



*'Growing, loving and learning,
in the arms of Mary.'*

Equality Information and Objectives Statement

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St. Mary's RC Primary School is part of the Hexham and Newcastle Diocesan Board for Schools.

Legislation: The Equality Act 2010 and the Equality Act 2010 (Specific Duties) regulations 2011

 FOR EVERY CHILD IN DANGER	Children's Rights	
Article 1 Every child has all the rights in the UNCRC		
Article 3 All people in school should work towards what is best for each child		
Article 14 Every child has the right to practise their religion		
Article 23 Governments must do all that they can to support disabled children and their families		
Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as their own and other's cultures.		
Article 30 Every child has the right to learn and use the language, customs and religion of their family.		

Part 1 - Introduction

The Governing Body of St. Mary's RC primary school is committed to the principles of equality of opportunity for all in employment and in the provision for teaching and learning. We take pride in our community and all the cultural richness that it brings with it.

The school fully understands the principles of the Equality Act 2010 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
- Disability
- Race, colour, nationality, ethnic or national origin
- Sex (including transgender)
- Gender re-assignment
- Pregnancy and maternity
- Religion and / or belief
- Sexual orientation
- Marriage and civil partnership
(For schools, age and marriage and civil partnership are only protected in relation to employment)

This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our school can take full part in the social and cultural life of the school. It also sets out our commitment to promote equality and diversity among our pupils, their families and our staff.

Rationale

Equal opportunity for all underpins the whole life and ethos of our school and is the responsibility of the whole school community. This is especially true as a church school within an urban environment. Equal opportunities are reflected throughout the organisation of the school and must be actively addressed in both the taught and implicit curriculum as well as openly demonstrated amongst staff, parents and governors.

All staff, staff, governors, parents/carers and pupils are fully welcome and are encouraged to participate in the life of the school regardless of their race, faith, ethnicity and disability, their gender

or socio-economic background. Each group has specific needs that need to be actively planned for so their contribution to the school can be the fullest it can be.

St Mary's recognises and carries out its responsibilities under the Race Relations Act, Sex discrimination Act and Disability Discrimination Act. All these documents aim to eliminate discrimination and to promote good race relations. Systems are constantly under review in the light of changes that are taking place both nationally, locally and within the context of the school, so that we can provide the best service possible.

We aim through this policy and its implementation to:

- Ensure equal opportunities regardless of faith, race, gender, academic ability, physical ability or social background
- Provide and develop an environment free from social, religious, sexual, racial, cultural or physical prejudice
- Foster an environment of respect for all members of the school community in which different cultural and faith backgrounds enrich the school for all
- Encourage a strong feeling of school identity where all members of the school community are responsible for the feelings of everybody else in a positive way

Inclusion

We have excellent systems in place for children who are vulnerable or have special needs as well as other groups of learners.

Our broad range of extra-curricular activities ensures that children with different talents and abilities can be stretched outside the normal curriculum and our excellent parent / teacher relationship ensures that we can meet the needs of individual parents wherever necessary. Inclusion of different faiths is also of great importance ensuring that the spiritual needs of children from different religious backgrounds and those with no faith are met.

Our school is committed to equality both as an employer and a service provider:

- We ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them exactly the same.
- We recognise that every child has individual needs which must be nurtured and supported in order for them to reach their true potential.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers and through our School Council, PTA, local parishes and community.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We welcome our general duty under the Education and Inspections Act 2006 to promote community cohesion. We welcome the emphasis in the OFSTED inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:
 - Pupils from certain cultural and ethnic backgrounds
 - Pupils from low-income households and pupils eligible for free school meals
 - Pupils who are disabled
 - Pupils who have special educational needs
 - Boys in certain subjects and girls in certain other subjects

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

Eliminate unlawful discrimination, harassment, 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

Foster good relations between people who share a protected characteristic and people who do not share it

Information about the pupil population

Number of pupils on roll in December 2018	465
Boys	48%
Girls	52%

Information on pupils by protected characteristics

The Equality act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

As the number of pupils with disabilities is low it would be inappropriate to publish exact information.

Special Educational Needs and Disability (SEND) provision (December 2018)

Pupils with SEND	13%
Specific Learning Difficulties	3.2%
Moderate Learning Difficulties	1.5%
Speech and Language	3%
Social/Behaviour/Emotional	1.1%
Physical Disability	0.9%
Autistic Spectrum Disorder	2.4%
Visual Impairment	0.2%
Hearing Impairment	0.4%

Part 2 - How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender reassignment, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. Our complaints procedure sets out how we deal with any complaints relating to our school. Under the equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantage and meet the needs of particular individuals and groups of pupils.

How we advance equality of opportunity:

We support disabled learners by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

How we foster good relations and promote community cohesion:

The school is dedicated to promoting the spiritual, moral, social and cultural development of all pupils. We ensure that the curriculum has positive images of disabled people. Pupils and visitors are fully included in all aspects of school life, regardless of any disability!

What has been the impact of our activities?

Pupils see other people, particularly those with disabilities, as equals and as a standard part of the city, country and world in which they live.

Ethnicity and Race 2018

Any other Asian background	1.3%
Any other White background	1.0%
Any other ethnic group	0.2%
Any other mixed background	1.0%
Bangladeshi	0.2%
Black African	3.2%
White British	91.2%
White Irish	0.4%
White and Asian	0.6%
White and Black African	0.4%
White and Black Caribbean	0.2%

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

- Analysis of data in 2018 shows that children from all ethnic backgrounds perform at least as well as pupils from non-ethnic backgrounds

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity termly and take actions to address any negative trends that may materialise.

How we foster good relations and promote community cohesion:

- The school is dedicated to promoting the spiritual, moral, social and cultural development of all pupils
- We ensure that the curriculum has positive images of people from a range of ethnic backgrounds
- All ethnic diversity is celebrated and woven through weekly liturgies and assemblies

What has been the impact of our activities? What do we plan to do next?

Pupils see other people, particularly those from other ethnic backgrounds, as equals.

We are embedding the principles of the 'Rights Respecting Gold Award'.

Gender

Boys	48%
Girls	52%

We are committed to working for the equality of women and men.

How we advance equality of opportunity

- We monitor the attainment and progress of all our pupils by gender on a termly basis and take actions to address any negative trends that may materialise.

How we foster good relations and promote community cohesion:

- The school is outstanding at promoting the spiritual, moral, social and cultural development of all pupils.
- We ensure that our curriculum has positive images of people, male and female.
- Our annual careers week promotes gender equality i.e. male nurse, female engineer etc.

What has been the impact of our activities? What do we plan to do next?

Pupils see other people, male or female, as equals.

Pupils understand that skill and ability is not decided by gender.

Pupils are regularly working with positive male and female role models.

Religion and belief

Roman Catholic	95%
Other Christian	3.6%
Muslim	0.4%
Other Religion	0.2%
No Religion	0.4%

We are committed to working for equality for people based on their religion, belief and non-belief. We celebrate and promote differences amongst the children.

How we advance equality of opportunity

The school supports our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens of a diverse society.

How we foster good relations and promote community cohesion:

- The school is outstanding at promoting the spiritual, moral, social and cultural development of all pupils, as was recognised in the Diocesan Inspection in 2013
- The school makes robust provision for the teaching of other faiths across the school.

What has been the impact of our activities?

Pupils understand and respect the authenticity and value of the beliefs of others.

Part 3 – Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Teachers and senior leaders in the school are all accessible to pupils and parents.

- High quality information is communicated through weekly newsletters, school website and the school's 'open-door' practice.
- Important information is shared with parents and the wider community as soon as possible. Inspection reports are shared in full and further feedback is requested at every opportunity.
- Regular and meaningful consultation takes place with the School Council, Rights Respecting Team, Governors etc.
- Parents evenings, curriculum sessions

Part 4 – Record of how we have considered equality issues when making decisions.

The Equality Act 2010 requires us to show due regard to equality issues when making significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised:

- Monitor attendance of SEN, FSM, disadvantaged, EAL and other vulnerable groups
- Clear termly monitoring of groups and action plans formed
- Inclusion / Equal Opportunities
- 100% of pupils attend residential trips
- Inclusion / Equal Opportunities – all children have access to the same opportunities
- Subsidised Breakfast Club for identified pupils
- School counsellor employed to attend to pupils' emotional well being
- Low incidence of bullying/serious behavioural issues
- Children given high levels of pastoral care
- School improvement plan focuses on closing all gaps in groups' attainment

Part 5 – Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

- **Equality Objective:**
The school engages with the UN Children's Charter, through involvement in the UNICEF Rights Respecting School's development programme: The school currently has the gold award.

Part 6: Information about our employees

If we have more than 150 employees we are required to publish information about them. The school currently has less than this and therefore does not deem this to be necessary.