, they need to believe that there is no limit to their ability to achieve. 	<ul style="list-style-type: none"> - Focus on Growth Mindset principles. Training for staff on Growth & Fixed Mindset. - PPD on GM. - Differentiated tasks by way of challenge rather than labelling of children into LA, MA & HA. 	<ul style="list-style-type: none"> - All staff have attended GM staff meetings and some have attended off-site courses. - Children are not limited in their choice of challenge. Depending upon their own self-confidence, children will pick accordingly. Staff trained to encourage children that difficulties are to be overcome and

			<p>hard work (not simply natural ability) is the key to success - 'it is ok to struggle.'</p>
<p>To reduce prejudice and increase the understanding of other faiths and cultures through direct teaching across the curriculum and offer a rich range of experiences.</p>	<ul style="list-style-type: none"> - In order to prepare children to live within a vibrant, multi-faith and multi-cultural society, it is necessary for them to learn to appreciate and celebrate difference. - The changing intake within the school context has resulted in a wider variety of faiths and cultures in the school community. 	<ul style="list-style-type: none"> - Other faiths explicitly taught as part of RE curriculum. - Other faith speakers to carry out assemblies. - Opportunities for children to share cultural experiences, discuss backgrounds and significant cultural events/feasts. - Visits to other places of 	<ul style="list-style-type: none"> - Other faiths taught through RE curriculum. - Following significant religious festivals of other faiths, the children have been able to share experiences/food etc with staff and their peers.

		worship.	
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