

St Augustine's Catholic Primary School



Equality Statement

"We live, love and learn together in the light of the life of Christ".

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity to the extent required by law.

A protected characteristic under the Act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to undertake some specific duties to demonstrate how we meet the general duties. These are to:

Publish equality information to demonstrate compliance with the general duty across its functions and prepare and publish equality objectives (see appendix 1). We will not publish any information that can specifically identify any individual child or adult.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998

Core Statements:

In fulfilling our legal obligations we will be guided by seven core statements:

- Statement 1: All learners are of equal value.
- Statement 2: We recognise, welcome and respect diversity.
- Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.
- Statement 4: We observe good equalities practice, including staff recruitment, retention and development.
- Statement 5: We aim to reduce and remove existing inequalities and barriers.
- Statement 6: We consult and involve widely
- Statement 7: We strive to ensure that society will benefit.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Senior Management Team	To support the Head Teacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that teaching staff are aware of their responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the Governing Body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community. Ensure that non teaching staff are aware of their responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of this Equality Statement and our published equality information and objectives by publishing them on our school website

Breaches

Breaches of this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. Having followed normal process to deal with breaches, if incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Appendix 1

Equality Objectives and Annual Equality Information 2017-2020

Our school's equality objectives for 2017 to 2020 are:

Objective	Actions	Target	Timescale
Reduce gender achievement gaps between girls and boys for maths	Interventions manager to keep register Pupil progress meetings held $\frac{1}{2}$ termly Trial " girl only" support groups	Girls progress and achievement to match boys	Termly report to head & SLT
Ensure that the staff and Governing Body are aware of current legislation surrounding equality and understand the school's responsibility in relation to equality	LR to produce appropriate documentation and share with Governing Body. Monthly agenda item on staff meeting Termly agenda item on FGB meetings	Agenda and minutes available to show matters arising	December 2017
Support parents attendance at IEP and Annual review meetings	Publish dates of IEP and Annual review at the beginning of the school year	Dates of meetings sent out by end of September each year Invitations to external support staff	Annually at end of September
Ensure that SEN pupils make good or better progress	Interventions in place and monitored through SLT Tracking system to show small steps of progress as necessary Outside agency support used for advice	To ensure that IEP targets are appropriate to the level of child's needs and are Specific, Measurable, Achievable, Relevant and Time limited	Termly
To celebrate diversity and an understanding of other faiths and cultures	To plan bi-annual visits to alternate places of worship based on class link	All classes to visit alternative place of worship and study link faith. All classes to have a link country with Bi-annual "A day in the life of.... " project	Summer term 2017 Autumn term 2017
To ensure that all children can access the curriculum	Refer new starters to EAL support group for assessment of English	All new starters referred within 1 week of starting and programme in place to support language needs	As necessary

