

Equality Information and Equality Objectives for Our Lady Queen of Peace RCVA Primary School

Equality Act 2010 Schools' provision of the public sector equality duty

We in Our Lady Queen of Peace RCVA Primary School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

We will have **due regard** to advancing equality of opportunity includes making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of person who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristics to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** –keep notes and records of decisions & meetings

The protected characteristics for the schools provisions are:

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions.

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives
- ✓

We aim to make the information accessible, easy to read and easy to find.

Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

Staff:

Age	Staff are aged between 25 and 60.
Disability	0% of staff record a disability. We would ensure reasonable adjustments are made where possible
Gender reassignment	No member of staff has declared that they have undergone gender reassignment. We comply with our equality duty and support all staff.
Marriage & civil partnerships	Numbers are variable for married members of staff. We do not have any members of staff in a civil partnership. We comply with our equality duty and support all staff.
Pregnancy and maternity	We comply with our equality duty and support all staff, as appropriate.
'Race' / ethnicity	Staff that declare an ethnicity consider themselves white Asian, white British or white Irish.
Religion and Belief / no belief	3% of staff declare they have no belief, the remainder that identify their religion consider themselves as Christians.
Sex – male/female	6% of staff are male.
Sexual orientation	We comply with our equality duty and support all staff.

Pupils

Age	3-11 years
Disability	0.32% record a disability
SEN	5.4% of pupils have special educational needs
Statements	0.3% of our children have a statement of special educational need./Education, Health and Care Plan
Gender reassignment	We would support any pupil questioning their gender.
Marriage & civil partnerships	n/a
Pregnancy and maternity	n/a
'Race' / ethnicity	95.3% White-British; 2% other white background; 1.1% Chinese; 0.5% Indian; 0.2% White and Black African; 0.5% White and Black Caribbean; 0.2% White and Asian; 0.2% other mixed background
EAL	3.18% of our children speak English as an addition to their first language.
Religion and Belief / no belief	87.1% of our children are baptised Catholic Christians, 7.2% other Christian, 0.2% Hindu, 0.5% Sikh, 5% of no faith. We value and support pupils of all faiths or no faith.
Gender – male/female	49.5% female 50.5% male
Sexual orientation	We support all pupils.
Eligible for Pupil Premium funding	9.5%

We will update our equality information at least annually

Equality Objectives 2016-2020

Our equality objectives are:

1. To review all policies, in line with our review timetable, to ensure that all policies reflect our commitment to equality.
2. To monitor the protected characteristics of newly recruited staff.

3. To consult with staff and pupils when developing new policies so that the needs of people of all age, gender, sexual orientation, ability and ethnicity are addressed equitably.

We will update our equality objectives every four years and will publish progress on them annually in our equality information

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

Though the Act refers to ‘race’, the use of ethnic/ cultural origin, background or heritage are more appropriate

Next Review: Spring 2020

Headteacher: BA Reilly-O’Donnell

Chair of Governors: J. Hindmarch

Progress on Published Equality Objectives, February 2019	
1. To review all policies, in line with our review timetable, to ensure that all policies reflect our commitment to equality.	42 policies have been reviewed as part of our review cycle in the last year. We now record on the policy that they reflect our commitment to equality.
2. To monitor the protected characteristics of newly recruited staff.	2 permanent members of staff have been recruited and their protected characteristics have been monitored if they have been declared.
3. To consult with staff and pupils when developing new policies so that the needs of people of all age, gender, sexual orientation, ability and ethnicity are addressed equitably.	Relevant staff have been consulted when new policies have been developed.