



Equality Duty Statement 2024-2027

Every member of our school community should feel safe, secure, valued and of equal worth. At Our Lady's equality is a key principle for treating all people the same. The school does not discriminate against anyone; either directly or indirectly, with the following protected characteristics:

- Age;
- Disability;
- Gender Reassignment;
- Marriage and Civil Partnership
- Pregnancy and Maternity;
- Race;
- Religion or Belief;
- Sex;
- Sexual Orientation.

(These are called 'protected characteristics' under the Equalities Act 2010.)

As a school we welcome our duties under the Equality Act 2010. The Public Sector Equality Duty sets out the equality matters that the school needs to consider when making decisions that affect pupils or staff with protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard', when making decisions and developing policies, they need to:

'a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.

- b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it,*
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.'*

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

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

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- (a) tackle prejudice, and
- (b) promote understanding.

Compliance with the duties may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

Schools and Local Authorities have two sets of specific duties:

- publish information to demonstrate compliance with the general duties, at least annually. This may include school performance data, anti-bullying policies, curriculum materials, parent and pupil surveys and the School Development Plan. It

can also refer to national and other surveys and benchmarking. The school will, generally, have sufficient information in the form of routine data or individual/group records. Where there are gaps or concerns, then the school may decide to collect more information in order to provide a complete picture of the school, shape objectives, address inequality and inform decision making.

- publish at least one, although not usually more than four, specific and measurable equality objectives, at least every four years.

The duty to have due regard to equality consideration is a continuing one which applies to all policies and procedures. It also applies to what may not be written down i.e. practices, and the school will always try to use information about pupils with protected characteristics to promote positive outcomes and mitigate adverse effects.

Meeting these duties forms an integral part of the work of the school and must be integrated into the carrying out of the school's functions. The DfE advises that schools which were already compliant with previous equality legislation should not find major differences in what they need to do. In order to ensure that the school makes explicit its compliance and remains focused on improving outcomes an Action Plan has been drawn up which will be addressed through the mechanism of the School Development Plan. This will secure consistency, enable effective self-evaluation and support robust and rigorous school improvement. We recognise that there are significant overlaps between fulfilling the Equality Duty and meeting the requirements of the school inspection framework.

In fulfilling our legal obligations, we aim to:

- foster positive attitudes and relationships, and a shared sense of belonging
- advance equality of opportunity by ensuring that teaching, learning and the curriculum promotes equality and celebrates diversity
- ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- observe good equalities practice, including staff recruitment, retention and development
- remove or minimise existing inequalities and barriers
- ensure that pupils, parents and other stakeholders are consulted and involved widely in advancing the provision made by the school.
- promote community cohesion by fostering good relations
- ensure that within the school budget, adequate funding is provided to underpin this

policy and that intervention, positive and preventative action is funded appropriately.

Equality Plan 2024-2027

The General Duty	Objectives	Action	Success Criteria
1. To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by and under this Act	To enhance the children's and parents' understanding and empathy for people who are protected by the Act. To ensure zero tolerance to bullying. (Policy) PSHE	Develop, support and promote activities that highlight the Act E.g. Fair Trade, Inclusion Week, Sports, Art and Wellbeing Week. To invite people in / visitors to focus upon disability awareness/ equal opportunities in the workplace. Participation and planned activities to promote 'Anti Bullying Week.' Programme of events and activities planned. To identify and further enhance appropriate curriculum links to promote awareness of understanding and celebrating other cultures. 'Other Faith weeks'.	Children, staff, governors and parents understand the importance of serving the common good and their responsibility towards others. Views of children are taken into account and acted upon. Children celebrate cultural diversity and value each person as unique. The curriculum includes positive images of people from different backgrounds, ages and abilities. Participation positively promoting mutual respect Effective partnerships supporting work within the school No or few bullying incidents in school. All those dealt with sensitively and effectively.

2. To Advance equality of opportunity between persons who share any of the relevant 9 protected characteristics and persons who do not share it.	To maintain existing high standards of inclusive practice and procedures Continue to improve writing, especially in diminishing the differences between boys and girls at the higher standard. Continue to improve reading, especially in diminishing the differences between boys and girls at the higher standard. Continue to improve the rate of learning and outcomes for those with SEND needs. Continue to ensure that PP children are provided with the opportunities and school contribution to enable them to at least achieve equal outcomes with their peers. To narrow the gap of attainment of pupils with low attendance rates. To ensure the equality of physical access for all children and staff	Partner work with SENCO's in LA Maintain and further develop work and provision linked to SEND and personalised learning (Intervention Programmes and adapted teaching provided) Focus on gender gaps at Pupil Progress meetings. Target pupil premium to provide appropriate intervention and resources to make provision for FSM children. Record and analyse attendance data. Target families of children who have poor attendance with EWO service. Review policies and procedures for improving attendance Encourage children through improved curriculum and provision and communication. To enhance areas in school to ensure all adults, visitors, staff and groups of children have access to the facilities. To meet any outstanding requirements from our access audit (See Access plan)	SENCO continue to develop professionally keeping abreast with current advice and strategies. This is disseminated at staff meetings. Provision mapping in place with entry and exit criteria being used effectively. Strategies in place ensuring progress and achievement of potential. SSPs used where necessary. All pupils make at least the expected progress in one academic year. Improved attendance for all pupils (96.0% target) Attainment improved for poorer attenders. Improved facilities throughout the school meeting the requirements.
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3. To foster good relations between persons who share a relevant protected characteristic and persons who do not share it. .	To promote community cohesion through the curriculum. Promotion of Vision, Sporting and Art's Values across the curriculum and during the annual HPAN celebration. To promote spiritual, moral, social and cultural development through the teaching of PSHE, thematic work, English and Literacy with particular reference to issues of equality and diversity. To maintain and continue to improve our relationships with parents and their involvement in school life.	To further enhance the curriculum to include more frequent experiences and opportunities for the children to be aware of, understand and celebrate a variety of cultures (including their own). Explicitly include cultural experiences throughout the curriculum. Health and Wellbeing Week organised and delivered in each class across the school and through a thematic approach. Annual surveys of children undertaken and of parents and their attitudes and thoughts about Our Lady's school and its provision. The website is used to promote and share relevant guidance and websites. E Safety involvement with the community through various agencies and brochures, curriculum and Schools E safety working group etc.	A developed and shared sense of belonging in the school, and in the school's neighbourhood. Values understood and practiced supporting good relationships and mutual respect. Children appreciate the positive role models represented by visitors to school and have more deepened understanding of cultures and their traditions. Sports, wellbeing and Health awareness are successfully delivered and evaluated. Children are consulted. Questionnaires are collated and analysed. Actions are identified and shared with all school stakeholders. Parents and children understand the dangers concerning e safety and know how to deal with adverse situations or who to approach for help. Discussion and ideas developed through Family Learning forums, parent meetings and questionnaires. Parents information and suggestions are acted upon and this impacts teaching and learning in school.
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