

ST. TERESA'S CATHOLIC PRIMARY SCHOOL, LEXDEN, COLCHESTER

# Equalities Policy

And

# Equalities Plan



We love God and each other and follow the example of St Teresa.  
We enjoy learning together and doing our best in a happy, healthy and welcoming community.

We learn to be responsible and caring citizens.

*“Let us do little things well today”.*

*St Teresa*

This Policy should be read in conjunction with Equality & Diversity in Employment policy

Approved by:	Governing Body	Date: 14 <sup>th</sup> May 2024
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Last reviewed on:	April 2024
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Next review due by:	April 2028
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### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our Gospel values. At St Teresa's, diversity, equity, and inclusion are at the core of who we are, they are central to our Catholic ethos. Our commitment to these values is unwavering- we celebrate the uniqueness of all our pupils and our wider community. Pope Francis tells us: 'Diversity is a richness!'

## “Diversity is richness!” Pope Francis

### 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](#).

This document also complies with our funding agreement and articles of association.

### 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
- › 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 Governing Board will:

- › Meet with the Headteacher annually 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 among 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.

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 training on the Equality Act as part of their induction, and all staff receive refresher training annually.

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.

## 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 that 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

In fulfilling this aspect of the duty, the school will:

- › Review attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response
- › 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.
- › 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

## 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

Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap annually, and report on this to the Governing board.

Why we have chosen this objective: To open up dialogue around the theme of recruitment trends.

To achieve this objective, we plan to: Analysis and discuss recruitment data annually.

### Objective 2

Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.

Why we have chosen this objective: To increase all pupils' participation, confidence and achievement levels.

To achieve this objective, we plan to: Audit our curriculum and evolve our use of 'learning greats'.

### **Objective 3**

Increase the representation of teachers from local Black and minority ethnic communities over a 4-year period, so that this group increases.

Why we have chosen this objective: because currently our staffing representation doesn't match that of our pupil population.

To achieve this objective, we plan to: Use every opportunity to promote diversity when recruiting.

### **Objective 4**

Train all new members of staff and governors on the Equality Policy and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: So that all staff feel confident in their understanding of equalities.

To achieve this objective, we plan to: Delivering training both as one off and through the induction process on equalities.

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish regularly.

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by the Governing Body.

## **10. Links with other policies**

This document links to the following policies:

- › Accessibility plan
- › Risk assessment

## Equalities Plan 2024-2028

Objectives	Actions required	Monitored by whom	Timeframes	Early Success indicators
Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap annually, and report on this to the Governing board.	<ul style="list-style-type: none"> <li>Assign Admin Assistant responsibility to provide an annual report for Governors</li> <li>Ask the Clerk to agenda an item annually to allow for dialogue</li> </ul>	Headteacher	To be set up by Sep 2024 to run for the academic year 24-25.	<ul style="list-style-type: none"> <li>Rising trends in recruitment data.</li> <li>Rising awareness at strategic level as to levels of recruitment from different groups</li> </ul>
Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	<ul style="list-style-type: none"> <li>Curriculum Lead tasked to explore diversity within the curriculum</li> <li>Subject Leaders to audit their own subjects with 'diversity' lens</li> <li>Evolve and adapt existing curriculum to address gaps</li> </ul>	Headteacher	Annual audit.  Summer 2025- full curriculum changes implemented.	<ul style="list-style-type: none"> <li>All pupils' participation, confidence and achievement levels increase.</li> <li>Subject leaders can talk confidently about diversity within their subject areas.</li> </ul>
Increase the representation of teachers from local Black and minority ethnic communities over a 4-year period, so that this group increases.	<ul style="list-style-type: none"> <li>Actively promote diversity within recruitment</li> <li>Diversity Lead project advertised</li> </ul>	Headteacher	ASAP and ongoing throughout the cycle.	<ul style="list-style-type: none"> <li>Our staffing representation begins to better match that of our pupil population.</li> </ul>
Train all new members of staff and governors on the Equality Policy and non-discrimination. Training evaluation data	<ul style="list-style-type: none"> <li>Organize training.</li> <li>Include within induction training.</li> </ul>		September 2024 and ongoing annually and at induction.	<ul style="list-style-type: none"> <li>Staff feel confident in their understanding of equalities.</li> <li>Fewer equalities based concerns or issues.</li> </ul>

will show that 100% of those attending have a good understanding of the legal requirements.				
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