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| <b>Name of School</b>            | <b>St Edward's Catholic Primary School</b> |
| <b>Policy review date</b>        | <b>September 2026</b>                      |
| <b>Date of next review</b>       | <b>September 2027</b>                      |
| <b>Who reviewed this policy?</b> | <b>Ms S Naz</b>                            |

## St Edward's Public Sector Equality Policy and Objectives

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### 1. Aims

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 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, and that they are reviewed and updated at least once every four years



- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher



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

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.

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

## 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 (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 clubs)

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
- 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

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- 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
- 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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

**Objective 1:** *Ensure that religious education at St Edward's promotes understanding of local, national and global faith and belief communities.*

**Why we have chosen this objective:**

As a Catholic community, we aspire to live out the Gospel values, visible in behaviour, relationships, policy and everyday practice. We wish our pupils to live out the gospel values and articulate how these relate to our British Culture. In addition we wish for our pupils to have a clear understanding of shared values and beliefs in other faiths.

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

- Hold weekly assemblies which link British Values and Gospel Values, using the Beattitudes
- Ensure International Week celebrations involve all stake holders and celebrates all cultures
- Organise educational visits to Houses of Parliament under the theme of Rule of Law
- School Council lead and develop strategies for change within the school
- Aspirations themed weeks to raise children's aspirations and broaden knowledge of future careers
- Prevent assemblies/ workshops to ensure children reflect on their identity and that of their community
- Raise the profile of other languages through MFL
- Mentor parents of different faiths joining our school community
- Plan other faith weeks that develop understanding of our local and world faiths including visits to places of worship

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

- Continued involvement with the Commonwealth Youth Choir and the attendance of high profile events

**Objective 2:** *To ensure all pupils make substantial and sustained progress from their starting points and achieve or exceed standards expected across the curriculum*

**Why we have chosen this objective:**

While our children make outstanding progress, leaving KS2 working significantly above national expectations in all areas, there are specific gaps in identified groups that need to be addressed

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

- Within the EYFS, focus on the characteristics of effective learning that pupils are equipped with the skills needed to learn throughout their career at St Edward's.
- Diminish the difference between disadvantaged pupils and other pupils working at a greater depth in reading, writing and math's, within KS1
- Raise the attainment of girls working at a greater depth in maths so that they are performing as well as the boys, within KS1
- Consider ways in which the outcomes for the disadvantaged pupil more closely match those of other pupil at the higher standards, especially in Reading within KS2
- Raise the attainment of EAL pupils in writing so that they are attaining above the national average
- Improve outcomes for pupils with SEND so they progress in all subjects to be significantly above average
- Close the gaps in the attainment of writing across the school, so that it is in line with GPaS and Reading

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

- ASD training for TAs to explore best practice in supporting pupils with complex needs
- Work closing with specialist schools in providing training and support for ASD pupils]

**Objective 3:** *To ensure all groups of pupils meet the target of 98% attendance at the end of the academic year.*

**Why we have chosen this objective:**

While attendance is generally good, at the end of the last academic year, attendance fell below 97%, with some significant groups (SEND in particular) achieving significantly below 97%

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

- Have representatives from year 2 0 6 in the Teaching and Learning Committee and have attendance as a weekly item on the agenda
- End of year incentives to be agreed by the Teaching and Learning Committee to encourage 100% attendance

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

- School website is updated weekly to show the class with the highest attendance
- New first day absence calling for safeguarding purposes but also to encourage attendance
- To track attendance weekly ensuring persistent non-attainder's parents are contacted and met with a member of the senior leadership team.

## 9. Monitoring arrangements

The Headteacher with the Senior Leadership team will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Headteacher and the Senior Leadership team at least every 4 years.

This document will be approved by the school's Governing Body

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

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