



Equality Information and Equality Objectives for St Michael's RCVA Primary School

Equality Act 2010 St Michael's RC Schools' provision of the public sector equality duty

Date: November 2021

We in St Michael's School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the school's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the school's provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that **no pupil or staff member** can be identified.

Staff & Governors:

Age	Figures change – we comply with our equality duty.
Disability	100% staff gave information. 0% of staff recorded a disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any staff member towards gender reassignment.
Marriage & civil partnerships	Figures change – we comply with our equality duty.
Pregnancy and maternity	Figures change – we comply with our equality duty.
'Race' / ethnicity	100% staff gave information Our staff profile comprises: White British
Religion and Belief / no belief	100% staff gave information Our staff profile comprises: 57% Catholic and 43% other Christian denominations or no religion
Sex – male/female	90% female 10% male
Sexual orientation	We support all staff members regardless of sexual orientation

Pupils:

Age	We have pupils aged from 4 to 11 years old in our school.
Disability	100% pupil gave information. 2% of pupils recorded a disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	100% pupil gave information Our pupil profile comprises: White British 95.6% Other white background 2.5% Other Black background 0.6% Other mixed background 1.3%
EAL (English as an Additional Language)	2.5% EAL The languages spoken within our pupil profile are: English, Polish, Romanian and Sign Language
Religion and Belief / no belief	100% pupil gave information Our pupil profile comprises: 46% Roman Catholic, 32% Christian, 22% no belief
SEND	11.4% pupils identified with a Special Educational Need.
Sex – male/female	46% female 54% male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	12% pupils eligible for Pupil Premium

We will update our equality information at least annually and publish on the school website.

Equality Objectives 2021-22

Our equality objectives are:

Equality Objective 1 – Achievement for all pupils at the school	
At St Michael's School we aim for equality of opportunity and to foster good relations in engaging parents and carer, tackling discrimination and narrowing gaps of achievement where they exist.	
Outcomes	Measured by
The school is able to effectively analyse the data it collates on the protected characteristics of ethnicity, gender, socioeconomic circumstances, religion and	Data analysis Book looks Discussions with parents; children and staff

other groups to address any differential in outcomes for these pupils.					Lesson observations Timetables Interventions Pupil Profiles	
D	G	R	E	S	Activity	Progress Milestones
✓	✓	✓	✓	✓	Termly assessments in reading, writing and maths analysed in pupil progress meetings for attainment and progress	Assessments up to date SLT have an overview and all teachers understand attainment and progress of groups in all subjects.
✓	✓	✓	✓	✓	Interventions informed by data and provision map	Updated intervention and provision map termly.
✓	✓	✓	✓	✓	Monitoring of subjects to ensure the protected groups have access to all subjects	Monitoring of all subjects by SENDCO
✓	✓	✓	✓	✓	Learning walks/observations and book looks to focus on pupils of different characteristics of ability	Quality first teaching in place for all groups of pupils

Equality Objective 2 – Behaviour and Attendance

At St Michael's School we encourage community cohesion through a growing understanding of differences and similarities within a climate where respect is promoted and discrimination is not tolerated. The school promotes strong relationships especially with 'hard to reach' families and seeks to understand the barriers to good behaviour and attendance.

Outcomes

Measured by

The school effectively monitors and addresses all incidents of bullying including prejudice related to any characteristics, the school works effectively to monitor and improve the attendance of all pupils and remove barriers to success.

Data analysis
CPOMS
Discussions with parents; children and staff
Lesson observations
Behaviour log/Bullying log

D	G	R	E	S	Activity	Progress Milestones
✓	✓	✓	✓	✓	Reviewed behaviour policy including increased rewards achievable by all pupils	Pupil behaviour analysis shows improving behaviour and very low numbers of incidences linked to prejudice
✓	✓	✓	✓	✓	Anti-bullying assemblies and PSHCE focus School values	Bullying is rare and dealt with effectively but the school when it arises.
✓	✓	✓	✓	✓	Monitoring of all attendance data at group and individual level. Parents informed termly if attendance drops below 95%.	Report to governors attendance pattern shows good attendance and little variation between groups

We will update our equality objectives every four years and publish them on our school website.

We will review progress on these objectives annually.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage is often more appropriate

Headteacher: J Bruton

Chair of Governors: V Kelsey

Date: 22nd November 2021