



**ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL
EQUALITY INFORMATION AND OBJECTIVES**

Date of Approval	20.11.2024
Date of Next Review	20.11.2028
Review led by	Headteacher, SENCo, RSHE lead
Approved by	Full Governing Body
This Policy should be read in conjunction with the following documents	<ul style="list-style-type: none">• Accessibility Plan• Risk Assessments• Anti-bullying Policy• Pupil Premium Strategy Statement
Notes	<p>The Public Sector Equality Duty (PSED) requires schools to prepare and publish equality objectives at least once every four years. Given the disruption to schools since the COVID-19 pandemic and the introduction of a new RSHE curriculum, the governors have taken the decision to review this annually to determine whether equality objectives should be renewed.</p>



School Mission Statement

Our Mission statement demonstrates our commitment to inclusion at English Martyrs school:

To accept each individual as they are and to enable them to develop their full potential within a Christ-centred, worshipping community in a spirit of love, happiness and understanding

'A Learning Community in Christ'

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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 four key values, 'community', 'respect', 'inspire' and 'belief'. We also aim that our actions as a school are guided by the principles of Catholic School Teaching. These principles are interlinked, but the ones that most closely relate to the Public Sector Equality Duty are:

- Human Dignity (Everyone is special)
- Common Good (Thinking of everyone)
- Participation (All can take part)
- Subsidiarity (Everyone should have a say)
- Solidarity (Showing we care)

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](#).

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is **Frances Amos**. She will:

- Meet with the designated member of staff for equality (and other relevant staff members) at least twice a year to discuss any issues and how these are being addressed
- Ensure they are 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor at least twice a year to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

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 SENCO is the designated member of staff for monitoring inclusion and equality issues, and there is 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling children of other world faiths to practice during term time or pray at prescribed times of the school day if they wish to)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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, implementing actions in response.
- Make evidence available identifying improvements for specific groups (e.g. increased attendance figures for children within specific groups, increased participation in extra-curricular events)
- Record and track instances of bullying, including any bullying related to particular characteristics of the child or members of their family
- Authorise absences in relation to observance of important religious celebrations for children who practice other world faiths (seeking advice from local leaders of other faiths, where appropriate)
- Provide a range of extra-curricular activities and sporting / cultural opportunities that meet the interests of our children and encourage those with protected characteristics to participate

6. Fostering good relations

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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 and Relationships, Sex and Health Education (RSHE), 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; they will explore artists from around the world and in history they will learn about those who campaigned against racism.
- 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. This includes inviting leaders of local faith groups to speak at assemblies and in classes, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to further promote harmony between different groups of pupils within the school. For example, our school council and eco council has representatives from different year groups. It is formed of pupils from a range of backgrounds, as is our group of Sports Ambassadors and 'Little Leaders'. Our school newsletters and information are representative of the diversity of our school community, as are the photographs used on our school website. All pupils are encouraged to participate in the school's extra-curricular activities, such as sports clubs and residential trips. We also work with English Martyrs Parish and St. Michaels Parish and celebrate the different cultures that make up our school community.

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

Staff actively consider our equality duties and ask ourselves relevant questions when planning and risk assessing school trips and activities.

8. Equality objectives (Academic Years 2024 - 2027)

Objective 1: Continue to implement a curriculum (including Religious Education and RSHE education) that positively reflects a diverse and multicultural society

Why we have chosen this objective:

One of our key school values is 'respect'; it is through knowing and valuing the differences between people that children learn the importance of respect and have opportunities to demonstrate this in their school life. We believe it is essential that the curriculum taught in English Martyrs reflects the demographic of our school, the UK and the world in an accepting and positive manner; 'no matter what type of school they attend, it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.'¹

Our school, like other schools within the Diocese of Arundel and Brighton, is currently trialling the new Religious Education Directory (RED) before it becomes statutory in 2025. Within this new curriculum is a knowledge lens called 'Encounter' which provides opportunities for pupils to develop their knowledge of faiths other than Catholicism. As explained in the RED, *"In addition to understanding what the Church teaches about its relationship to other faiths, religions and worldviews, pupils are also expected to engage in a discrete study of other faiths, religions and worldviews ... This is because to love our neighbour is also to respect and esteem his or her culture."* (p. 35).

As well as developing our new RE curriculum, we are currently embedding our RSHE curriculum. We have chosen to use the Ten:Ten scheme and have recently extended our subscription to have access to the full range of resources. These include resources that teach children about Britain being a diverse and multicultural society. Staff are now working on the second year of using the complete scheme and therefore are still working on tailoring it specifically to the needs of our children and our school.

To achieve this objective we plan to:

- Disseminate the Equality Information and Objectives to all members of the school community through the school website, the newsletter and staff training.
- Ensure that staff and governors are aware of their role in ensuring that our school is teaching about all the protected characteristics, and ensure that this is mapped to the Ten:Ten scheme.
- Pupils will learn about their roles and responsibilities in fostering positive and respectful relationships between all groups through our RSHE curriculum, continuing to promote our Positive Behaviour strategies, our Anti-bullying policy and our e-Safety work.
- Teaching staff will be aware of their responsibilities under the Equality Act. As such, using Ten:Ten and RED resources they will plan for curriculum opportunities which heightens pupils' awareness, understanding and tolerance of different groups in our society. Staff will ensure teaching materials and resources portray the different groups in society in a positive and non-stereotyped manner.
- Continue to develop confidence in the Ten:Ten scheme, with staff reviewing it at the end of the year to map the coverage of objectives and the success of the scheme in addressing questions of equality.

Progress we are making towards this objective:

- All staff have been using the Ten:Ten scheme for three years, and are now into their second year of using the extended package of resources.
- Parents are given notification of the focus of RED and RSHE teaching through termly overviews.
- RED is being taught in Early Years (since September 2022), Years 1 and 6 (since September 2023) and Year 2 and 5 (since September 2024)
- We are reviewing our medium term planning to identify opportunities for teaching the principles of Catholic Social Teaching, and these directly align to promoting respect for difference and diversity.

¹ 'Inspecting teaching of the protected characteristics in schools', Ofsted, September 2021.

- We subscribe to the National College as a way of ensuring that all staff have access to high-quality CPD. Staff have all completed Equality and Diversity training in the last academic year and this is included in the rolling programme of staff development so that it is kept in the forefront of school priorities.

How we will monitor progress towards this objective:

- Monitoring through planning discussions with staff, pupil conferencing, book scrutinies and lesson visits

Objective 2: *Narrow the gap in the attainment and progress of different groups of learners. These groups include children on the SEN register, children who are identified as 'disadvantaged'*

Why we have chosen this objective:

In recent years, following on from the Covid outbreak, we have found (in line with other schools) that pupils are demonstrating higher levels of anxiety and we are seeing an increase in the number of children on the SEND register for SEMH (Social and Emotional Health) needs and also with SLCN (Speech, Language and Communication Needs). Children nationally are starting school with lower language and independence skills. Within our school we have also had an increase in EAL (English as an Additional Language) children, with a number of children joining us from abroad who have not experienced the British schooling system before.

Referral systems to gain outside agency support for children who have barriers to learning are constantly changing and evolving. We are currently in position where there are extremely long waiting lists for children to be seen by some outside agencies such as CAMHS and CDC and it is not currently possible to gain Educational Psychology support for children unless they are going through the EHCNA (Education and Health Care Needs Assessment) process.

With the rising level of need but the delays in gaining external diagnosis and support for children, it is more important than ever that we ensure that our approaches to managing pupil behaviour are clear and consistent, and that we are ensuring that there is Quality First Teaching for all children in the classroom. We need to closely monitor the academic and social / emotional progress of different groups of children and adapting provision for them as effectively as we can.

Another barrier to strong attainment and progress, that is being observed at a national level, is the increase of persistent absence and decline in overall attendance levels. This has led to the development of the new 'Working Together to Improve School Attendance' document (August 2024), which all schools need to implement rigorously. As a school, our attendance at English Martyrs Catholic Primary School has traditionally been well above the national average but, in line with the wider trend, we have seen a decline in our overall % for attendance. In the last academic year, it was also noticeable that the gap in attendance between children in receipt of Pupil Premium Grant and 'all pupils' was wider than the national gap. This is something that we need to address for our disadvantaged children to have the greatest chance of succeeding academically during primary school and into later life.

To achieve this objective we plan to:

- Hold regular pupil progress meetings where the headteacher, SENCo and class teachers meet to discuss attainment and progress of pupils, ensuring that we are considering the progress of different groups and reviewing the effectiveness of the Quality First Teaching and provision for these children.
- Develop and embed our teaching and learning policy so that provision matches the needs of all.
- Continue to develop our assessment systems so that the attainment and progress of 'groups' of children can be more readily identified and provision tailored.
- Targets linked to effectively meeting the needs of groups of children
- Gain support for individual children through being part of the 'Thought-full' schools group
- Redevelop our attendance policy and our monitoring systems; ensure that we are engaging as fully as possible with parents and carers where attendance is lower through support from in-school and also wider organisations.

Progress we are making towards this objective:

- Pupil progress documentation has been adapted to broaden our definition of 'disadvantaged' pupils and ensure that they are a priority within discussions. From September 2024 we have also scheduled additional half-termly target setting meetings for those pupils who are considered 'disadvantaged' and requiring further adaptation to ensure good progress and attainment.
- We are continuing to develop our use of the FFT assessment system. Outcomes for all subject areas are now entered into the system for teachers to assess against, and there are regular dates for data input and opportunities for subject leads and SLT to review the data to identify trends and areas for support. We are continuing to make professional judgements but also developing the assessment and analysis of individual objectives so that gaps can be more readily identified and acted upon.
- As well as continuing to embed our use of Collins reading assessments and using them as a progress measure, we are using NFER maths and spelling assessments alongside our White Rose assessments so that we can measure progress and attainment against standardized scores. However, this academic year we are reviewing whether our current summative assessment systems provide the information that is needed by teachers to ensure that provision is matched to need, with a view to changing to different assessments by the start of September 2025 if there are other resources that will match the needs of the children more fully.
- The attendance policy has been reviewed in August 2024 and published to parents. Attendance has been made a key area on the school development plan for 2024-25, and new monitoring systems are in place. We have met with the Thought-full team and our DST (Designated Schools Team) to review avenues for external support in increasing attendance.

How we will monitor the impact of this action:

- Analysis of pupil progress information, FFT assessments, review of the Pupil Premium Strategy statement, outcomes of statutory assessments, attendance information. Governors will be kept informed of progress against the objective through the Headteacher Report.

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the Headteacher annually, and new objectives will be chosen as often as required to ensure that we are meeting our Public Sector Equality Duty but at least every four years.

The Governing Body have delegated approval of this document to the Headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-bullying policy
- Pupil Premium Strategy Statement