

Equality Information and Objectives Statement



Governor: Denise Malma

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Aims

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Our school 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 Act; 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 This statement publishes information which demonstrates how we are complying with those three elements of the Public Sector Equality Duty and publishes specific and measurable Equality Objectives. 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.

Roles and responsibilities

The Governing Body (GB):

- 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 four years
- Delegate responsibility for monitoring the achievement of the objectives on a regular basis.

The Standards Committee will:

- Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

- Report back to the full governing board/community council regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors •
- Meet with the Inclusion Leader responsible for equalities action planning at least once a term to discuss progress towards meeting objectives

The designated member of staff for equality is the Inclusion Lead, they will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary
- Be responsible for the progress towards equality objectives and actions set out in the Equalities Action Plan All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

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 Inclusion and safeguarding as part of their induction, and all staff will receive refresher training each year moving forward. Holy Family has a designated member of staff for monitoring

equality issues, this is the school Inclusion Manager and is overseen by a member of the Leadership Team. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate. The Standards Committee who are responsible for Inclusion encompasses equality within their role.

We eliminate discrimination by:

- Implementation and review of our Inclusion Policy, SEND policy, Intimate care Policy, Supporting Pupils with Medical needs Policy and our Access Plan;
- Reporting, responding to and monitoring all racist incidents;
- Our Behaviour for Learning, Positive Handling and Anti-bullying Policies ensure that all children are treated with dignity, feel safe at school and addresses any prejudicial behaviours;
- Regularly reviewing curriculum design to ensure that it reflects current guidance i.e. Guidance 2020 DFE Relationship and Sex Education, is entrenched in spiritual, moral, social and cultural learning opportunities, which meet the needs and interests of all learners; that it provides opportunities to understand human rights and fundamental British Values;
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success;
- Tracking pupil progress to ensure that all children make expected or better progress from their starting points, and intervening when necessary to diminish any gaps;
- Ensuring that all pupils have the opportunity to access extra-curricular provision;
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures;

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities and that we evaluate our practice continually.

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 (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:

- Share 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. Actions related to analysis of vulnerable groups are identified each term and evaluation of annual progress informs future changes to provision.

Fostering good relations across all characteristics - between people who share a protected characteristic and those that do not, we achieve this by:

- Ensuring that equality and diversity are embedded in the curriculum and in assemblies e.g. Mini Police, Cafod Club (Social Justice ambassadors),
- Playground Buddies, Anti-bullying week, RE curriculum, British Values, Talking partners, Nurture groups, Eco group...

- Ensuring the highest aspirations for all groups by organising new-to-school events
- Fostering good relations by providing enrichment opportunities e.g. family events, visits to a range of places of worship, visiting artists, specialist teachers in music, dance, modern foreign languages and sports, a variety of external trips that extend an understanding of positive role models and past events.
- Ensuring that Holy Family is seen as an active school within our local community e.g. singing in the community, taking part in Choir festivals, participation in sports events including those for children with disabilities, visits to other schools, visits to local secondary schools, visits to local care homes, fund-raising initiatives and charity weeks, fair trade events, through collaborative research with local schools in contributing to curriculum;
- Recognising our responsibilities to the environment near and far through our globally immersive curriculum;
- Providing a variety of extra-curricular and cross-school opportunities for children to extend confidence and experience of working with different personalities, cultures and abilities e.g. sporting events, professional performances and working with visiting artists

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: affects any religious holidays; is accessible to pupils with disabilities; has equivalent facilities and opportunities for boys and girls.

The school will undertake an equality analysis and we ask ourselves relevant questions. This is also undertaken at the same time as the risk assessment when planning the school trips and activities.

To conduct an equality analysis, we:

- Assess whether the policy/risk assessment has any positive or negative implications for people with protected characteristics
- Consider any equality implications before and during policy development, rather than as an afterthought

- Analyse the policy in a rigorous and critical way

Monitoring arrangements

The Inclusion Leader will update the equality information we publish at least every year. This document will be reviewed by the governors at least every 4 years.

Links with other policies

This document links to the following policies:

- Accessibility audit and plan
- Risk assessments
- SEND Policy and Local Offer
- Inclusion Policy
- English as an Additional Language Policy
- Religious Education Policy
- RHSE Policy

The following information is only concerned with our obligations to pupils (and prospective pupils): Information on pupils by protected characteristics The Equality Act 2010 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. In order to ensure that all pupils are protected from discrimination, the school collects information on the following protected characteristics: Race; Disability (The Act defines disability as when a person has a 'physical or mental impairment; which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'); Sex; Religion or belief. Age and Marriage and Civil Partnership are also protected characteristics. We do not collect data about this characteristic but it is important to recognise that equality protection needs to be extended to the children's family and the wider community.

Additional protected characteristics are sexual orientation, pregnancy and maternity and gender reassignment. We do not feel it is appropriate to collect information from pupils in relation to those protected characteristics. However, as a school, we are aware that there may be equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information on other groups of pupils.

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Pupil Premium Grant;
- Pupils with Special Educational Needs and disabilities (SEND);
- Pupils with English as an Additional Language (EAL);
- Pupils with a Traveller heritage who are highly mobile but not from a minority ethnic group such as from the traveller communities;
- Young carers;
- Looked after children (LAC);
- Other vulnerable groups such as Post LAC.

Characteristics are based around the census classifications and parents choose groups to which they, or their children, belong. Where no data is provided, this is due to no pupils currently representing the race, ethnicity or religious group.

At Holy Family, we aim to ensure that any gap in attainment for pupils within any of the identified groups is diminished. This is achieved through rigorous tracking and monitoring of individuals as well as groups of children concerning their progress and attainment. We also provide equal opportunities to access the curriculum for all pupils.

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Holy Family.

By having 'due regard', it ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

Evaluation of Current Provision

1. The curriculum provides rich learning opportunities for all children, imparting knowledge and building intellectual curiosity.
2. The R.E. curriculum which is firmly rooted in all aspects of school life, ensures children celebrate diversity and show respect for all

faiths. Children recognise that their own views are important, whether they have a specific faith or not.

3. Our Core Values and Behaviour Policy promote high expectations and integrity leading to responsible global citizens.
4. Tracking of pupil progress ensures that all groups of children are monitored and appropriate provision is put in place where necessary e.g. financial access to clubs, uniform, school trips, resources and enrichments.
5. All incidents of bullying or racism are dealt with promptly and appropriately in line with our policies.
6. Children with medical disabilities are identified and individual health care plans are devised between school and the family, to enable access to the curriculum and safe inclusion to all enrichments and where necessary, specific staff training is provided.
7. Children identified with Special Educational Needs and disabilities (SEND) are provided with highly personalised activities to ensure access towards learning and appropriate external advice and support that ensures access to social inclusion and learning.
8. Children have an opportunity for a leadership role within the school e.g., reading buddies and Eco-group, mini police, social justice ambassadors...
9. Governors play an active role in ensuring policies provide equality of opportunity through regular monitoring and discussion of school practice.

Consultation

We aim to engage and consult with pupils, staff, parents/carers, and the local community so that we can improve our information, monitor the impact of our policies, develop our equality objectives and improve what we do as a school.

We will do this through:

- Parent/Carer and pupil surveys
- Staff surveys on specific issues
- Open door policy
- Opportunities for appointments with teachers, support staff and SLT
- Dojo Communication

- Curriculum information and family learning events
- Letters home
- Website
- Parents' evenings / consultations
- Coffee mornings with different focus chosen by parents/carers
- Curriculum sessions and parent workshops
- Parent evaluations following school events
- Parent comments on dojo
- Friends of School/PTA Groups
- Special Curriculum Awareness Days that celebrate equality and diversity across the curriculum

Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies or procedures. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Equality Objectives for 2025 - 2028

These are our specific and measurable Equality Objectives. They are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.

2025/2026 Equality Objective 1 - To extend our pupils' understanding of cultural diversity and tolerance of differences in culture and religious beliefs through positive experiences of different cultures traditions and languages.

2024/2026 Equality Objective 2 - To narrow the gap in attainment in all subjects between different groups (boys and girls, pupil premium and non-pupil premium)

2025/2026 Equality Objective 3 - To prevent prejudice and promote acceptance in relation to the protected characteristics listed in the Equality Act 2010 and ensure all children can see themselves represented in our curriculum.