



St Richard's RC Primary School Equality Policy and Objectives

Policy reviewed at meeting of the full governing body 5.7.23

Proposed by: JM

Seconded by:

Approved

Signed: Acting Chair of Governors

Date:

Next Review Date February 2026

Objectives will be reviewed and published annually on the school website

1. Aims

St Richard's 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](#).

3. Roles and responsibilities

The governing body 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 three years
- Delegate responsibility for monitoring and achievement of the objectives on a daily basis to the Headteacher.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

The school's Equality and Diversity Policy and equality issues in school are monitored by a nominated member of the school's Governing Body and by the Headteacher.

We provide training to our staff and Governors about their responsibilities under the Act and about equality issues.

We ensure that all staff are aware of their duty to make reasonable adjustments including the duty to provide auxiliary aids and services and what that means in practice.

We will make reasonable adjustments to the school environment and make its activities as accessible and welcoming as possible for pupils, staff and visitors to the school.

By planning ahead, we will ensure that all pupils are able to take part in all the activities in school including extra-curricular activities and any residential visits. We will monitor uptake to ensure no one is disadvantaged on the grounds of a protected characteristic.

Equality considerations are taken into account in all our school policies as they are introduced or reviewed, including our behaviour policy, our anti bullying policy, and our recruitment and pay policies.

We will ensure that all appointment panels give due regard to equality issues and so that no one is discriminated against when it comes to employment, promotion or training opportunities. We will ensure that reasonable adjustments are made to the interview/recruitment process as necessary.

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
- 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

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 above data 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

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. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute (if/when this is deemed COVID safe)
- Working with our local community. This includes inviting groups to speak at assemblies, and organising school trips and activities based around the local community (if/when this is deemed COVID safe)
- Encouraging and implementing initiatives to bring together 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 (if/when this is deemed COVID safe)
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

School staff actively consider our equality duties when planning trips and are asked to record any relevant equality-related issues in the 'additional comments' section of the risk assessment form.

8. Equality Objectives

See Appendix 1 for the current year's objectives.

9. Monitoring arrangements

This document will be reviewed by the Headteacher and Deputy Headteacher at least every year.

This document will be approved by the Governing Body/a committee of the Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-bullying Policy

Equality Objectives 2023 - 24

- 1. To promote cultural understanding and to celebrate diversity through a rich range of experiences in school on an annual basis (eg – whole school celebration of UN Cultural Diversity day, Black History Month).**
- 2. To ensure equality of opportunities for all our pupils and specially to ensure that disadvantaged pupils, pupils with English as an additional language and pupils with a special education needs or disability are monitored closely in order to ensure that their educational potential is maximised.**
- 3. To ensure that our governing body is diverse and reflective of the diverse community which it serves by collecting and publishing governing body members' diversity data based on a similar approach to how we collate the diversity data of pupils (whilst ensuring that individual governors cannot be identified through the publication of data).**