

St Cuthbert's Catholic First School

Equality Objectives 2022-2026

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against pupils or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics', but do not apply to our provision for students. Under the Act, the school is expected to comply with the Public Sector Equality Duty.

This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups
- As a public organisation, we are required to:
 - Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy
 - Publish Equality Objectives which are specific and measurable

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty.

This is our school's published information (2022) about our context and school population. We have published details of what we know we do well to promote equality of opportunity. At the end of this document we have set ourselves two objectives which reflect the greatest equality challenges we recognise and need to address.

The school has data on its composition broken down by year group, ethnicity, first language and gender

- We are a mixed form entry first school.
- All of the teaching and learning is developed to focus on the needs of all pupils and to mitigate the effects of any disadvantages or vulnerabilities on learning, in order to offer equality of opportunity to all.
- Fewer than 8 of our pupils are from BME backgrounds. We have 25 children who speak English as an additional language.
- Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant are monitored and we report on the progress of this group in order to demonstrate the effect the funding has on closing gaps in attainment. We have a lower than average proportion of children eligible for this grant.

The school maintains data about the proportion of children with additional needs and disabilities.

- 14% of our pupils are on the SEND list, we have clear protocols and targeted provision to support these pupils. Teaching assistants are used to support these children.
- Our building is accessible with ramps, accessible toilets and wheelchair accessible routes. We have a gender neutral accessible toilet.
- We promote positive attitudes towards disability and challenge any negative perceptions.

The school uses data on inequalities of outcome or unequal representation and involvement to set objectives that will bring about achievable, measurable improvements

- We use data to set targets and objectives. These targets sit within the school's development plan.
- In some cohorts, a lower proportion of boys are working at greater depth particularly in writing.
- We place high importance on the strategies we deploy to close the gap for children eligible for Free School Meals. A governor holds senior leaders to account for this measure of success in promoting equality of opportunity.
- We record, report and tackle instances of discriminatory language or bullying.
- Teachers promote fundamental British values alongside our Christian values through SMSC in the curriculum, RE lessons, the Ten:Ten RSE programme and assemblies.

Documentation Review date: Summer 2026 (or earlier if circumstance change)

- Our school has an overarching Equality Policy which has been published to the web site.
- The school development plan refers to closing gaps and equality of outcomes.
- Equality of opportunity is at the heart of the school's published vision and ethos.
- The school's ethos is the basis of all of the work we do to promote tolerance and mutual respect.
- New policies or measures are assessed where appropriate for their potential impact on equalities.

Staffing

There is good, compliant equal opportunities practice evident in the recruitment and promotion of staff.

Behaviour and Safety

- We ensure that every pupil who attends the school feels safe to learn.
- We follow a recommended pathway of actions when dealing with racist, homophobic, transphobic and biphobic incidents.
- We have a well-planned anti-bullying strategy.
- All staff training is fully up to date.
- Surveys show that pupils feel safe in school and that incidents of bullying are rare and addressed effectively.

Curriculum

- The curriculum provision reflects the needs of specific groups of pupils. We have additional and targeted provision which changes along with need.
- There are opportunities throughout the curriculum to promote the spiritual, moral, social and cultural development of all pupils.

Consultation and involvement

The school has mechanisms it uses to gauge how pupils, parents and staff think and feel about the school.

Part Two: Objectives

Diminishing the difference

Over the next three years we will focus on ensuring that a larger proportion of boys are working at greater depth in all classes, particularly in English.

Fostering good relations

We will continue to prepare children to play their part in society by being good citizens, understanding the world they live in and developing their sense of responsibility.