



St Catherine's Catholic School

Equality Information and Objectives Statement

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ST CATHERINE'S CATHOLIC SCHOOL MISSION STATEMENT



1. Aims

The Equality Act 2010 introduced a single, general duty for public bodies, including schools, and which extends to all 'protected characteristics' – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

St Catherine's aims to meet its obligations under the public sector equality duty (PSED) 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

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](#).

This document also complies with our funding agreement and articles of association.

3. Equality Statement

The principles of the Public Sector Equality Duty (Equality Act 2010 and Equality Act 2010 (Specific Duties) Regulations 2011) will inform all of our decision and policy making. This Equality Statement and Action Plan bring together the school's approach for promoting equality in our policies and procedures and, most importantly in our day to day practices and interactions within the whole school community.

Our Equality Statement sets out how the school integrates our statutory duties in relation to those with protected characteristics, as defined by the Equality Act (2010) which covers:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and Civil Partnerships

The duties cover staff, students and people using the services of the school such as parents.

Under the Equality Act, schools designated with a religious character are exempt from the requirement not to discriminate on grounds of religion or belief, in relation to admissions, in the provision of education and in access to any benefit, facility or service. This means that schools with a religious character do not have to make special provision for pupils of a different faith or incorporate aspects of their faith into the curriculum.

Our Equality Statement and Action Plan also set out the action we will take to comply with the Public Sector Equality Duty (2011) to:

- Eliminate unlawful discrimination, harassment and 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it

We will continue to meet our statutory duties by setting new Equality Objectives at least every four years and by reporting annually on the progress of the Equality Statement.

4. Compliance with the Equality Act 2010

- The school will provide training and updates to all staff to outline the requirements of the Equality Act 2010 and the school's Public Sector Equality Duties
- The school has an equality statement is included on all vacancy advertisements
- The school monitors students' performance to assess whether or not they are achieving to their full potential and to target support where it is needed
- Tracking of individual students' progress at least at three points in the year
- Monitoring of vulnerable students through the weekly Pastoral Team Meetings

- In conjunction with the Accessibility Policy, information on disability is collected for new students joining the school and suitable adjustments made to improve the provision of services. This has included highlighting the edges of the stairs as well as providing specific furniture for individual students.
- Students with SEND have a review meeting at least annually. At this meeting the students and their parents discuss ways in which the school can help them further. The information from these meetings is reviewed by the SENCO and the member of SLT with responsibility for Inclusion so that action can be taken to address any needs.
- Students with protected characteristics are included in all aspects of school life, including the voluntary school service opportunities such as Ambassadors, Prayer Leaders, Peer Mentors, Mental Health Awareness Champions and the Junior Leadership Team
- Students with protected characteristics take part in school trips equally as their peers without protected characteristics
- Students with protected characteristics also participate in extra-curricular activities, including school drama performances, talent shows and sporting activities, equally as their peers without protected characteristics
- In addition, there are various lunchtime and after school activities including musical, drama and sporting activities attended by all students
- Citizenship lessons include equality topics, including discrimination or bullying based on disability or sexuality.
- The school's policies are reviewed to make sure that they comply with the Equality Act 2010
- Staff have been provided with advice and guidance on Dyslexia, Dyspraxia (Developmental Coordination Disorder), managing medical needs, Hearing and Vision Impairment, ASD.
- Training has also taken place on specific medical conditions which can fall under the definitions of the Equality Act (e.g., epilepsy, diabetes, asthma, sickle cell anaemia)
- Detailed Individual Education Plans have been drawn up for those students with an Education Health and Care Plan (EHCP). Some of these students may have a disability.
- SEN information for individual students is accessible to staff on the school computer system (the SEN Register). Regular SEN training is given to staff. This includes detailed briefings about students who are new to the school.
- Work within classes is differentiated if this is required, so that students with SEN or disabilities can access the curriculum.
- Small group interventions are provided by the SENCo and Teaching Assistants, where appropriate
- School staff have been provided with safeguarding training and clear policies and procedures are in place.

5. Roles and responsibilities

The governing board 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.

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 our Equality objectives.

6. Eliminating discrimination

St Catherine's is aware of its obligations under the Equality Act 2010 and complies with non-discrimination 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction and all staff receive refresher training every September, as well as training on the Equality Act as part of the induction of new staff.

7. 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
- 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, implement actions in response and publish this information
- 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.

8. Fostering good relations

St Catherine's 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
- Promoting the acquisition of 'cultural capital' for disadvantaged students so that they can continue to achieve well. This will include giving access to reading books promoting the pupil premium first commitment which will ensure pp students have first access to academically inspiring cultural ascetic and altruistic opportunities
- 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.

9. Equality considerations in decision-making

St Catherine's ensures it has due regard to equality considerations whenever significant decisions are made. We 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
- has facilities for girls which are equivalent to those available for boys.

10. Monitoring arrangements

The Executive headteacher in consultation with the headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the at least every 4 years.

This information will be shared and evaluated by governors annually.

11. Links with other policies

This Equality Statement relates to associated school policies:

- Accessibility Policy
- Anti-bullying Policy
- Behaviour Policy
- Complaints Procedure
- Health and Safety Policy
- Pupil Premium Policy
- Safeguarding Policy
- Special Educational Needs and Disability Policy
- Staff Conduct Protocol

12. School Equality Objectives for 2020-21

The school's 8 equality objectives are grouped in relation to the three main aims of the Public Sector Equality Duty:

- **Eliminate discrimination, harassment, victimisation** 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 protected characteristics: between people who share a protected characteristic and people who do not.

AIM 1: ELIMINATE UNLAWFUL DISCRIMINATION, HARASSMENT AND VICTIMISATION

Objective	Success Criteria	Relevant Protected Characteristics
1. Increase staff understanding of 'equality' and implications for all on a daily basis, through Continuing Professional Development.	All staff understand their role with respect to the 'Equality Act' and the implications for their practice	All of them, i.e. Age, Sex [Gender], Religion or belief, Gender Reassignment, Disability, Marriage and Civil Partnership; Race; Sexual Orientation
2. Make all reasonable adjustments so that all pupils, staff, parents/carers and visitors have access to school and all activities.	A clear policy is in place to ensure fair access to opportunities for enrichment, leadership and personal growth and development. The school takes account of all disability issues and does all in its power to cater for the needs of its pupils, staff and carers.	Disability, Sex, Gender Reassignment
3. Continue to reduce the number of all prejudice based incidents.	The number of incidents. All such incidents are dealt with swiftly and thoroughly.	All of them, i.e. Age, Sex [Gender], Religion or belief, Gender Reassignment, Disability, Marriage and Civil Partnership; Race; Sexual Orientation

AIM 2: ADVANCE EQUALITY OF OPPORTUNITY FOR ALL

Objective	Success Criteria	Relevant Protected Characteristics
4. Ensure fair access to the curriculum offer for those with different abilities; including access to appropriate pathways, EBacc facilitating subjects; and through promoting inclusive approaches to	A varied curriculum offer at both KS3 &4 enabling access for all pupils to ensure successful outcomes. Use of a range of teaching pedagogies to stretch and challenge pupils of all abilities.	Disability, Sex [gender] (includes pregnancy & maternity)

teaching and learning and the use of specialist equipment where necessary	Pupils have access to appropriate equipment as needed e.g. wobbly cushions, dyslexic aids, enhanced hearing systems, etc.	
5. Strive to ensure the attendance of all disadvantaged pupils reflects the school target of 97%	A clear policy is in place to ensure fair access to opportunities for enrichment, leadership and personal growth and development.	Disability and Race
	The school takes account of all disability issues and does all in its power to cater for the needs of its pupils, staff and carers.	
6. Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the school's governing board	The staff population is diverse and representative of the wider community.	Race
	BME applications are improving and we are proactively using images of diverse staff on our website, prospectus and in our recruitment campaigns. Numbers of BME staff increase by 30% by 2023.	

AIM 3: FOSTER GOOD RELATIONS BETWEEN PEOPLE

Objective	Success Criteria	Relevant Protected Characteristics
6. Ensure opportunities exist in our school curriculum to learn about and celebrate British values including respect for all (irrespective of their culture, ethnicity, gender, disability, sexual orientation or gender reassignment).	Assemblies, curriculum topics, enrichment activities visits and visitors reflect the cultural and ethnic backgrounds of our community.	All of them, i.e. Age, Sex [i.e. Gender and includes issues of pregnancy and maternity], Religion or belief, Gender Reassignment, Disability, Marriage and Civil Partnership; Race; Sexual Orientation
7. Continue to provide opportunities for all parents/carers to participate in the life of the school.	Extended range of events arranged for parents/carers and increase in numbers attending.	All of them, i.e. Age, Sex [i.e. Gender and includes issues of pregnancy and maternity], Religion or belief, Gender Reassignment, Disability
8. Strengthen links between the school and the local community including businesses, charitable organisations and other schools.	Extensive range of external opportunities and involvement for all pupils.	Disability, Sex [i.e. Gender and includes issues of pregnancy and maternity]; Gender Reassignment; Race; Religion and Sexual Orientation.

