



Saint Thomas More Catholic Primary School

Equalities Policy

Consulted with staff	January 2023
Agreed by governor committee	Not applicable
Ratified by full governing body	
Date for review	January 2027
Signature of Chair of Governors	
Signature of Headteacher	

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Jesus Christ said ‘Let the children come to me, do not hinder them’ (Matthew 19:14). As a Catholic school it is our mission to educate pupils in such a way that no matter what their abilities or background they may reach their full potential as human beings. We thus seek to overcome any hindrance that might prevent any pupil accessing the fullness of the curriculum, opportunities and activities we offer.

‘Saint Thomas More Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff and volunteers to share this commitment

1. Aims

Saint Thomas More Catholic Primary School aims to meet its obligations under the public sector equality duty 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 board of governors 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Sarah Webster. They will:

- Meet with the designated member of staff for equality annually, 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 full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the **Leadership Team** in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor annually to raise and discuss any issues.
- Support the **Leadership Team** in identifying any staff training needs, and deliver training as necessary

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

4. Eliminating discrimination

Saint Thomas More Catholic Primary 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.

We have a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 which 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. encouraging pupils to use sign language when communicating and 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:

- Analyse the attainment data of pupils with different characteristics to determine strengths and areas for improvement, implement actions in response and publish this information
- Monitor all incidents using CPOMS, therefore being able to see trends or issues arising in order that they can be addressed.
- 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

Saint Thomas More 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 or members of local faith groups to speak at assemblies or within classes, 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 is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs and those identified as being in receipt of Pupil Premium are financially supported in order to attend after school clubs. We also work with parents to promote knowledge and understanding of different cultures, with a particular focus on this when **learning about other faiths and cultures.**

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 makes reasonable adjustments to consider whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives – change to our objectives

Objective 1: Advance equality of opportunity by **reducing the gap in attainment** and ensuring good progress for pupils in identified target groups: **children receiving Pupil Premium, English as an Additional Language and Special Educational Needs and Disabilities.**

Why we have chosen this objective: In recent years, we have been working on diminishing the difference in attainment for our disadvantaged children. Whilst the gap has grown smaller, this is still an area that we would like to focus on and continue to support.

To achieve this objective we plan to:

Action	Resource Implications	Success Criteria	Timescale	Responsible person/report to
Termly analysis of assessment data to identify progress made by various groups through Pupil Progress Meetings.	Staff to be available to attend Pupil Progress Meetings.	All SLT aware of progress and attainment of year groups, classes and context groups relevant to their responsibilities Class teachers are aware of progress and attainment of vulnerable groups and take action to ensure barriers are overcome	Updated every term	Class teachers to upload assessment data on to O-track and use this to analyse and create a data report for their own class SLT to report to governing body
Pupil progress meetings with records kept of performance in each group	Staff to be available to attend Pupil Progress Meetings. Phase Leader to take minutes and actions of Pupil Progress Meetings.	Class teachers to have productive professional dialogue of progress/attainment of individuals and groups. Plans for intervention made and all pupils making good progress	Termly.	Class teachers Phase Leaders Headteacher
Interventions – look at range of interventions appropriate to needs of pupils across the school. Organise the use of support staff and ensure that this is monitored.	Deployment of support staff and resources.	Support staff will have taken ownership of a particular intervention, planned by the class teacher, and support children who would benefit. This will be reviewed within Pupil Progress Meetings.	Updated every half term	Phase Leaders Class Teachers Learning Assistants Deputy Headteacher SENDCo Head teacher
Hold 'Making a Difference' conversations with x2 pupils in receipt of PP funding and their parents termly	Staff to be able to attend conversations at a time suitable for parents	Staff have a detailed understanding of barriers faced by individual children and have consulted with children and parents over how to overcome them. Increased progress/attendance/ improved wellbeing/decrease in behaviour issues for target children	Termly	Class Teachers Deputy Headteacher

Progress we are making towards this objective: Pupil Progress Meetings are successfully planned and minutes taken; any actions are delegated to relevant staff and interventions are discussed. Phase Leaders action timetabling interventions for their phase, based upon the data analysed – on which Pupil Premium/disadvantaged children are identified.

Objective 2: *Improve outcomes for pupils with diagnosed and undiagnosed conditions including Dyslexia.*

Why we have chosen this objective: *We have a number of children who are presenting with literacy difficulties associated with Dyslexia. This is having an impact on their reading, spelling and writing. We would like to ensure our setting can provide the necessary support to enable them to make good progress as their peers.*

To achieve this objective we plan to:

Action	Resource Implications	Success Criteria	Timescale	Responsible person/report to
Share information (ppt) what it means to be Dyslexic and what strategies can be used in the classroom (especially to new staff)	Powerpoint Time for staff to read information and resource what is needed Resources – e.g Dyslexia dictionaries, dictionary sheets, laptops available	Teachers will understand what Dyslexia is. Strategies including resources will be in place to support children	Ongoing	Class teacher, SENDCo and parents.
Strategies are being used in class by the teacher and child/ren	Resources – e.g Dyslexia dictionaries, dictionary sheets, laptops available	Class teacher/SENDCo meeting with parents and professional. Actions/ strategies will be identified on meeting documents taken with class teacher, SENDCO and parents Children will be making progress and will be able to share how they are able to overcome their difficulty	Ongoing.	SENDCo, class teacher, Phase Leader and Learning Mentors.

Progress we are making towards this objective: We currently have very good support from the Social, Emotional, Mental and Learning Team in order to support our children with various learning needs. Our previous SENCO was a newly qualified Dyslexia teacher and shared what it means to be Dyslexic and what can be put in place to enable increased access and support for children in the classroom.

Objective 3: *Improve outcomes for pupils who have English as an Additional Language.*

Why we have chosen this objective: *In recent months a high number of children with EAL, often new to English, have been admitted to the school. This means children with EAL are struggling to access large parts of the curriculum and resources are being focused on supporting their access, which in turn allows less support for the cohort in general. Some parents also find accessing communications from school challenging.*

To achieve this objective we plan to:

Action	Resource Implications	Success Criteria	Timescale	Responsible person/report to
Implement new to English learning scheme for children new to English	Scheme to be reintroduced and shared with staff	New arrivals will have a basic day-to-day lexicography they can draw on for simple communications.	Ongoing as children arrive	Class teacher, EAL coordinator and parents where appropriate.
Units of work to have key vocabulary to be shared prior to teaching for children to pre-learn. Pre-learning to take place in school and be sent home.	Key vocabulary cards for each unit of work in key languages.	Children are able to use some key vocabulary for different units.	Ongoing.	SENDCo, class teacher, Phase Leader and Learning Mentors.
New arrivals to school new to English to be assessed for phonic knowledge and receive targeted teaching/intervention	RWIO coordinator time to assess Space in correct RWI groups or interventions	Children new to English make accelerated progress	As children are admitted	RWI coordinator Class teachers
Ukrainian refugee support monies received are spent effectively	Improved resources for individual children	Ukrainian children are able to access the curriculum and feel settled in their new environment	As funding is received	EAL coordinator, class teachers
Offer option of communications being sent in Polish, Chinese, Malayalam	Time to translate communications	All parents understand communications	Ongoing	Admin Team, communication author

Progress we are making towards this objective: Staff have recently received CPD in supporting EAL learners. The curriculum is already adapted in classrooms in a variety of ways to enhance access.

9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed at least every 4 years.

This document will be approved by the Governing Body.

10. Links with other policies

This document links to the following policies:

- HCC MAC Accessibility Statement
- SEND policy
- Child Protection & Safeguarding Policy
- Behaviour Management Policy
- Admissions Policy
- Educational Visits Policy
- Flexible Working Policy
- Attendance Policy
- Teaching & Learning Policy