



## St. Monica's Catholic Primary School Equality Information and Objectives

Status	Compliance with Equality Act 2010
Policy written / updated	October 2023
Date presented to Finance Committee	14.11.23
Published on school web site	
Date of next review	Autumn 2024

### 1. 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 principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do 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 (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

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. In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## 2. Responsibility

We believe that promoting equality is the responsibility of all associated with the school:

School Community	Responsibility
<b>Governing Body</b>	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and equality objectives.
<b>Head Teacher</b>	As above and: 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 staff receive adequate training to meet the need of delivering equality including pupil awareness. Ensure that all staff are aware of their duty to record and report prejudice related incidents.
<b>Senior Leadership Team</b>	To support the Head as above.
<b>Teaching Staff</b>	Design and deliver an inclusive curriculum. Actively seek to treat all children fairly and to promote respect.
<b>Non-Teaching Staff</b>	Actively seek to treat all children fairly and to promote respect.
<b>Parents</b>	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.
<b>Pupils</b>	Treat each other fairly and show respect to all.

## 3. Equality Information – October 2023

Characteristic	Breakdown	
Number of pupils on roll (NOR)	153	
	Girls	Boys
	75	78
Number of staff	Female 21	Male 1
Number of governors	Female 9	Male 2
Religion of staff	9 Catholic (36%)	16 non Catholic
Mobility (Leavers excludes Year 6; Joiners excludes Reception)	8 of the current NOR joined the school this academic year.	3 of the NOR left the school this academic year.
	We have 0 children who are dual registered.	
Free school meals (FSM)	14 are eligible for Free School Meals (9.2%)	
Eligible for Pupil Premium Grant (PPG)	14 are eligible for Pupil Premium funding	

Ethnicity:	Girls	Boys
Any other Asian background	4	4
Any other White background	6	3
Any other ethnic group	0	0
Any other mixed background	2	0
Chinese	1	3
Gypsy/Roma	0	1
Indian	0	0
White - British	55	56
White - Irish	0	0
White and Asian	1	1
White and Black African	0	0
Undeclared	6	9
English as an additional language (EAL)	15 (9.8%)	
Special Educational Needs & Disability (SEND)	Total: 22 (14.4%)	
	Girls	Boys
All SEND	11	11
Education, Health, Care Plan (EHCP)	1	2
Average Whole School Annual Attendance Rate	2019/20	96.5%
	2021/22	94.6%
	2022/23	95.7%

#### 4. Equality Objectives

Objectives	Success Criteria	Plan of Action
To nurture understanding and fellow feeling with people of other faiths.	All classes will have engaged in learning about two other faiths in the academic year.	To continue link activities with North Cheshire Jewish Primary School – Class leads to maintain email contact with parallel teachers in NCJPS and organise a class link activity. To look at special days in the calendar for other faiths and incorporate these into the assembly schedule. Invited guests from other faiths to talk to pupils in assemblies.
To acknowledge and promote acceptance of the range of different families in society.	Representation of a range of families in society through stories in each class.	To invest in more books for the library and for teachers to use in class which present a range of different kinds of families. PSRHE Lead to look at how these books/stories can be woven into the curriculum appropriately.
To ensure diverse representation through the curriculum of gender, race and disability.	Diversity in the curriculum document is produced.	Subject leaders to look at how diversity is explored through their subject curriculum. Subject leaders to map out how they are representing difference and a diverse lens within their subject (people studied, places and cultures explored, stories shared etc)
To combat discrimination of people with disability.	At least two assemblies through the year with visiting guests teaching pupils about disability.  Pupils with EHCP access an Ability Day through WBC.	To promote competitive sporting opportunities for children with disabilities (Ability Days and other activities). Inviting a range of visitors in to speak to pupils to give them a broader experience and representation of disability within society. To look at special days in the annual calendar which promote inclusion and awareness of different disabilities, including hidden disabilities.
To combat discrimination of LGBTQ people.	All staff follow the school pledge and script to challenge discrimination of LGBTQ people.	To include our LGBT+ pledges and script in the Staff Handbook. See 2 <sup>nd</sup> objective to promote acceptance of the range of different families – through making diverse family structures known as the norm.
To avoid deterministic notions of fixed ability.	Children across school are able to reflect on their own work at an age appropriate level. Staff develop a progression for the development of pupils' reflective practice.	To promote deep learning for all children.  SDP work on teaching about metacognition, continuing the development of reflective practice with the pupils.  Assemblies and PSRHE work on growth mindset.

	<p>All children are recognised and celebrated in the Recognition Assembly at some point through the academic year.</p>	<p>Inviting a range of visitors in to speak to pupils to give them broader experience and representation of society - eg. people with a range of disability, looking at range of careers for both genders, looking through the curriculum at diversity of people we research, or events covered.</p> <p>Recognition assembly promotes achievement in all areas. The Headteacher's Gallery promotes effort and achievement at all levels.</p>
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**Signed by the Chair of the Finance Committee:**

**Date:**