

St. Francis CE (Aided) Junior School



Equality Information and Objectives

Equality Act 2010 St. Francis CE (Aided) Junior School's Provision of the Public Sector Equality Duty

Our Vision

Through our planned curriculum, enrichment activities and school ethos, we aspire to develop our children into responsible global citizens who will be able to enjoy fully our diverse world and have many choices and opportunities open to them.

We hope that by Year 7 our children are able to shine their light further into the community (rather than hiding it), while maintaining a strong sense of self-identity, valuing who they are and showing humility and endurance in lifelong learning.

We take inspiration from Matthew 5: 14-16:

4 "You are the light of the world. A town built on a hill cannot be hidden. 15 Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Written: January 2021

Reviewed: July 2023, June 2024

Review: June 2025

Approved by: Governing Body/Curriculum Committee

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EQUALITY ACT 2010

St. Francis CE (Aided) Junior Schools' provision of the public sector equality duty.

INTRODUCTION

We in St. Francis CE (Aided) Junior 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 consider 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 governor** can be identified. Our staff numbers are so small it would not be appropriate to publish this information.

GOVERNORS

Age	Figures change – we comply with our equality duty.
Disability	0% governor gave information. 0% of governor 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	All governors gave information Our governor profile comprises: White British.
Religion and Belief/no belief	0% governors gave information

Sex – male/female	67% female 33% male June 2024 – 55.5% male and 44.5% female
Sexual orientation	We support all staff members regardless of sexual orientation.

PUPILS

Age	We have pupils aged from 7 to 11 years old in our school.
Disability	Our numbers are so small it would not be appropriate to publish this information. 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	Our numbers are so small it would not be appropriate to publish this information.
EAL (English as an Additional Language)	3% EAL The languages spoken within our pupil profile are: English, Polish. June 2024 – 8% The languages spoken within our pupil profile are: English, Polish Romanian, Moldovan, Ukrainian, Russian, Arabic and Ihievbe.
Religion and Belief/no belief	Our numbers are so small it would not be appropriate to publish this information
SEND	24 pupils identified with a Special Educational Need. June 2024 – 21 pupils
Sex – male/female	55% female 45% male June 2024 – 41% female and 58.9% male
Sexual orientation	We support all pupils regardless of sexual orientation.
Pupil Premium	86 pupils eligible for Pupil Premium June 2024 – 73 pupils

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

EQUALITY OBJECTIVES 2021 - 2025

Our equality objectives are:

1. Over the next four years, we will introduce approaches to raise awareness of racist bullying among pupils, parents/cares and staff through Collective Worship, the curriculum, Rights Respecting Schools, Thinking Skills and seminars/training opportunities.
2. To establish strong, consistent relationships with a more ethically diverse junior school and improve pupil, parent/carer and staff opportunities to mix and communicate with people of different ethnicity, cultures and religions.
3. To continue to challenge gender stereotyping across school as it relates to curriculum development, after school clubs and aspirations of pupils.
4. To continue to ensure that discrimination in recruitment of newly recruited staff does not exist.

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

We will review progress on these objectives annually and this paperwork will be held within school.

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, 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: Mrs Lakey

Chair of Governors: Mr Bowes

Date: March 2021 **Reviewed July 2023 and June**
2024