



**Good Shepherd Catholic  
Primary & Nursery School**

**EQUALITY INFORMATION AND OBJECTIVES**

**Reviewed December 2023**

**Next review: December 2024**

## Aims

Good Shepherd Catholic Nursery and Primary 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 values, where we all “learn together as part of God’s family.”

## 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 designated member of staff for equality is Mrs Downing.

She will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues and to give any necessary updates
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

The equality link governor is Mrs Carol Kellas

She will:

- Meet with Mrs Downing, the designated member of staff for equality every term, 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 Head Teacher is Mrs Day

She will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

### **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 such 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 every September and mid-year training as appropriate.

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.

### **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)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 life)

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

- Analyse the data referenced above to determine strengths and areas for improvement and to implement actions
- Make evidence available identifying improvements for specific groups
- Share data at Governors Meetings about any issues associated with particular different characteristics, identifying any issues which could affect our own pupils

### **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 an weekly Picture News.
- 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 organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with possible tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs.

### **Equality considerations in decision-making**

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

Good Shepherd Primary Nursery and Primary School always considers the impact of any decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Cuts across any religious holidays

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment. This is kept in the Head Teacher's office.

### **Equality objectives**

All school staff are expected to have regard to this document and to work to achieve the objectives as set out below

#### **Objective 1**

To close the attainment and progress gap between Pupil Premium children verses those who are not

How we will achieve this:-

Good Shepherd have appointed a Pupil Premium Champion.

The designated teacher is:- Mr Britto

He will:-

- On a weekly basis work with children providing appropriate interventions

- Analyse data on progress and compare this to the rest of the class
- Work closely with the SEND team to feedback
- Work closely with teachers

All staff will:-

- Have weekly timetabled interventions which are teacher led.
- Pupil Premium books to work in
- TA support regardless of their level of attainment
- Ensure that our curriculum appeals equally to both groups

## **Objective 2**

To improve the emotional wellbeing of our pupils, especially the vulnerable groups

How we will achieve this:-

Good Shepherd have appointed a Pastoral Lead

The designated leader is Miss Baxter

She will:-

- Be ELSA trained
- Lead 1:1, small group and whole class provisions
- Teach a weekly pastoral session to each class
- Complete Boxall profiles
- Meet weekly with Inclusion Team
- Lead/arrange mental health and well-being activities, assemblies and workshops

All staff will:

- Attend ½ termly Inclusion Meetings to discuss SEMH within class
- Use the Zones of Regulation
- Regularly refer to our school rule of 'Be kind and respectful'
- Carefully plan and make reasonable adjustments as and where appropriate
- Have positive relationships with parents

## **Objective 3**

Ensure that Senior Leaders involved in recruitment follow relevant training including safer recruitment training and monitor job adverts to ensure that the role is inclusive and does not discriminate against anyone including those with protected characteristics.

How we will achieve this:-

- Head Teacher and Deputy Head Teacher to rigorously implement all recommendations from their recent safer recruitment training
- Monitor job adverts ensuring the role is inclusive and doesn't discriminate
- Regular updates

#### **Objective 4**

Ensure that close working relationships between all outside agencies (e.g Sensory Team, Education Psychology) and the school continue and that all recommendations are carried out in a timely manner.

How we will achieve this:-

- SENCO to share recommendations with teaching team
- Set a time frame to put into place
- All adults working with a particular child is made aware of strategies and recommendations
- SENCO to carry out Inclusion walk after an agency has visited the school to ensure professionals recommendations are in place
- SENCO to conduct ½ termly Inclusion walks

#### **Monitoring arrangements**

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

These objectives will be reviewed at least every 4 years.

This document will be approved by governing board

#### **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour Policy
- SEN Policy