Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Equality Information & Objectives

Date Approved by Trust	**November 23**
Statutory Policy	**Yes**
Required on Website	**Yes**
Review Period	**Every 4 Years**
Next Review Date	**November 27**
Reviewed by	**DCEO**

Aims

Our 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.

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.

This document also complies with our funding agreement and Articles of Association.

Roles and responsibilities

The Local Governing Committee 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;
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher;

The Equality Link Governor (the Chair) will:

- Meet with the designated member of staff for equality termly, 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 Local Governing Committee regarding any issues;

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among 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 among staff and pupils;
- Meet with the Equality Link Governor termly 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.

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 school has a designated member of staff for monitoring equality issues, and the Chair is the 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, or gay pupils who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times);
- 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:

- Publish 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, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying);
- Publish further data about any issues associated with particular protected 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;
- 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 tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures;
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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

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 electronically with the completed risk assessment.

Equality objectives

To identify, record and report prejudice related incidents effectively.

- We have chosen this objective so everyone feels included and to remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.

Improving the provision and outcomes for pupils with SEND.

- Our pupils with SEND typically achieve well, but we want them to do even better. We know that some do not attend consistently well. We want to ensure that every pupil with SEND feels successful and valued and is enabled to thrive. We also want to increase the proportion of pupils, particularly those with SEN support, who achieve national expectations – particularly in phonics and secondary readiness measure at the end of KS2.

Reducing misogynistic behaviour and language.

- Misogynistic language and behaviour undermine the safety, wellbeing, and learning of pupils. National evidence, including Ofsted's 2021 review of sexual harassment in schools, highlights that sexist comments and attitudes are often normalised if left unchallenged. While our school's behaviour logs and pupil surveys do not identify a high level of issues, we are determined to keep this as a high profile focus to ensure all feel confident to report and challenge such language and behaviour, enabling our respectful culture where all pupils feel safe, valued, and able to thrive.

Improving understanding of different races and cultures.

- In the current social climate, marked by heightened tensions and protests surrounding immigration, it is vital that we promote tolerance and the prevention of discrimination. Guided by the Gospel values of dignity, compassion, and solidarity, we are called to recognise the worth of every person as created in the image of God. We know we play a pivotal role in helping pupils to shape their own values, fostering respect, empathy, and understanding among diverse communities. We aim to ensure our pupils are supported to become informed, compassionate citizens in the increasingly interconnected world that is our common home.

Monitoring arrangements

This document will be reviewed by the Head Teacher at least every 4 years, or earlier if appropriate.

The document will be approved by the local governing committee.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special Education Needs and Disability information report
- Behaviour and Rewards policy

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