



St. Paul & St. Timothy's Catholic Infant School

Equality objectives

The Equality duty for schools:

There can be no fair society if age, disability, race, religion and belief, sexual orientation and gender reassignment remain as markers of disadvantage: and there can be no lasting or deep-rooted progress for disadvantaged groups unless we make a robust case for fairness which involves everyone.

Equality and Human Rights Commission, 2012

The Equality Act makes it unlawful for a school to discriminate against a pupil, prospective pupil or member of staff by treating them less fairly because of their:

Sex

Race

Disability

Religion or belief

Sexual orientation

Gender assignment

Pregnancy and maternity



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Equality Objectives

The general duty is set out in section 149 of the Equality Act 2010, all public bodies and schools must have due regard to the need to:

1. **Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the act.**
(Removing or minimising disadvantages)
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.**
(Meeting needs)
3. **Foster good relations between people who share a protected characteristic and those who do not.**
(Encouraging participation)

Objectives: 2024-2027

The aims of our school will be broken down into objectives in the table below:



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To ensure we remove or minimise disadvantages for all children and adults in our school community:						
Priorities/Objectives:	Actions:	Lead Person (in bold) and people involved:	Timescale :	Resources Cost:	Monitoring Opportunities:	Success Criteria:
To increase all staff's understanding of equality and its implications on a day to day basis and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.	Ensure all staff are aware of the protected characteristics in the Equality Act. Work towards Silver Attachment and Trauma Sensitive School Award (2024-25) IQM assessment October 2024 Ensure all learners protected by the Equality Act are	K. Palmer J.Griffin, SLT, all staff	2024-2027 Termly review		KP to report to SLT and governor for Inclusion and Equality Termly pupil	Staff to read and understand school equality objectives and use these to inform practise, planning and provision. Awarded ATSSA April 2022 Groups identified in tracking and monitoring systems. Parent/ Carer and



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	identified by class teachers and included in discussions in pupil progress meetings.				progress meetings	pupil voice captured in One Page Plans/ Play Plans or other assessment tools such as EHAT/ EHCP (where appropriate)
To ensure we meet the individual needs of all children and adults in our school community						
Priorities/Objectives:	Actions:	Lead Person (in bold) and people involved:	Timescale :	Resources/Cost:	Monitoring Opportunities:	Success Criteria:
To ensure any barriers to learning for children are	Information gathered from previous setting	K. Palmer, J.Griffin A.Blackburn &	Immediate and	Unknown	K.Palmer to report to SLT	Information used to inform class allocations on entry



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addressed and reasonable adjustments made to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.	and parents to inform planning of provision (Reception children & within year transfers) Timely identification by class teachers of need. Addressed first through Quality First Teaching. Using the graduated approach. Referral to SENCO, EAL coordinator if provision that is additional to and different from that	SLT	ongoing		and Governors	to school. Class teachers are aware of children who have protected characteristics when planning provision and curriculum. Staff are aware and use the graduated approach to need which informs planning and provision therefore impacting on the progress of these learners from their starting points. Teachers are supported by SENCO and EAL
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	which can be provided within class support is needed. SENCO to refer to outside agencies as required					coordinator to make reasonable adjustments to provision to improve outcomes for these learners. Awarded School of Sanctuary status
To encourage participation in the wider life of school:						
Priorities/Objectives:	Actions:	Lead Person (in bold) and people involved:	Timescale :	Resources/ Cost:	Monitoring Opportunities:	Success Criteria:



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To increase the membership of vulnerable pupils in out of school clubs and activities and in this way remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.	Identify children protected by the characteristics listed in the Equality Act and those who are vulnerable and are not accessing afterschool provision. Identify the clubs and activities suitable for these groups. Offer free places to one club for these groups of children. Ensure these groups of children are represented fairly in school teams, the school	K. Palmer, J.Griffin, SLT, R. Pimblett	Termly as clubs allocated	Cost of club for children identified	SLT to monitor and governors for website and SEN.	Increase in participation from identified groups in clubs and activities Selection and participation of groups protected by equality act in school teams and school council.
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To ensure all stereotypes are challenged in school and the wider community promoting raised aspirations and equal access for all	council and activities off school site e.g. choir and creative arts festivals. Miss Palmer to undertake role of Assistant Head – Lead for Inclusion and Equality Ensure books and resources are used to promote and embed equality especially representing the characteristics protected by the Equality Act. Link this action to		Immediate and ongoing			Impact on the language used by children. Miss Palmer led Governors in a workshop around Inclusion and Diversity and her role in school, with families and the wider community and how this impacts school culture. All staff are confident to challenge and address issues as they arise.
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	the RSE policy and Journey in Love resources P4C lessons are used to promote discussion with older children around these issues. Staff refresher training P4C and for those not yet trained.					Teaching and some support staff trained in P4c The school environment reflects the ethos of the equality objectives through display, resource and curriculum.
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Review Schedule
2024- 2027 – annual updates