

# ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



## Equality Information and Equality Objectives

2021

**St Joseph's Catholic Primary School**  
**Equalities Information**



**Mission Statement**

Dear God

With all your help and guidance,

Let us show respect, friendship, excellence and care in all we do and say.

We will love each other as you have loved us.

We at St Joseph's Catholic Primary School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances. We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in after school activities. We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights.

We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Fostering good relationships between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

We will have **due regard** to advancing equality of opportunity includes making serious consideration of the need to:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of person who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** –keep notes and records of decisions & meetings

The protected characteristics for the school's provisions are:

- Disability.
- Gender reassignment.

- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and marriage and civil partnership are NOT protected characteristics for the school's provisions.

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information;
- ✓ publishing our equality objectives;
- ✓ we aim to make the information accessible, easy to read and easy to find.

In this document our school has considered how well we currently achieve these aims with regard to the eight protected equality groups:

- Race
- Disability
- Sex
- Gender reassignment
- Age
- Pregnancy and maternity
- Religion and belief
- Sexual orientation

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage are more appropriate and used in some school policies and documents.

In compiling this equality information, we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.

- Examined how our school engages with protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

### Staff

Age	Figures change- we comply with our equality duty.
Disability	100% of staff gave information. 6.25% of staff recorded a disability. We will ensure reasonable adjustments are made, where appropriate.
Gender reassignment	We support any staff member towards gender reassignment.
Marriage & civil partnerships	Figures change- we comply with our equality duty.
Pregnancy and maternity	Figures change- we comply with our equality duty.
'Race' / ethnicity	100% of staff gave information. 100% White-British Our staff profile comprises: White British
Religion and Belief / no belief	100% of staff gave information. Our staff profile comprises: Christian & Roman Catholic
Sex – male/female	87.5% female 12.5% male
Sexual orientation	We support all staff members regardless of sexual orientation.

**Pupils (79 on roll as at 1<sup>st</sup> September 2021)**

Age	We have pupils aged from 3-11 years.
Disability	2.6% of pupils recorded a disability
SEND	22.7%
Gender reassignment	We would support any pupil undergoing gender reassignment.
Marriage & civil partnerships	n/a
Pregnancy and maternity	n/a
'Race' / ethnicity	98.7% White-British, 1.3% remainder are other.
EAL	0%
Religion and Belief / no belief	Parents provided information – Christian- 22.8% Roman Catholic- 38% No religion- 17.7% Other religion- 5% None- 3.85% Prefer not to say- 12.65%
Sex – male/female	50.6% female 49.4% male
Sexual orientation	We support all children regardless of sexual orientation.
Pupil Premium	38.5% pupils eligible for Pupil Premium

## Summary of our Equalities Information:

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	<ul style="list-style-type: none"> <li>• Racist incidents are challenged and reported in accordance with policy and procedures. In the case of incidents being against a victim in school we ensure that the victim and victim's family are fully informed.</li> <li>• Comparative Attainment data (Rasie Online) shows that there is no significant difference in attainment between different ethnic groups.</li> <li>• Attendance is analysed and there is no significant difference between the attendances of different ethnic groups in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Children who are learning English as an Additional language are supported as necessary and advice and input is welcomed from EMTAS.</li> </ul>	<ul style="list-style-type: none"> <li>• We organise events/visits that celebrate the cultural diversity of our school and wider community.</li> <li>• The curriculum reflects the ethnic diversity of the school and wider community.</li> <li>• RE curriculum explores different faiths.</li> <li>• Members of faith community lead worship.</li> <li>• Cultural themes in school eg. Europe day, Chinese New Year.</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>• Monitoring records show that there have been no bullying incidents related to disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision is made for supporting children with physical difficulties.</li> <li>• Staff are trained to support</li> </ul>	<ul style="list-style-type: none"> <li>• Our PSHE/RSE lessons address issues concerning disability.</li> <li>• Children are encouraged to</li> </ul>

	<ul style="list-style-type: none"> <li>Monitoring shows that no child has been excluded from activities/curriculum on the basis of their disability.</li> </ul>	<p>disabilities e.g. ASD, autism.</p> <ul style="list-style-type: none"> <li>School is proactive in ensuring that children with disabilities have full access to the curriculum and extended activities.</li> <li>Location of parent appointments is altered for parents with disabilities where appropriate.</li> </ul>	<p>celebrate and accept differences.</p>
<b>Sex</b>	<ul style="list-style-type: none"> <li>Data is analysed annually to ensure that there are no significant differences between the achievements of boys and girls. Where data shows a difference this is analysed in order to ascertain whether this is a school issue or cohort specific.</li> <li>We conform to equal pay legislation.</li> <li>We ensure that all posts in school comply with equal opportunities good practice and legislation - No roles are advertised as gender specific.</li> <li>We ensure that all activities are open to both sexes (including after-school clubs and educational visits).</li> </ul>	<ul style="list-style-type: none"> <li>Progress and attainment of each cohort are monitored to ensure that any trends are identified.</li> <li>All extra-curricular activities are open to both boys and girls.</li> <li>All aspects of the curriculum are open to both boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>PSHE/RSE teaching covers gender issues.</li> <li>We ensure that the children are aware of equal opportunities (e.g. incidences of gender stereo-typing are challenged by staff)</li> <li>We invite members of the community to take part in worship and both male and female come into school.</li> <li>We aim to work in partnership with parents and recognise that for some parents, school meetings within the working day are difficult due to work commitments. We will continue to ensure that meetings are held at times which allow participation of all parents</li> </ul>

			<p>where possible and that parents evenings include some sessions after (or towards the end of) the working day.</p> <ul style="list-style-type: none"> <li>• Parents of both genders are invited to be parent helpers in class and on educational visits.</li> </ul>
<b>Gender Reassignment</b>	<ul style="list-style-type: none"> <li>• Governors and the SLT ensure that recruitment procedures comply with equal opportunities good practise and legislation.</li> <li>• Governors and the SLT are aware of their responsibilities as laid out in the Equalities Act 2010.</li> <li>• Children are given equal opportunities to express themselves regardless of their gender (e.g. boys and girls can use all of the dress-up materials in the early years provision).</li> </ul>	<ul style="list-style-type: none"> <li>• Not applicable at this current time.</li> </ul>	<ul style="list-style-type: none"> <li>• Any issues arising would be dealt with sensitively and in consultation with the person/people with this protected characteristic.</li> </ul>

<b>Pregnancy and Maternity</b>	<ul style="list-style-type: none"> <li>• Time given to staff for anti-natal appointments and classes if required.</li> <li>• Time given to staff for fertility treatment if required.</li> <li>• Maternity leave/paternity leave.</li> <li>• The school will consider flexible working requests.</li> <li>• The school complies with legislation and good practise in relation to pregnant employees and those on maternity leave.</li> </ul>	<ul style="list-style-type: none"> <li>• Whilst our expectations are the same for all staff, pregnancy risk assessments ensure that appropriate changes, amendments to roles are made to accommodate pregnant staff.</li> <li>• Pregnant and/or breast-feeding members of staff will be supported as far as is reasonably possible and in line with legislation and good practise (e.g. providing a place to express and store breast milk).</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are made aware of relevant policies and legislation regarding pregnant employees and maternity leave.</li> </ul>
<b>Age</b>	<ul style="list-style-type: none"> <li>• Data is kept on the age profile of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• When appointing staff reference to age/date of birth is removed from the application form and kept separately (for equalities monitoring purposes).</li> <li>• Grandparents (and other relatives) are encouraged to help in school and on school trips as well as parents.</li> <li>• The age profile of our Governing Body is suitably mixed and appointments are made to this regardless of age.</li> </ul>	<ul style="list-style-type: none"> <li>• We actively encourage intergenerational links;</li> <li>• Remembrance Day features in the school curriculum/worship.</li> </ul>

<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>• Racist and xenophobic language is always challenged and reported to parents and through policy and procedures.</li> <li>• Absences for religious/cultural observations is authorised by the Headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>• We use the Diocese agreed syllabus for our RE and RSE curriculum. The main faith is Christianity with other faiths explored termly. (Linked to festivals, RRSA and International work)</li> <li>• Other faiths are celebrated through festivals.</li> <li>• The wishes of faith groups to withdraw from RE/Collective Worship/SRE are approved by the Headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Religious festivals are marked through worship and the curriculum.</li> <li>• Parents, and others, are welcomed into our school to share their faith(s) – particularly in relation to festivals.</li> <li>• Children are encouraged to celebrate the cultural and religious diversity within our school and wider community.</li> <li>• Children are encouraged to celebrate and accept differences.</li> </ul>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>• Governors ensure that recruitment procedures comply with equal opportunities good practice and legislation.</li> <li>• Incidents of homophobic language/bullying are recorded and reported to parents and through policy and procedures. Follow up work is undertaken with individuals/groups where homophobic language is used inappropriately in consultation with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, pupils and parents have equal access to opportunities and activities regardless of sexual orientation. This includes when the potential discrimination could be due to association (e.g. where the parents of a child are in a same-sex relationship).</li> </ul>	<ul style="list-style-type: none"> <li>• Staff deal sensitively with children’s questions relating to sexual orientation.</li> <li>• Children are encouraged to celebrate and accept differences.</li> <li>• School follow the RSE programme, Ten Ten.</li> </ul>

## Equality Engagement

Protected characteristics	Aims of the general duty		
	<b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How have we engaged with the protected groups in order to advance equality of opportunity?</b>	<b>How do we engage with protected groups in order to foster good relations?</b>
<b>Race</b>	<p>We engage with all children, staff and pupils through discussions and questionnaires.</p> <p>Children are encouraged to celebrate and understand differences.</p>	<p>Parents of children from all ethnic backgrounds, particularly those with English as an additional language, are welcomed into our school and staff take time to ensure that procedures and documents are understood. Staff seek advice and support from EMTAS (e.g. use of translators) when required. This helps to ensure that parents can help their children to access school activities in line with their peers.</p> <p>The school gives parents/carers the option to have letters emailed rather than given in hard copy. One of the benefits of this is that parents who do not speak English as their first language are able to use computer translators if required.</p>	<p>Staff are welcoming to all parents and make special efforts to ensure that parents from ethnic minority groups (especially those who have newly arrived in the UK and/or have EAL) feel comfortable and able to speak to staff about any issues.</p> <p>Children and parents are actively encouraged to share their background with us and to contribute to school events (e.g. cultural festival celebrations; sharing information about visits to home countries).</p>

<p><b>Disability</b></p>	<p>Parents of children with SEN; children with SEN; and parents with SEN are involved in discussions with school staff regarding access to the school building/events and the school curriculum (for pupils). The school seeks to make reasonable adjustments where possible and in consultation with protected groups (although discussions tend to be on an individual basis).</p> <p>Staff sensitively challenge any negative perceptions of disabilities or those with disabilities. Children are encouraged to celebrate and understand differences.</p>	<p>The school makes every effort to make reasonable adjustments to the school building, events, procedures and curriculum to enable children and parents to have equality of opportunity. This includes writing Support Plans and IEPs for children with SEN to enable them to make good or better progress. We strive to overcome physical barriers for those with physical disabilities (including parents) by providing access or changing the location of events (if possible).</p> <p>The school has a designated accessibility toilet/changing facility.</p> <p>If there is a staff member with a disability the school will make reasonable adjustments.</p>	<p>All parents and children are encouraged to contribute to discussions. In particular, we encourage those with disabilities to speak to us about these and to discuss these. The school seeks to work in partnership with those who have disabilities and this helps to foster good relations.</p>
<p><b>Sex</b></p>	<p>Staff sensitively challenge gender stereotypes. Children are encouraged to celebrate and understand differences.</p>	<p>We ensure that both girls and boys are represented on the School Council so that the views of children of both sexes are taken into consideration.</p> <p>All activities (curricular and extra-curricular) are open to both sexes. Both genders participate in our clubs. The school seeks to ensure that all opportunities are promoted and made attractive to both sexes (including parent events).</p>	<p>Parents of both sexes are encouraged to take an active role in their child's education and the school. Parent appointments and some other school meetings take place in the evening to enable working parents of both genders to attend.</p>

		Staff are recruited according to good practise guidelines and with regard to relevant legislation. In practise this means that no staffing decisions are influenced by the sex of an individual.	
<b>Gender Reassignment</b>	Not applicable.	Not applicable.	Not applicable.
<b>Pregnancy and Maternity</b>	Not available.	Not available.	Not available.
<b>Age</b>	Not applicable	Age is not considered when making staffing recruitment decisions.	Not applicable.
<b>Religion and Belief</b>	Children are encouraged to celebrate and understand differences.	Our admissions criteria does account for children of all faiths.	Children and parents are invited to take part in Christian celebrations and events regardless of their own religion or belief. Parents are able to withdraw their children from these events.  Parents and children are encouraged to celebrate and share their faith with the school community, particularly through the celebration of festivals (both religious and cultural). For example

			parents are welcome to bring artefacts from their faith and relating to a festival into school and to share these with the children.
<b>Sexual Orientation</b>	Staff sensitively deal with any instances of homophobic language or behaviour.  Children are encouraged to celebrate and understand differences.	School endeavours to ensure equality of opportunity for this protected group and their children.	We are welcoming to all parents, children and other family members regardless of sexual orientation.

### **Summary Statement of Equality Engagement:**

We endeavour to engage with protected groups and/or individuals with protected characteristics. We believe that our welcoming and inclusive ethos helps us to engage with protected groups. We seek to make reasonable adjustments in relation to engagement activities as well as school policies, procedures, events and so on. We intend to review and improve our practise as an ongoing matter.

We currently use parent/carer questionnaires to engage with parents and understand their views. Parents and carers are always welcome to speak to school staff regarding any issues they have with regards to the protected characteristics and equality.

We speak to the School Council and in Pupil Voice sessions regarding the children's opinions specifically regarding bullying. We take part in Anti Bullying Week and address bullying throughout the curriculum at all times.

When developing/reviewing policies and making decisions the school has regard to the protected characteristics and seeks to engage with groups/individuals where possible and practical.

**St Joseph's Catholic Primary School**  
**Equality Objectives and Action Plan**  
**2021**

<b>Objective</b>	<b>Which protected group(s) will this most affect/influence</b>	<b>How will we know we have achieved the objective?</b>	<b>Lead and other key players</b>	<b>Actions</b>	<b>Review/Comments</b>
To welcome and cherish every individual as a gift from God, formed in God's likeness	All groups	Mission statement lived out every day with each child's uniqueness celebrated.	All staff	Mission statement celebrated in daily school life. Children welcomed into school as unique individuals.	Ongoing
Ensure that the curriculum, displays and enrichment activities promote role models that young people positively identify with, which reflect school's diversity in terms of race, gender and disability.	All	Increase in pupils' participation, confidence and achievement levels. Monitoring will show further links with local community, visitors, enrichment activities and displays all promote positive role model images around school	SLT and Subject Leaders	Planning reflects opportunities to promote, learn and include school's diversity.	Monitoring of: School website Curriculum planning Displays – learning walk Assemblies
Provide opportunities for pupils to appreciate their own	Race Religion			Celebrate diversity and provide a curriculum to support and value all of our	Engage input from outside agencies eg CAFOD

culture and celebrate the diversity of other cultures				community Take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender	Celebrate Fairtrade Fortnight
To strengthen procedures for recording and reporting prejudice related incidents  Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice including on social media.	All groups	Staff are fully confident using CPOMS. Reports are generated and data analysed.  There is a cross curricular, ongoing approach to educate children against discriminatory behaviour.	Mrs Ashton Mr Fannan	Implement CPOMS in school. Staff training on how to use system.  Engage Foundation of Light for KS2 'Show Racism the Red Card' project  Engage input from Community Police Take part in Internet Safety	Autumn term 21-22 CPoms training in school.  All parents have access to information on how to help their child at home Website Paper copies
To remove stereotypes from different activities in school	Sex	Participation will have increased in from both males and females in the target activities.	Mrs Ashton and all Staff	Work with children and parents to encourage participation from all in activities which, in the past, have been considered 'for boys' or 'for girls'. This includes lesson objectives, sports, the arts etc.	
To increase children's understanding of different cultures	Race and religion	Children will have an informed understanding of	Mrs Ashton	Link to topics/R.E. Curriculum visits.	

around the world.		the ways of life of children from different cultural backgrounds (UK and the World).	School Council	CAFOD	
Update and embed RSE Policy in the curriculum in line with Diocesan guidelines	Sex	Updated RSE curriculum-links to PSHE every week	Mrs Ashton	Introduce Ten Ten resource Staff training	Policy in place Weekly timetabling of RSE
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school through involvement in Pupil Voice eg the School Council (by election), representing the school at events, class assemblies, team events, fundraising etc	All	All school events have pupils from all groups participating, with monitoring of groups where there is less take up.	Head teacher SLT		Diversity in membership Equal voice
To provide equal opportunities for all learners promoting good progress and outcomes for all,  To have equal opportunity for all to	All	Monitor pupil achievement by race, gender, background and disability. Analysis and tracking of groups completed on a termly basis	Head teacher SLT Class teachers	Termly tracking and analysis of data impacts of identification of achievement of groups Pupil progress meetings identify interventions and support where required.	All pupils make good progress and where there are gaps these are narrowed through intervention.

flourish and recover from 2020 pandemic		Act on any trends or patterns in data that require additional support through pupil progress meetings and interventions			
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Exclusions will always be based on the school’s Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Action plan was created in September 2021.