



We try to follow Jesus by loving each other and caring for God's world.

Equality Duty Information Report: 2019-20

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1. School Mission Statement:

We try to follow Jesus by loving each other and caring for God's world.

We aim to make the children who attend St Augustine's feel cared for and secure in surroundings where Catholic values are practised, and where their gifts and abilities are recognised and developed in an atmosphere of respect and friendship.

In planning the curriculum we attend to the development of the whole child: the physical, intellectual, emotional, moral and spiritual."

St. Augustine's Catholic Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Keeping Children Safe in Education (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

2. Introduction:

The Equality Act 2010 requires schools to publish information by 6th April each year to demonstrate compliance with the aims of the Public Sector Equality Duty:

- Information about how the school is promoting equality and eliminating unlawful discrimination for pupils, staff and governors with protected characteristics (or other relevant people with protected characteristics in the school community);
- Information relating to employees with protected characteristics (*but only if the school employs 150 staff or more*).

The information published in this document is our response to this.



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3. Public Sector Equality Duty

The Public Sector Equality Duty is set out in Section 149 of Equality Act 2010. The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:

- Eliminating discrimination and other conduct prohibited by the Equality Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

The full Act is available [here](#).

4. St John the Baptist Catholic Multi Academy Trust Principles

Principle 1:

All learners, members of staff, directors, governors and volunteers are of equal value

Principle 2:

We recognise and respect difference

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Principle 4:

We observe good equalities practice in staff recruitment, retention and development

Principle 5:

We aim to reduce and remove inequalities and barriers that already exist

Principle 6:

We consult and involve widely

Principle 7:

Society as a whole should benefit

Principle 8:

We base our policies and practices on sound evidence

Principle 9:

Measurable objectives

The St John the Baptist CMAT Equality Policy & Diversity Policy can be found [here](#).



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5. School Objectives ~ What we did during the last year

a) Plan opportunities within the curriculum for pupils to learn about the diversity of cultures.

The school developed a new curriculum vision and intent that aims to celebrate the culture and diversity of our unique school setting. A two year cycle of planning teaches our children about both local and global topics through all of the national curriculum subjects.

b) Provide appropriate support and resources to individual pupils who may experience barriers to learning.

The school introduced a new Personalised Education Planning (PEP) format using regular assessments and SMART targets for individual need. The school works with the children and families to address and support any barriers to learning.

c) Promote and encourage a school ethos that has respect for others at the core.

The children and school council developed their own 5 school rules that promote and encourage our school ethos (be responsible, be respectful, be resilient, be positive, be safe).

d) Promote equal participation in trips and clubs across ethnic and social groups.

The school sent out clear information and regular advertisements for parents to try and access Pupil Premium Grants (PPG). The school also sent out regular updates to these families to ensure that they knew how they could use the PPG to best benefit their children's needs. There was a lot more intake for after school clubs and the breakfast club as a result.

e) Minimise attainment gaps between different groupings, particularly at the end of each Key Stage.

A new Data Dashboard helped the school and governors to see clear attainment and progress across the school with a focus on vulnerable and diverse groups of children. Teachers had to use prior attainment to ensure that they set challenging and appropriate targets for all the children. Progress was monitored through Pupil Progress meeting records, that clearly identified the vulnerable groups and checked their progress. The Head Teacher created a report for staff and governors to highlight the multi-faceted children and their progress against their targets.

6. What next? – looking ahead

a) Plan opportunities within the curriculum for pupils to learn about the diversity of cultures.

The school will continue to develop its new curriculum, following cycle B, with a focus on the local community through the history, geography and the arts.

A STEM project during School Science Week, will use the #ToyLikeMe charity as a stimulus. The project aims to raise the profile of people with disabilities, their representation and how we can plan for their equal accessibility to society's environment.

b) Provide appropriate support and resources to individual pupils who may experience barriers to learning.

Teachers will develop their understanding of Quality First Teaching that will be incorporated into an updated Teaching and Learning Policy. The policy should aim to clearly state how the school plans and supports all children's needs in the classroom and through wider school opportunities.

c) Promote and encourage a school ethos that has respect for others at the core.

A planned vision evening event will invite all members of the local community to contribute towards a continued shared vision for our children's education, with shared learning attitudes and behaviours that aim to develop and promote the school ethos.

The vision evening will help the school and children to develop a motto that suits our mission and values.

d) Promote equal participation in trips and clubs across ethnic and social groups.

The school will continue to regularly advertise the benefits and access available to disadvantaged children in the school.

The EAL lead will attend regular network meetings held by the Local Authority to help better review provision and support for this vulnerable group.

e) Minimise attainment gaps between different groupings, particularly at the end of each Key Stage.

Analysis of data through new reports to staff and governors will be continually used to develop improved support for our vulnerable groups and to identify new targets for Equality next year.

Effective systems of provision mapping will be developed to help with school monitoring.

Attendance of vulnerable groups will be analysed and reported.

Monitoring and Reviewing Objectives:

We review and update our equality objectives every year and report annually to the Governing Body on progress towards achieving them. We involve and consult staff, pupils, governors, parents and carers as appropriate throughout the year.

St. Augustine's Catholic Primary School

Head Teacher: Rachel Swindell

Assistant Head: Amy Casey

Chair of Governors: Joseph Zammit



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Roles and Responsibilities:

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

Governing Body:

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures are implemented. The effectiveness of the policy, in securing achievement of the equality objectives, will be implemented on an annual basis.

School Leadership Team:

The Leadership Team are responsible for:

- Day to day implementation of the policy and for monitoring outcomes.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff:

All teaching and support staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom and across the school.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver a curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations of success for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will review the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors:

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equal Opportunities relating to all staff:

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.