

Equality information and objectives

ST PANCRAS



Approved by:	<i>Jounna Hebell</i> Chair of Governors	Date: February 2023
Last reviewed on:		
Next review due by:	September 2023	

Aims

- Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head of school
- 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're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The head of school will:

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

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.

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 that are connected to a particular characteristic they have
- 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)
- 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 data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

We want our school community to provide a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

This will help schools to show how they are fostering good relations, to comply with equalities legislation.

Examples	Steps the school / setting has taken
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> -The EYFS team work closely with families (including home visits) to give children the best start to their time at school. -All new parents receive a welcome pack when their child starts the school and are invited to a welcome evening and open mornings - The school uses Tapestry to keep parents informed of their child's progress in EYFS. -Assemblies on a variety of topics to support wellbeing including same sex families, adoption.

	<ul style="list-style-type: none"> -Individuals who are socially and emotionally vulnerable “check in” with staff daily to keep them under monitoring. -The school runs nurture groups where need is identified to give some more vulnerable pupils a chance to express themselves and reduce anxiety in a calm space. - PSHE curriculum - The school uses Motional to monitor and assess the mental wellbeing of our children. -Anti-bullying ambassadors
Pupil Voice:	<ul style="list-style-type: none"> -Peer mentors/play buddies at lunchtimes -Regular pupil perception interviews on various subjects including Safety -School council - Mini Vinnies -Anti-bullying ambassadors
Community Links:	<p>Our school choir visits our local care home to sing for them</p> <p>The local Anglican vicar invites pupils from school to share their ‘Easter experience’ and Harvest ‘experience’</p> <p>The children raise money (whole school and Mini Vinnies) for Local / National/International Catholic charities (annual rolling programme)</p> <p>Parents from protected groups are encouraged into school to share their culture / language</p> <p>We have excellent links with parents who are encouraged to join with and welcomed at every school Friday assembly and School Masses</p> <p>As part of their learning about other faiths, children have visited the local Sikh Gudwara and Hindu families have shared their culture with the children bringing in food and artefacts</p> <p>We have strong links with both the local West Ipswich cluster and are part of the OLOW MAT.</p> <p>We have strong links with our parish community and school chaplain.</p>
Removing Barriers and Reasonable Adjustments:	<p>The school office use text messaging and emails for contacting parents / carers.</p>

	<p>All information on the school website is translated into relevant home language so accessible to all</p> <p>Meetings with parents/ other agencies are supported by translators where necessary to ensure clear communication</p> <p>Staff are always available to “meet and greet” at the end of each day. We operate an open door policy</p> <p>The school is on a flat campus which is readily accessible.</p>
--	---

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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- How we have involved people in developing equalities at our school.
-

Examples	Steps the School / setting has taken
Pupil Voice:	All pupils have had class discussions during PSHE sessions on the importance of equality for all. The school council representatives share their classes opinions and ideas which informs whole school decision making.
Parents / Carers / Guardians:	The equalities policy, workbook and action plans will all be published on the school website and parental feedback will be welcomed. This will be fed into the workbook and action plans for the following year.
Staff:	The equalities policy, workbook and action plans have been shared with all staff. Staff have received training on ensuring the best for all children through staff meetings (e.g. Inclusive classroom training)
Local Community:	We try to expose our children to as many different groups from our local community as possible including elderly people at care homes and people of a variety of ethnic and language backgrounds through our multicultural work and learning about other faiths
Governors:	The HoS and Chair of governors work closely on all aspects of developing equalities.

|

8. Equality objectives

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
To re-establish the Green School council.	<p>LM to explain the new way the School Council will be run.</p> <p>LM to hold a half termly meeting with 2x children from each year group as the core Green School Council group and support these children to run a monthly meeting to discuss ideas, vote on matters etc.</p> <p>LM to support children with conducting class surveys on particular issues that arise from meetings.</p>	<p>Head of School</p> <p>Class teachers (supporting their class reps)</p>	From November 2022	By the end of academic year 2022 – 2023, all children will feel they have an audible voice in the school. They will discuss useful, meaningful issues and report their findings and survey results to HoS termly.
Develop/promote pupil understanding of tolerance and respect for others through the	Ensure all children are exposed to different cultures, faiths and religions through first hand	Head of School/SLT	<p>RRSA Bronze award achieved by Feb 2023</p> <p>RRSA Silver award achieved by July 2023</p>	<p>Review of English texts has been completed</p> <p>Achieve the silver award for Right Respecting.</p>

<p>promotion of British values.</p> <p>Ensure equality of opportunity: prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community</p>	<p>experiences and through the use of varied resources.</p> <p>Expose children to a rich range of experience both in and beyond school.</p> <p>Review curriculum and implement changes where necessary</p> <p>Train staff in equality and inclusion practice</p> <p>Achieve the silver Rights Respecting School award</p> <p>Review our English texts book stock to ensure that they give insight into wider global issues and allow enquiry into issues around diversity and discrimination.</p>		<p>English texts reviewed by January and additional stock purchased as necessary 2023</p> <p>Have reviewed PSCHE curriculum to ensure coverage of diversity and discrimination by July 2023</p>	<p>Exposure for all pupils in terms of experiences and protected characteristics.</p>
<p>To ensure that all groups of pupils regularly attend</p>	<p>Ensure parents and pupils are aware of importance of attendance as a life skill.</p>	<p>Attendance officer, LA EWO /Head of school</p>	<p>Daily calls for children absent</p>	<p>School attendance is at least in line with national averages</p>

<p>school in line with national averages</p>	<p>Attendance officer and LA Education welfare officer who monitors all absence alongside the head of school</p> <p>Work alongside the LA for fines and fixed penalty notices.</p>		<p>Letters and meetings for persistent absentee pupils starting September 2022</p>	<p>All groups' attendance is at least in line with national averages.</p> <p>Attendance Officer to continue tracking the attendance weekly, and supporting more vulnerable pupils and reporting to Head of School</p>
<p>To close the academic gap in attainment between girls and boys.</p>	<p>Provision of additional activities and learning support for girls identified as underachieving</p> <p>Close monitoring of progress in English particularly, where there is a noticeable gap in performance</p> <p>Track and analyse progress of boys and girls in core subjects in different year groups</p> <p>Identify underperforming girls – ensure all relevant staff are aware of who these pupils are and of their starting points</p> <p>Class teachers to identify girls they need to target</p>	<p>Head of School/SLT Class teachers</p>	<p>By December 2022: Whole school tracking for boys and girls implemented Aspirational targets set for all identified pupils Interventions in place for identified pupils</p> <p>By April 2023: Pupil progress meetings effectively track progress and attainment of all pupils, including those identified as underperforming</p> <p>By July 2023: Gap closed or closing between attainment of boys and</p>	<p>Gap closed or closing between attainment of boys and girls, particularly in writing</p>

	<p>Review the curriculum to ensure appropriate materials and texts to engage boys and girls</p> <p>Strategies put in place to target underperforming girls Monitor impact of these strategies</p> <p>Report to SLT after each data drop on progress of boys and girls and any differences between boys and girls in terms of attainment and progress.</p>		<p>girls, particularly in writing</p>	
--	---	--	---------------------------------------	--

Monitoring arrangements:

The governing body and head of school will update the equality information we publish, at least every year.

This document will be reviewed by governing body and head of school and at least every 4 years.

This document will be approved by the local governing body.

Review dates:

-Termly review of actions

-Annual review of objectives (September)