



## **EQUALITY INFORMATION AND OBJECTIVES STATEMENT**

In line with our Vision Statement at St Teresa's we make every effort to ensure all pupils are safe, happy and successful.

This policy supports and reinforces the aims of our school, valuing all children equally and the individual gifts they and all other members of our community bring to school life at St Teresa's. We aim to love, respect, value and support everyone in our community.

### **1. Aims**

Our 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

### **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. 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

The designated member of staff for equality (the SENCO) will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the SEND governor regularly 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.

#### **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 which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- 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)

#### **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.
- Working with our local community. This includes inviting leaders of local faith groups into school, 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

## 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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school when completing risk assessments actively considers our equality duties and asked ourselves relevant questions.

## 8. Objectives

Objective	Action	Monitored by
Ensure children with disabilities are involved in all aspects of school life	Included in classroom activities, sports and music events and after school activities with adjustments made as necessary  Additional support is provided where necessary Inclusive atmosphere through assemblies and charity events Health care plans are in place where appropriate	Headteacher SLT Governing Body
Promote understanding in relation to people from other cultures and faiths	Major religious festivals and are covered in the RE curriculum  Members of the community are invited in to explain their religious beliefs and traditions  We have displays around the school celebrating different	Headteacher SLT Governing Body
Close the attainment gap and monitor key groups (PPG, boys/girls, GRT) to ensure that no group is disadvantaged and that support is afforded to specific groups where needed to raise attainment and progress	Pupil premium strategy is centred on equality  Children falling behind are identified and intervention measures put in place  Adjust the curriculum provision where required	Headteacher SLT Governing Body
Ensure gender equality throughout the school in	Sports teams are mixed when appropriate	Headteacher SLT Governing

activities and opportunities	Curriculum covers gender stereotyping Achievement of both boys and girls is tracked	Body
Develop our knowledge of the needs of children with SEND and the provision made for them in the classroom	Specific support is given to access the curriculum Curriculum where appropriate is adjusted to suit the child's needs SEND children are given the opportunity to participate in all school events and appropriate adjustments made for them Access to external agencies (EPS, SALT, LSS) Non-teaching SENCO in post	Headteacher SLT Governing Body
Whilst introducing new policies, assess the potential impact on equalities (positive and negative)	All new policies will look at potential impact on equalities have been considered	Headteacher SLT Governing Body

## 9. Monitoring arrangements

The Senior Leadership Team will update the Equality Action Plan every 4 years. The SLT and Governing Body will review this document every 4 years.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment