



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

Equality Duty Information Report: 2020-21

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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 (2021): 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](#).

St. Augustine's Catholic Primary School

Head Teacher: Rachel Swindell

Assistant Head: Amy Casey

Chair of Governors: Joseph Zammit



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5. School Objectives

What we did during the last year	What next? – looking ahead
<p>a) Plan opportunities within the curriculum for pupils to learn about the diversity of cultures.</p> <p>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.</p> <p>A STEM project during School Science Week, used the #ToyLikeMe charity as a stimulus. The project raised the profile of people with disabilities, their representation and how we can plan for their equal accessibility to society's environment.</p>	<p>a) Plan opportunities within the curriculum for pupils to learn about the diversity of cultures.</p> <p>The school will continue to develop its new curriculum, reviewing the subject knowledge coverage of cycle A & B.</p> <p>Staff will monitor the content of the curriculum to ensure that it demonstrates equal representation, e.g. diversity of historical figures etc.</p>
<p>b) Provide appropriate support and resources to individual pupils who may experience barriers to learning.</p> <p>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.</p> <p>Teachers developed their understanding of Quality First Teaching and updated the Teaching and Learning Policy. The policy states how the school plans and supports all children's needs in the classroom and through wider school opportunities.</p>	<p>b) Provide appropriate support and resources to individual pupils who may experience barriers to learning.</p> <p>The school is implementing a Provision Mapping Tool to assist monitoring, reporting and identification of early intervention to support individual needs. Quality First Teaching will be developed and monitored to ensure that teachers accurately assess and tailor teaching to meet the needs of pupils. Teachers will participate in the St John the Baptist Trust Assessment Project to develop formative assessment, including marking and feedback and target setting.</p>
<p>c) Promote and encourage a school ethos that has respect for others at the core.</p> <p>The children and school council developed the behaviour policy to include 7 Cs: Cooperation, Courage, Challenge, Creativity, Careful, Calm, Cheerful. A school motto was introduced that was inspired by a favourite school hymn. <i>"Wisdom, Love, Might, Let there be Light"</i> has been added to the daily prayer. Our motto supports and promotes our school's mission and ethos.</p>	<p>c) Promote and encourage a school ethos that has respect for others at the core.</p> <p>The school will review and update its Behaviour Policy to support rising SEND and Social Emotional and Behaviour Difficulties in the school. This will include an updated offer of pastoral support and consistent strategies to empower and support staff to address challenging behaviour. When restrictions allow, 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.</p>

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<p>d) Promote equal participation in trips and clubs across ethnic and social groups.</p> <p>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.</p> <p>The EAL lead attended regular network meetings held by the Local Authority and helped better assessment of our EAL children's needs for the school census.</p>	<p>d) Promote equal participation in trips and clubs across ethnic and social groups.</p> <p>The school will continue to regularly advertise the benefits and access available to disadvantaged children in the school.</p> <p>Use resources provided as part of other national schemes to effectively tutor and support disadvantaged pupils, e.g. catch up funding.</p>
<p>e) Minimise attainment gaps between different groupings, particularly at the end of each Key Stage.</p> <p>Teachers used 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 progress against their targets.</p>	<p>e) Minimise attainment gaps between different groupings, particularly at the end of each Key Stage.</p> <p>All pupils will be supported back into school, embedding familiar routines and planning careful assessments to identify gaps and re-establish good progress.</p> <p>The school will develop effective formative assessment, including observations, talking to pupils and scrutiny of work.</p> <p>Effective systems using the new provision mapping tool will be developed to help with school monitoring.</p> <p>Attendance of vulnerable groups will be analysed and reported.</p>

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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.

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.

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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.