



St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire

'Children in our heart, Christ at the centre'
'We love, we learn and we live'



Name of Policy	Single Equality Policy
Reference Number	
Date of e-signoff	May 2023
Headteacher	Katrina Straker
Chair of Standards & Admission sub-committee	Anne Taylor
Date for review	May 2026

Single Equality Policy



St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire



**'Children in our heart, Christ at the centre'
'We love, we learn and we live'**

The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

Contents

1. Aims	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	4
7. Equality considerations in decision-making	4
8. Equality objectives	5
9. Monitoring arrangements	6
10. Links with other policies	7

1. 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

2. 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.

3. Roles and responsibilities

The governing board 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 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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. 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 every year as part of their Safeguarding training.

5. 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

6. 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 and PDL (Personal Development Learning) lessons, 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
- Working with our local community. This includes inviting leaders of local faith groups to speak to children in RE lessons 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

7. 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

8. Equality objectives

Objective 1

To become an adoption friendly school, following the guidelines.

Why we have chosen this objective: our school culture and Catholic ethos places great value on the education of the whole child so we feel we are well placed to support children and families who have been through or are going through the adoption process.

To achieve this objective we plan to: ensure our admission policy gives priority to looked after or previously looked after children along with our Catholic children. We will also provide a personal school tour with the Headteacher for any family who are interested in exploring St Anthony's for their looked after or previously looked after child.

Progress we are making towards this objective: we already have several children on roll who are looked after or previously looked after children.

Objective 2

To narrow any gaps in the performance and attainment of groups of pupils eg boys and girls, children with English as an additional language (EAL), children with special educational needs and disabilities (SEND) and disadvantaged children.

Why we have chosen this objective: we want all children, regardless of their background, to make the best progress possible for themselves. We want to remove any barriers that may prevent children from making good or better progress from their starting points.

To achieve this objective we plan to: review the progress of these groups of pupils at least 3 times every academic year and to compare their progress with that of their peers. This data will be discussed with class teachers and SLT to identify any issues that may be preventing children from making the progress they are capable of. We will focus on quality first teaching and targeted interventions when necessary.

Progress we are making towards this objective: pupil progress meetings take place after the 3 assessment points during the year and data is recorded for these groups. Named children in planning shows that teachers are responding to issues when identified.

Objective 3

To train our staff and teach our children about protected characteristics so they understand and show respect for those who share the protected characteristics.

Why we have chosen this objective: we want all children and staff to be inclusive and to help ensure that no form of discrimination is tolerated at St Anthony's.

To achieve this objective we plan to: provide regular training for staff on the protected characteristics so they understand they have a part to play in ensuring our school is welcoming to and respectful of those who share the protected characteristics. We will also regularly teach children about the protected characteristics to promote an age appropriate understanding of how we show respect to people who share the protected characteristics.

Progress we are making towards this objective: our Personal Development Learning (PDL) curriculum includes age appropriate coverage of the protected characteristics and teaching staff are asked to use retrieval practice sessions to revisit this throughout the year. Staff training takes place alongside the annual safeguarding training but additional sessions may be required to ensure this remains fresh with staff at different levels.

Objective 4

To ensure the emotional wellbeing of our children and staff is an intrinsic element of the education and curriculum offered at St Anthony's so that everyone is able to aspire to be the most awesome versions of themselves.

Why we have chosen this objective: we want all children, regardless of their social and emotional difficulties, to make the best progress possible for themselves. We want to remove any barriers that may inhibit children's wellbeing and we aim to teach children how to look after their mental as well as their physical health.

To achieve this objective we plan to: provide children with identified social and emotional difficulties with personalised support from our ELSA. Through our Personal Development Learning (PDL) curriculum, we will teach children how to recognise and look after their mental and physical health. Our Senior Mental Health Lead will support staff wellbeing by identifying any issues and discussing the best possible course of action with the Headteacher.

Progress we are making towards this objective: our ESLA is experienced and has 5 mornings dedicated to supporting children with identified social and emotional difficulties. Our PDL curriculum has been embedded with regular wellbeing checks taking place each term to identify any issues that teachers are not already aware of. Our SMHL has completed her training and is working with the Headteacher to identify ways in which we can improve staff wellbeing and ultimately staff retention.

9. Monitoring arrangements

This document will be reviewed by the headteacher at least every 3 years.

This document will be approved by the Standards & Admissions Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- SEND Information Report
- Pupil Premium Strategy