



All Souls' Catholic
PRIMARY SCHOOL

Equality Information and Objectives 2022-2025

Approved by:

Shirley Langford /
Chair of Governors

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1. Aims

Our school 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](#).

3. 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is **Shirley Langford**. They will:

- 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Linsey Rae. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school 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 part of wider safeguarding training.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. 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 that are connected to a particular characteristic they have
- 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

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 attainment data, identifying how pupils with different characteristics are performing, and determine strengths and areas for improvement, implement actions in response and publish this information. Please note, however, it is not possible to publish data where individuals may be identifiable.
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. 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

7. 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically as part of the completed risk assessment.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability the end of the Autumn term 2022/23, and report on this to the staffing and pay sub-committee of the governing board. The report will relate to appointments made within the last 3 years, and consider all applicants, irrespective of whether they met the job description/person specification, were shortlisted or eventually appointed.

Why we have chosen this objective: The school has an under-representation of staff from protected characteristic groups and information may inform future recruitment strategies and plans.

To achieve this objective we plan to: Collate information from previous recruitment cycles, compare and analyse.

Progress we are making towards this objective: n/a

Objective 2

Rework the front entrance to school and office area so that the school has a dedicated disabled toilet and the main doors into school provide a wide enough opening for wheelchair access.

Why we have chosen this objective: Whilst the school has a disabled toilet, it is not in a particularly accessible area of school and certainly not of easy access for parents or visitors. The main security door into the school is also narrower than those now typically installed.

To achieve this objective we plan to: Apply for funding to part fund the internal remodeling of the front part of the building. Rework the entrance, dividing up the current toilet facilities to create a separate, disabled toilet which can be accessed directly from the front office reception area. Re-organise internal walls and office space allowing for a wider, wheelchair accessible, main security door leading into the school building.

Progress we are making towards this objective: Funding (LCVAP) has been secured – the school must contribute 10%.

Objective 3

Analyse the attendance for 2021/22 based upon pupil characteristics. Where any gaps are evidence, put plans into place to understand why attendance for these groups are lower and promote the raising of attendance to at least in line with overall school attendance.

Why we have chosen this objective: Following the pandemic, attendance is now lower than previously. The school needs to be aware of any trends so that the appropriate course of supportive action can be implemented.

To achieve this objective we plan to: Analyse attendance for academic year. Report to governors in Autumn term 2022 and yearly there on. Explore identified trends and develop action plans to address.

Progress we are making towards this objective: n/a

Objective 4

All members of staff and governors to complete 'Certificate in Equality, Diversity and Inclusion' from the National College to ensure that the workplace is meeting its legal requirements in equality and diversity and is promoting a more tolerant, inclusive and diverse working environment.

Why we have chosen this objective: It is some time since staff had formal equality training. It is also something that is a culture and therefore needs all members of the community to complete the same training and come together to make All Souls an even more inclusive, diverse and equal environment.

To achieve this objective we plan to: As part of staff and governor CPD, complete the training and, afterwards, discuss the learning and impact for All Souls.

Progress we are making towards this objective: n/a

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by Governor Finance and sustainability sub-committee at least every 4 years.

This document will be approved by Chair of Governors / Headteacher

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Safeguarding and Child Protection Policy