

Equality Information and Objectives 2022-2026



LOVE LEARN ACHIEVE

St John Fisher Mission Statement

The school, in partnership with parents, carers and with the parish of St John Fisher, offers to each one of its children a Catholic education centred on Christ, which enables them to grow in God's love, learning to be the best they can be in accordance with Christian values.

Approved by: Mrs. K. Blom

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1. 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](#).

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

The equality link governor is Therese Lord. They will:

- › 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

The designated member of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every year to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- › 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:

- › Monitor, record and publish with stakeholders data analysis of incidents and reports related to protected characteristics, identifying any issues which could affect our own pupils.

Information about the pupil population

- › Number of pupils on roll at the school: 436

Information on pupils by protected characteristics

- › The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Number of pupils with disabilities: **63**

There are pupils at our school with different types of disabilities and these include:

- Visual and Hearing Impairments; Dual Sensory Needs
- Speech, Language and Communication Needs
- Epilepsy, Diabetes, Asthma, Autism, ADHD, Coeliac Disease, Downs Syndrome, Gross Motor Coordination

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population

		(figures have been rounded)
No Special Education Need	373	
SEN Support Code (K)	47	10%
EHCP	10	2%

Ethnicity and race							
	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British				Mixed			
Bangladeshi heritage	0	0	0	Other mixed heritage	7	7	14
Indian heritage	1	1	2	White and Asian	6	9	15
Other Asian heritage	11	5	16	White and Black African	3	3	6
Pakistani heritage	1	0	1	White and Black Caribbean	0	4	4
Black or Black British				Any Other Ethnic Group			
Black African	5	2	7	White			
				British heritage	108	125	233
				Irish heritage	3	0	3
Black Caribbean	1	2	3	White Other	32	36	68
Other Black heritage	2	2	4				
	6	5	11	Gypsy/Roma			0
Chinese				Traveller of Irish heritage			0

Gender	
Male	208
Female	228

Pregnancy and maternity	
	Number of pupils
Pupils who are pregnant	0
Pupils who have recently given birth	0

Religion and Belief			
Buddhist	0	Sikh	0
Christian	372	No religion	8
Hindu	7	Other religion	4
Jewish	0	Unknown	3
Muslim	2		

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

- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between 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

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

8. Equality objectives

Objective 1

To tackle prejudice and promote mutual understanding throughout the curriculum.

Why we have chosen this objective:

The school's gospel values are underpinned by love, tolerance, respect and understanding. Through our recent work in developing the curriculum we are committed to ensuring that themes of equality and diversity are embedded in learning and sequenced so as to ensure that children know more and remember more about all aspects of their learning.

To achieve this objective, we plan to:

Continue the curriculum redesign and review, exploring and developing themes around prejudice and mutual understanding so that the curriculum meets the needs of our pupils. Ensure that school based resources (including texts) promote diversity and inclusion and tackle prejudice.

We ensure that the focus for Anti-Bullying Week includes themes such as anti-homophobia and understanding children with SEN and disabilities.

Progress we are making towards this objective:

School have significantly increased the number of high quality texts available and accessible to pupils that tackle these issues. Year 1 of our curriculum redesign is complete.

We monitor the teaching of British Values and social, moral, spiritual and cultural (SMSC) aspects of our curriculum.

We hold regular assemblies to promote mutual understanding and respect for each other.

We actively challenge derogatory and homophobic/transphobic language.

We have had recent training regarding using a restorative approach to dealing with conflict, which helps to promote a mutual understanding.

Objective 2

To improve knowledge of staff and governors in understanding and supporting mental health issues in the workplace.

Why we have chosen this objective:

School have a number of pupils and staff for whom mental health challenges can be a barrier to learning and to work. This has significantly increased post pandemic and school are aiming to respond proactively to these barriers.

To achieve this objective, we plan to:

We ensure that the focus for Children's Mental Health week and our own Sports and Wellbeing fortnight includes themes such as anti-racism, anti-homophobia and understanding children with SEND and disabilities and those who practice a range of religions.

We work proactively with the Mental Health Schools Team to support parental referrals, offer workshops for parents and training for staff. We offer supervision and problem solving reflective practices.

We are part of the Merton Attachment and Developmental Trauma pilot project working to develop understanding of children and adults presenting with these needs.

School has rolled out training to all staff on the use of Zones of Regulation and Emotion Coaching approaches. All pupils have knowledge and understanding of the ZofR to identify and express how they are feeling.

Progress we are making towards this objective:

All of the above to continue. Monitoring through the Spiritual, Ethos and Wellbeing (SEW) governors committee as well as through a range of stakeholder surveys.

We have recently received whole school staff training on Emotion Coaching techniques.

Objective 3

Ensuring that our children with SEND are able to access the curriculum as fully as possible, following the 'Social Model' approach to inclusion.

Why we have chosen this objective:

School have a very inclusive ethos, with a high number of pupils at SEN Support and EHCPs. All staff will adapt the curriculum and work creatively to develop curriculum knowledge and ensure that all levels of learners fulfill their capability and capacity to make the maximum progress possible.

To achieve this objective we plan to:

School has an extensive offer of Ordinarily Available Provision for all pupils, this comes from staff experience, knowledge, training and expertise.

School follow the SEN Code of Practice through the 'assess, plan, do review' process. We buy in access to specialist support from outside agencies and work proactively with all agencies for the best outcomes for pupils.

Staff have received training on the SEND code of practice and its implications for class teaching.

Progress we are making towards this objective:

We continue to monitor and adapt our curriculum to suit the changing needs of all pupils.

We access training and are an active member of Local Authority groups and working parties to support the development and offer within the local area.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4 to 7 above], every year.

This document will be reviewed by Headteacher, Equality and Diversity Lead and governing body at least every 4 years.

This document will be approved by Headteacher and governing body.

10. Links with other policies

This document links to the following policies:

- [Accessibility plan](#)