



Sacred Heart RC Primary School, Battersea

EQUALITY INFORMATION AND OBJECTIVES POLICY

Approved By	Governors
Reviewed On	June 2022
Review Due	June 2023
Review Cycle	Annually

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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.

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 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 Andrew Cooper will:

- Meet with the designated member of staff for equality (Nicola Byrne, Sacred Heart) every term at the Full Governing Body, 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 amongst 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 identifying any staff training needs, and deliver training as necessary.
- Support the Executive Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.

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

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 information and guidance on the Equality Act as part of their induction.

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.

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).
- 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 enrichment activities).

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 prejudice-related bullying).

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.

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.

The school actively considered its equality duties and keeps a written record as part of its risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is part of the completed risk assessment.

Equality Objectives

Number on Roll	380
Gender	Females 182 (48%) Males 198 (52%)
Pupils eligible for Free School Meals (FSM)	119 (31%)
Pupil Premium	126 (33%)
Pupils with Special Educational Needs (SEN)	SEN register: 59 mainstream plus 18 HH (78 in total) 39% SEN support: 49 EHCP: 28 (10 mainstream 18 HH)
Pupils with English as an Additional Language (EAL)	178 (47%)
Looked After Children	2
Special Guardianship Order	5
Race/Ethnicity:	
Any other Asian background	30
Any other Black background	24
Any other ethnic group	23
Any other mixed background	0
Bangladeshi	40
Black - African Black	28
Black - Caribbean	0
Chinese	1
Indian	0
Pakistani	15
Refused	5
Information not yet obtained	87
White - British	4
White - Irish	9
White and Black African	10
White and Black Caribbean	24
White Eastern European	25
White other	27
White western European	6
Latin/south central American	9

Federation Objective 1

Train nominated members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.

Why we have chosen this objective

To ensure all involved in recruitment are up to date and apply a deep understanding of the equal opportunities guidance when recruiting.

To achieve this objective

We plan to attend relevant training. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Objective 2

To ensure extra-curricular activities such as music lessons, sports activities and clubs are attended by a diverse range of pupils to reflect the school community: ethnic groups and socio economically (PP).

Why we have chosen this objective

There is a wide offer of music, sports and other clubs, but the uptake from ethnic minorities and pupil premium pupils is under represented.

To achieve this objective

We plan to raise the profile of clubs and actively promote attendance for all pupils, but in particular ethnic minorities and pupil premium pupils. All staff will be actively involved in identifying and encouraging pupils to participate. The EAL Lead teacher will work with class teachers, specialist staff and the Senco, pupils and parents to encourage sign up and maintain engagement. Where possible support with costs may be provided to assist attendance.

Objective 3

Ensure that the attendance of Pupil Premium and Sen Pupils in line with other groups.

Why we have chosen this objective

Attendance data and records from SAP panels have shown that Pupil Premium pupils and those with SEN needs have a lower attendance rate than other pupils. This is having an impact on learning and outcomes for disadvantaged pupils and those with additional needs. Reported data for years 1-6 show the school is above the national average for overall absence by 1.5%. (National average absence is 3.7%).

Class (includes HH data)	Absence Rate
Nursery	2.80%
Reception	6.30%
Year 1	4.80%
Year 2	3.00%
Year 3	3.60%
Year 4	3.20%
Year 5	5.70%
Year 6	5.30%

(*Covid absence has also impacted attendance in some classes this academic year).

To achieve this objective

We plan to use the Senco, HH Lead teacher, Up Manager and Reception teachers to identify pupils with a high absence rate and monitor closely. To contact parents immediately if there is an absence, identify and record the reasons for absence and encourage attendance. For Senco, HH Lead teacher and Reception teachers to ensure work is closely matched to the needs of SEN pupils, so they enjoy their learning and make progress.

To pupil conference with identified pupils to share work and discuss their learning. To promote clubs and additional activities that the children enjoy e.g. working with external services, lunch clubs, after school clubs.

Monitoring Arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed and approved by Governing Board at least every 2 years.

Links with other Policies

This document should be read in conjunction with the schools other statutory policies and procedures.