

# Equalities & Objectives Annual Statement



'Dat Deus incrementum'

Academic Year 2024-2025

Statement in place 2021-2025

**Date statement approved by GB: November 2024**

**Date for statement Renewal: November 2025**

<b>Signature of Headteacher</b>	
<b>Signature of Chair of Governors</b>	

## 1. Introduction

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

Throughout this Statement, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

### **The school is committed to:**

- Ensuring that every child will flourish and achieve great things through a good Catholic Education and our school values of community, pride and joy.
- dealing firmly with any incidents of discrimination, harassment and victimisation
- enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc.
- recognising the value of a diverse and inclusive school community
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and it’s principle through pupil and staff discipline procedures
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

### **This Single Equality Statement sets out how our school intends to:**

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- and foster good relations

in a holistic and proactive way and in line with our duties under the Equality Act 2010. It also sets out how we will publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

### **The Statement is based on the core principles that its effectiveness will be determined by:**

- active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- proactive leadership
- Embedding the Catholic ethos of the school
- To develop and work by the core values of the school: Community, Pride and Joy
- prioritising activities that produce specific, tangible improved outcomes

- removal of attitudinal and cultural barriers

## 2. Information Gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our school, where possible, in the context of national and county information.

Some comparator detail is available from:

- the Hampshire Local information and statistics website  
<https://www.hants.gov.uk/aboutthecouncil/informationandstats>
- RAISE online – provides an opportunity to compare against national data
- Department for Education – national School Workforce Census data:  
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/swf/news/a0076945/school-workforce-census-data-published>

Publication of quantitative equality information:

For Pupils: No data used or published will enable public identification of any individual pupil. In accordance with DfE guidelines, if any data population is less than three, the data will not be published.

Pupil data will be interrogated by protected characteristic in relation to:

- Admissions
- Attendance
- Achievement and progression
- SEND
- Take up of extra-curricular activities
- other equality information for example complaints and incidents of discrimination or bullying

As we have less than 150 staff, we have no legal requirement to publish staff data.

The most recent statistical information collected by the school will be updated annually as part of the school's self-evaluation process. The school will do its best to respond positively to requests for copies in paper form or alternative formats.

## 3. Using equality information

We use the information collected to:

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan

- monitor progress towards meeting these objectives and implementing our accessibility plan
- Inform future action.

**The objective(s) set for the next four years are therefore to**

**Objective 1:** To use data to narrow any gaps in the performance and attainment of groups of pupils, e.g. boys and girls, children with English as an additional language (EAL), children with special educational needs and disabilities (SEND) and Disadvantaged children.

#### Autumn 2022 Review for objective 1

- The Data from last academic year will not be published.
- The gap between pupils with FSM and those who do not is narrowing according to the school's internal assessments.
- Next steps: Priority areas are pupils with SEND and Boys.

#### Autumn 2023 Review for Objective 1

- Teacher assessment shows that there is closing gaps for some cohorts but not all. The analysis of crossing sub groups is important with this information and understainging the context.
- Attendance is a key barrier currently to achieve this objective.

#### Autumn 2024 Review for Objective 1

- Teacher assessments demonstrate the gap closing for pupils receiving PP funding and those who do not.
- Attendance continues to be the greatest barrier for disadvataged pupils. PARTICULARLY Girls on the SEND register with SEMH needs.

**Objective 2:** To broaden the knowledge and understanding of other faiths and cultures in the world.

#### Autumn 2022 Review for objective 2

- Through outbreaks of COVID, we managed to secure virtual talks with those with other faiths.
- This Autumn (2022), the majority of pupils have the opportunity to go out and visit Jewish Temples, Gudwaras and Hindu temples.
- Next steps: Continue to build the experience and celebrate the cultures in our own school.

#### Autumn 2023 Review for objective 2

- The school continues to develop and widen children's understanding of other faiths and cultures.
- International day is scheduled for this year and the children will be taking a lead in the planning of the day.

#### Autumn 2024 Review for Objective 2

- International day is a fixed day for the school to ensure there is time to focus on the riches that other countries and cultures bring.
- Pupils have demonstarted a wider knowledge and understanding when learning about other faiths and cultures. They are able to make links and draw on their knowledge to deepen their understanding.

**Objective 3:** To proactively address any use of derogatory action, including language, that is aimed at a pupil's protected characteristic, specifically, Gender and Ethnicity.

#### Autumn 2022 Review for objective 3

- EARA group established in the school of pupils from Year 5 and Year 6
- Pupils have considered key areas that need to be worked on in the school. They have considered the needs of other pupils and the perceptions others have. Therefore, we will be working on awareness of neuro-diversity. This is an area that the children have put forward.
- Next steps: Pupil voice to drive this awareness and how we can help others

#### Autumn 2023 Review for Objective 3

- EARA group continues to work on this objective and ensure that pupils understand the respect and kindness that is necessary in the school.
- Any incidents of discrimination are recorded and reported on. Consequences and discussions with families are carried out.
- PSHE and wider curriculum includes key learning points to ensure that children learn the value of respect and the negative impact of these attitudes.

#### Autumn 2024 Review for Objective 3

- The EARA group has continued and they have focused on neurodiversity. More emphasis is needed on ethnicity as this is where comments have been recorded.
- Any discriminatory comments are recorded formally and dealt with immediately
- PSHE continues to be a key area of the curriculum that our children need for their future understanding of the world.

**These objectives are published on the school's website and will be updated at least every four years. We will try to respond positively to any request made for a copy in another format.**

## 4. Involvement of staff, pupils, and parents

### a) Developing our Statement

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Statement. We have strived to involve the full diversity of our school and community, recognising that people who share a protected characteristic are best placed to identify key issues for us to address.

### b) Ongoing involvement

We have strategies in place to promote the participation of pupils, parents, staff and others in decision-making and in making a positive contribution to school life. For example, establishing the EARA group (Equalities and Rights Advocates) with pupils from Year 4 and Year 5. We will embed equality and inclusion into these strategies so that learners, parents and others from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult pupils, parents, staff and others where there is an individual need or requirement to do so and seek expert advice where it is difficult for us to respond positively.

We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

## 5. Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objectives, using the information which we publish annually. This information also allows our local community to see how the school is advancing equality of opportunity.

We want this Statement to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the objectives we set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Single Equality Statement and our objectives every four years. This process will involve the whole diversity of our school.

## 6. Key school policies and procedures

School policies where consideration of equality issues is likely to be particularly relevant are:

- Admissions
- Uniforms
- Behaviour
- Anti-bullying
- Safeguarding
- SEND
- Complaints
- Performance management
- Capability policies

## 7. Roles and responsibilities

The governing body will

- monitor the implementation of the Statement and the objective(s) to check progress and assess impact on staff, learners, parents and others
- ensure that all governors are aware of their legal responsibilities under equality legislation
- approve the equality information to be published annually and the objectives to be published every four years
- check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic

The head teacher will

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation

- ensure staff, pupils, parents and any other interested stakeholders are aware of this Statement and their roles and responsibilities in implementing it
- monitor to ensure effective implementation of the Statement and objectives
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement

The leadership team will

- drive forward implementation of the Statement and action to achieve the objectives
- support staff to carry out their role in implementing this Statement
- provide effective leadership on equality issues
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization

All staff will

- recognise that they have a role and responsibility in their day-to-day work to
  - eliminate discrimination, advance equality and foster good relations
  - challenge inappropriate language and behaviour
  - tackle bias and stereotyping
  - respond appropriately to incidents of discrimination and harassment and report these
  - Respond appropriately to the needs of pupils, parents, staff and others with protected characteristics and encourage pupils to do the same.
- Highlight to the leadership team any staff training or development that they require to carry out the above role and responsibilities.

For further information, or to request this Statement in an alternative format, please contact:

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