Equality Duty Objectives



**Mission Statement**

**As a Catholic School, we come together to celebrate our love of God and each other.**

**Through prayer we follow Jesus’ example of love, forgiveness and truth.**

**We are a safe and happy community where every individual is supported**

**and encouraged to achieve their targets.**

**We believe, that with God, everything is in our reach.**

In keeping with our Mission Statement, the Governors of St Francis R.C. Primary School have agreed the following policy.

St Francis RC Primary School is committed to the inclusion of all pupils, staff, governors and parents into its environment and work. This includes ensuring equality of provision for all stakeholders and those within the community with an interest in the school. The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community.

The school will consider the three main elements as stated in the Index for Inclusion:

* Creating inclusive cultures
* Producing inclusive policies
* Evolving inclusive practices

**DISABILITY - What is disability?**

This is a summary definition of disability taken from the ‘Disability Discrimination Act: Guidance on matters to be taken into account in determining questions relating to the definition of disability’ 2006

‘A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. ‘

* A physical or mental impairment includes sensory impairments: impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
* Substantial means more than minor or trivial
* Long term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person’s life.
* Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech; learning or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Our commitment covers all aspects of school life and includes:

* Promoting equality of opportunity between disabled people and other people;
* Eliminating discrimination that is unlawful under the Disability Discrimination Act;
* Eliminating harassment of disabled people that is related to their disability;
* Promoting positive attitudes towards disabled people;
* Encouraging participation by disabled people in public life;
* Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

**ACCESSIBILITY – What is access?**

Access is providing all stakeholders with clear and distinct opportunities to be able to access all areas of the school buildings and grounds and the curriculum. The school will set out key areas for development over a three year period to be improved or maintained to enable this aim to be implemented. This is directly linked to the disability aspect of this policy and plan.

**GENDER – All Stakeholders**

The gender section of this equality policy enables our school to meet our statutory obligations. The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

We will actively promote gender equality and oppose gender discrimination in all its forms and foster positive attitudes and commitment to an education for equality.

Our commitment covers all aspects of school life and includes:

* Maintaining a school ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.
* Taking active measures to investigate report and act on incidents of gender discrimination.
* Collecting and analysing school data and other gender equality relevant information.
* Consulting all staff, pupils, parents and relevant local communities.
* Monitoring behaviour, discipline and exclusions to remove all practices procedures and customs which are discriminatory.
* Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality.
* Ensuring that admissions and attendance follow LA guidelines.
* Ensuring that staff recruitment and professional development promote gender equality.

**RACE – All stakeholders**

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

The general duty requires us to have due regard to the need to:

* eliminate racial discrimination;
* promote equality of opportunity;
* promote good relations between people of different racial and cultural groups.

In our school, we aim to tackle racial discrimination and promote equality of opportunity in all aspects of school life. We do this by:

* creating an ethos in which pupils and staff feel valued and secure;
* building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
* having consistent expectations of pupils and their learning;
* removing or minimising barriers to learning, so that all pupils can achieve
* ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
* actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
* making clear to our pupils what constitutes aggressive and racist behaviour;
* identifying clear procedures for dealing quickly with incidents of racist behaviour;
* making pupils and staff confident to challenge aggressive and racist behaviour.

Any incident of racial or cultural harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

* stop the incident and comfort the pupil who is the victim;
* reprimand the aggressor and inform the victim what action has been taken;
* if the incident is witnessed by other pupils, tell them why it is wrong;
* report the incident to the head teacher or deputy head teacher and inform him/her of the action taken
* inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
* inform both sets of parents, if appropriate.

All racist incidents will be recorded and reported to the governing body and LA by the head teacher.

This policy should be read alongside the schools’ Equal Opportunities Policy, Community Cohesion Policy and Inclusion Policy.

**Equality Duty Objectives:**

The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives, to be updated at least every four years.

Equality objectives may relate to any of the three aims of the public sector equality duty. The Public Sector Equality Duty consists of a general equality duty and specific duties, which help authorities to meet the general duty.

The aim of the general equality duty is to integrate considerations of the advancement of equality into the day-to-day business of public authorities.  In summary, those subject to the equality duty, must in the exercise of their functions, have due regard to the need to:

* Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
* Advance equality of opportunity between people who share a characteristic and those who don't
* Foster good relations between people who share a characteristic and those who don't

They may be linked to challenges already identified in the school improvement plan, might respond to gaps identified through data analysis, or may result from consultation with pupils, staff and parents.

Possible challenges may include:

* Narrowing gaps in attainment between groups of pupils, for example, girls and boys
* Improving the attendance of pupils from particular groups
* Increasing the participation of particular groups in school activities
* Reducing prejudice-related bullying and the use of derogatory language
* Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities
* Improving the participation and engagement of different groups of parents and communities

Equality objectives will be clearly relevant to the groups with protected characteristics named in the Equality Act (gender, disability, gender reassignment, pregnancy and maternity, race, religion and belief, and sexual orientation), but may refer also to groups disadvantaged by social and economic factors.

**Objective 1:** Foster good relations between people who share a characteristic and those who don't

**Why we have chosen this objective:**

To improve the participation and engagement of different groups of parents and communities

**To achieve this objective we intend to:**

* Hold a variety of social events for families eg Come Dine With St Francis
* Collect information and views from stakeholders before and after each event

**Progress we are making towards achieving this objective:**

**Revised and adopted by the Governing Body Autumn Term 2021**

**Signed (Chair)**