



**DUKINFIELD**

**Statement of Equality Information and Objectives  
2017 - 2021**

**St Mary's Catholic Primary School**  
**Equality Scheme 2017-2021**

**1. Statement**

This scheme outlines the commitment of the staff and governors of St Mary's Catholic Primary School to promote equality. We will work to ensure that groups with the protected characteristics of gender, race, disability, age, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from unlawful discrimination and harassment. Our school will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

In accordance with the ethos and mission statement of St. Mary's Catholic Primary School, we pledge to respect the equal human rights of all our pupils and to educate them about equality. We will also respect the equal rights of our staff and other members of the school community. We will comply with all equality legislation and be particularly mindful of the need to protect pupils and all other members of our community from homophobic, biphobic and transphobic (HBT) bullying in order to make all children feel safe and welcome.

a) In accordance with our school's mission statement, based as it is on the Gospel values of Love, Peace, Truth and Justice, we pledge:

- to respect the equal human rights of all our pupils
- to positively promote equality and diversity
- to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- to educate pupils about equality
- to respect the equal rights of our staff and other members of the school community
- to promote tolerance of all by all

b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:

- Gender
- Race
- Disability
- Religion or belief
- Age
- Sexual orientation
- Socio-economic background
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

## 2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Tameside Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

## 3. Community cohesion: a shared contextual statement

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Ethnicity/culture context of the school (local and national)

**The percentage of pupils from minority ethnic groups and first language is not or believed not to be English has been significantly below the national average for at least the last 3 years.**

- Religion/belief context of the school (local and national)

**St Mary's is a Christian community living its mission. We value our Catholic tradition and have high expectations in all aspects of our school.**

- Socio-economic context of the school (local and national)

The school benefits from below average rates of pupil mobility. The school's deprivation indicator is broadly in line with national averages, suggesting that St Mary's has no higher a proportion of pupils from disadvantaged backgrounds than is typical for primary schools overall.

- Current issues affecting cohesion at school, local and national level

**The children of St Mary's make a positive contribution to the local and wider community. They work hard to raise funds for local, national and international causes. We undertake visits to the local Muslim Mosque, Sikh Gurdwara and Jewish Synagogue or Museum.**

#### **4. Responsibilities**

Governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation
- making sure the school's Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and carers know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The headteacher is responsible overall for dealing with reports of prejudice-related incidents.

**Visitors and contractors** are responsible for:

- following relevant school policy

#### **5. Staff development**

Our processes for training and development in relation to equality and cohesion, in terms of professional responsibilities as well as statutory requirements, ensures that staff with particular responsibilities for Equalities have access to CPD when and as necessary. The expectation is that this training is then cascaded to all other relevant staff in a timely and effective way.

## 6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available as a paper document on request and on the school website.

The scheme will be kept under regular review for four years and then replaced or updated in September 2021.

## 7. How we report on progress and impact

A report on progress with the actions listed below will be reported to the governors on an annual basis through the Headteacher's report to Governors. Any significant actions will be communicated to parents if necessary.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

## 8. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of the protected characteristics, as summarised across the top of the table below. The table also provides, at a glance, a summary of what is new and what has changed as a result of the Equality Act 2010.

	Age	Disability	Gender Reassignment	Race	Religion or Belief	Sex	Sexual Orientation	Marriage & Civil Partnership	Pregnancy & Maternity
Direct Discrimination									
Discrimination by Association	New	New	New			New			
Discrimination by Perception		New	New			New			
Indirect Discrimination		New	New						
Harassment	Change	Change	Change	Change	Change		Change		
Harassment by a Third Party	New	New	New	New	New		New		
Victimisation	Change	Change	Change	Change	Change	Change	Change	Change	Change

### Key:

Characteristic covered in existing legislation – no changes	
Characteristic covered in existing legislation – but some changes	
Characteristic not covered in existing legislation – now covered	
Characteristic not covered in existing legislation – still not covered	

- **DIRECT DISCRIMINATION** someone is treated less favourably than another person because of a protected characteristic (PC)
- **DISCRIMINATION BY ASSOCIATION** Direct discrimination against someone because they associate with another person who possesses a PC
- **DISCRIMINATION BY PERCEPTION** Direct discrimination against someone because the others think they possess a particular PC
- **INDIRECT DISCRIMINATION** can occur when you have a rule or policy that applies to everyone but disadvantages a particular PC
- **HARASSMENT** Employees can now complain of behaviour they find offensive even if it is not directed at them
- **HARASSMENT BY A THIRD PARTY** Employers are potentially liable for harassment of their staff by people they don't employ
- **VICTIMISATION** someone is treated badly because they have made/supported a complaint or grievance under the Act

Equality objectives identified by this process are included in the four-year plan in Section 10 below, and, where appropriate, in the School Improvement Plan.

**9. How we chose our equality objectives**

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above
- ii. from involving relevant people (including disabled people) in consultation

The evidence will then be analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of

- Gender
- Race
- Disability
- Religion or belief
- Age
- Sexual orientation
- Socio-economic background
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

**10. Four-year equality objectives 2017-21**  
(to be kept under regular review)

<b>Equality objectives (focused on outcomes rather than processes)</b>
<p><b>Objective 1:</b> To build pupils’ knowledge and tolerance of others from different minority groups. This will be achieved by providing a rich and global curriculum. We will seek to enrich the curriculum with activities and trips out and visits from guests who will broaden our pupils’ knowledge and understanding of people from different places, perspectives and different ethnic groups.</p> <p><b>Success Criteria:</b> Reduction in reporting of racist or anti-HBT incidents and comments.</p>
<p><b>Objective 2:</b> To ensure that socio-economic differences are reduced and that opportunities are maximized for pupils identified as being economically disadvantaged by spending the Pupil Premium in a way that removes barriers to learning.</p> <p><b>Success criteria:</b> Pupils who are FSM or disadvantaged will make progress at rates comparable to non-FSM pupils.</p>
<p><b>Objective 3:</b> To ensure there is no gap in attainment and progress between boys and girls by monitoring the attainment gap and intervening with more gender-friendly teaching and learning strategies (as long as they do not disadvantage the other gender).</p> <p><b>Success criteria:</b> the attainment gap between boys and girls at St Mary’s will be narrow.</p>

## 11. Four-year access plan 2017-21

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	<b>Actions (focused on outcomes rather than processes)</b>
i. improvements in access to the curriculum	See actions above relating to pupils from identified socio-economically challenged backgrounds.  See actions above relating to gender, designed to narrow any possible gender gap in attainment at St Mary's.
ii. physical improvements to increase access to education and associated services	Outdoor environment will be enriched in order to increase levels of pupil engagement and enjoyment, outdoor classroom, further development of Forest Schools.
iii. improvements in the provision of information in a range of formats for disabled pupils	School will provide information in as many formats as are required to ensure that pupils and parents/carers are kept informed of all events and information relating to the life of the school. This will be kept under constant review.

## 12. Four-year community cohesion plan 2017-21

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	<b>Actions (focused on outcomes rather than processes)</b>
i. teaching, learning and the curriculum	<ol style="list-style-type: none"> <li>1. Local communities: To build pupils’ knowledge and tolerance of pupils with additional needs by developing and sustaining meaningful links with Oakdale Special School.</li> <li>2. Communities across the UK: to build on links with neighbouring schools through sporting events and shared worship opportunities.</li> <li>3. The global dimension: To build pupils’ knowledge and tolerance of others from different minority ethnic groups and religions by developing and sustaining meaningful links with schools in other parts of the world.</li> </ol>
ii. equity between groups in school,	To remove barriers to learning for pupils from challenging socio-

where appropriate	economic circumstances, pupils with SEND and EAL and to narrow the gap in achievement and attainment between girls and boys.
iii. engagement with people from different backgrounds.	To build pupils' knowledge and tolerance of others from different perspectives, minority ethnic groups and religions. This will be achieved by providing a rich and global curriculum. We will seek to foster meaningful school links across the world, and will enrich the curriculum with activities and visits to and from guests who will broaden our pupils' knowledge and understanding of people from different perspectives, places and different ethnic groups.

**This Scheme was reviewed, revised and updated by the RE and Curriculum sub-committee on behalf of the full Governing Body on Thursday 13<sup>th</sup> June 2013.**

**It was subsequently updated by the headteacher, prior to approval by Catholic Ethos, Performance and Standards sub-committee of the governing body in Autumn term 2017.**