

Equality information and objectives

ST PANCRAS



Approved by:		Date: January 2024
Last reviewed on:	January 2024	
Next review due by:	January 2026	

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 Headteacher
- 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 Headteacher 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. -Individuals who are socially and emotionally vulnerable "check in" with staff daily to keep them under monitoring.

	<ul style="list-style-type: none"> -The school runs nurture groups where need is identified at the to give some more vulnerable pupils a chance to express themselves and reduce anxiety in a calm space. - PSHE curriculum - The school uses Boxall 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 once a year to sing for them</p> <p>The local Anglican vicar invites one class a year to their 'Easter experience' and Harvest 'experience'</p> <p>The children raise money (whole school and Mini Vinnies) for Local / National/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 welcome at every Friday assembly and School Masses</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> <p>In recent months, we have had visits from: CAFOD; a dental nurse, fireman and policeman; Ignite (Catholic Education team); and FIND</p>
Removing Barriers and Reasonable Adjustments:	<p>The school office use text messaging and emails for contacting parents / carers through our Arbor system.</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.
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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 class' 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 on 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 HT and Chair of governors have worked closely on all aspects of developing equalities.

8. Equality objectives

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), Anti-bullying ambassadors, Mini Vinnies etc.</p>	<p>Organised groups such as School council, Anti-bullying ambassadors etc representation monitored by race, gender, disability.</p>	<p>Headteacher Senior Leadership team</p>	<p>From September 2024</p>	<p>Increased diversity in membership of different organised groups within school.</p>
<p>Ensure that the library books promote role models and heroes that young people positively identify with including authors, which reflects the school's diversity in terms of race, gender and disability.</p> <p>Ensure that trips and visitors promote diversity in terms of race, gender and ethnicity.</p>	<p>Increase in pupils' participation, confidence and achievement levels and also increase the diversity of representation in books within the school library.</p> <p>Re-establish connections with Other World Faith places of worship. Visitors to share different faiths and cultures. Use collective worship as an opportunity to celebrate festivals</p>	<p>Headteacher English Lead Class teachers</p>	<p>From December 2024</p> <p>Order new books for Library to include more representation from all groups.</p> <p>Review school trips</p>	<p>More diversity reflected in school library books and the places visited on school trips/visitors coming in to across all year groups</p>

	<p>of a range of cultures and countries. Use events such as Olympics/Paralympics, World Cups etc to explore representation of all groups.</p>			
<p>To ensure that all groups of pupils regularly attend school in line with national averages</p>	<p>Ensure parents and pupils are aware of importance of attendance as a life skill.</p> <p>Attendance officer and LA Education welfare officer who monitors all absence alongside the Headteacher</p> <p>Work alongside the LA for fines and fixed penalty notices.</p>	<p>Attendance officer, LA EWO /Headteacher</p>	<p>Daily calls for children absent</p> <p>Letters and meetings for persistent absentee pupils</p>	<p>School attendance is at least in line with national averages</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 Headteacher</p>
<p>To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</p>	<p>The progress of all groups will be continuously tracked. Appropriate support is targeted where necessary to ensure that all groups make at least good progress.</p> <p>Targeted interventions will be tracked to ensure pupils make progress to align with their peers.</p>	<p>Headteacher</p> <p>Assessment Lead</p> <p>Senior Leadership team</p> <p>Class teachers</p>	<p>Pupil progress meetings effectively track progress and attainment of all pupils, including those identified as underperforming</p>	<p>Data analysis will show equality of attainment/progress for all groups in relation to their starting points.</p>

Monitoring arrangements:

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

This document will be reviewed by governing body and Headteacher 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)