



Holy Name Catholic Primary School

*“Shine Like the **STARS!**”*

Mission Statement

Holy Name is a Catholic Community working in partnership with parents/carers to nurture and educate the whole person, in the way of Christ, enabling all to know their worth and reach their potential.

***S**uccess **T**akes **A**pplication, **R**esilience & **S**tickability*



Aims

Holy Name Catholic Primary School aims to meet its obligations under the public sector equality duty 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

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](#).

Roles and Responsibilities

The governing body 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 carers, 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 Executive Head Teacher

The equality link governor is Julie Brown. 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 are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing body regarding any issues

The Executive Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors



The designated member of staff for equality will:

- Support the Executive Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the Executive Head Teacher 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 the section 'Equality Objectives'.

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 to be regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting this will be recorded in the meeting minutes. New staff will receive training on the Equality Act as part of their induction, and all staff will receive refresher training annually.

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.

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 (eg, pupils with disabilities, or LGBTQ pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (eg enabling pupils of faith to pray at prescribed times; supporting pupils with disabilities)
- Encouraging people who have a particular characteristic to participate fully in any activities (eg encouraging all pupils to be involved in trips and enrichment 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 the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Make evidence available identifying improvements for specific groups if appropriate (eg declines in incidents of bullying towards identified groups)



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, 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 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 given the opportunity to participate in the school's activities, such as sports clubs. We also work with parents and carers to promote knowledge and understanding of different cultures
- We will develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Impacts on any religious holidays

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 with the completed risk assessment.

Equality Objectives

Objective 1: Undertake an analysis of recruitment data and trends with regard to ethnicity, gender and disability by July 2020, and report on this to the staffing and resources committee of the governing body.



Why we have chosen this objective: Develop the diversity of our teaching staff to help address the underrepresentation of particular groups in the school workforce.

To achieve this objective we plan to: Review advertisement wording; ensure balanced shortlisting Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, consider applicants from local minority groups; ensure those involved with recruitment and selection have undertaken relevant training.

Progress we are making towards this objective: Improved gender balance of teaching staff

Objective 2: The attendance rates of pupils from particular groups will improve year on year to meet a target of 97% attendance by the end of 2021-22 specifically pupils with Education Health and Care plans, pupil premium pupils and those from ethnic minority backgrounds.

Why we have chosen this objective: to narrow the gap in attendance rates between groups of pupils.

To achieve this objective we plan to: Take action to address attendance; utilise full measures in attendance policy; undertake pupil voice and parental engagement to remove barriers to attendance. Continue to work closely with the PAEWO.

Progress we are making towards this objective: Tracking of attendance; use of strategies to encourage attendance eg Edible Garden.

Objective 3: Undertake an analysis of extra curricular provision with regard to ethnicity, gender and disability by July 2020, and report on this to the staffing and resources committee of the governing board.

Why we have chosen this objective: To ensure equal access, in practice, to all groups

To achieve this objective we plan to: Actively encourage participation; undertake pupil voice and parental engagement to remove barriers

Progress we are making towards this objective: Clubs equally advertised and offered to all groups

Monitoring arrangements

The Executive Head Teacher will update the equality information we publish at least every year.

This document will be reviewed by the Governing Body at least every 3 years.

This document will be approved by the Governing Body

Links with other policies

This document links to the following policies:

- [Accessibility plan](#)
- [Risk assessment](#)