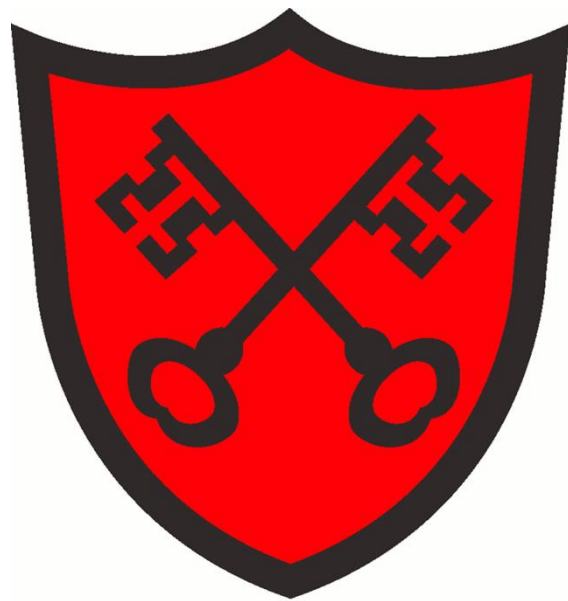


ST ALBAN'S CATHOLIC PRIMARY SCHOOL



Christ Be Our Light

EQUALITY STATEMENT 2023/24

The Equality Act 2010

This year all schools have to publish an Equality Policy which covers the general and specific duties outlined in the act. The school is currently reviewing the Equality Policy but the governing body has agreed on objectives for the next three years.

Please take time to read the following statement.

General and specific duties

The Act covers all aspects of a school's work and establishes nine strands or 'protected characteristics' related to:

- Age (not in terms of school pupils or prospective pupils)
- Disability
- Ethnicity and race
- Gender
- Gender identity and transgender
- Marriage and civil partnership
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual identity and orientation

The general duty (also known as the public sector equality duty - PSED) requires all schools – including other state-funded educational settings and academies – to have due regard to the 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 persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to meet the three aims of the general duty, schools have two sets of specific duties which they should meet by Summer 2023:

- to publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty
- to prepare and publish specific and measurable objectives which they will pursue over the coming years to achieve the three aims

At St Alban's Catholic Primary school we will be focussing on the ethnicity and race strand of the act by celebrating the diversity in the school community.

Equality Objectives

- Plan opportunities within the curriculum for pupils to learn about the diversity of Cultures

Through the RE themes the children have explored different faiths, religions and cultures eg The whole school studied Islam and a specialist speaker from the Muslim faith gave workshops. Other experiences included visits to the Jewish Synagogue.

The children also experienced other cultural diversities in Spanish and in music.

- Provide appropriate support and resources to individual pupils who may experience barriers to learning

The school provided additional educational support by offering and targeting children and families. Eg Online tutoring programme, Booster groups

The school also supported families by subsidising music tuition and hiring of instruments.

- Promote and encourage a school ethos that has respect for others at the core
The school was assessed this year as Outstanding from a Diocesan Section 48 Inspection. Below is a quote which describes the ethos in the school:

“Pupils are enthusiastic to celebrate the wide range of religious experiences and value the enrichment opportunities that the school offers them. Pupils show respect for the cultural diversity of others within the school community and outside it, resulting in the school’s achievement of the national “Equality award”. Pupils display a concern for the well-being of others as demonstrated by the support for fund-raising activities for charities, and by older pupils supporting the younger ones. Pupils appreciate the regular opportunities given to them to express their own views and ideas and are confident that these are followed up and action taken. Pupils’ achievements are recognised, valued and celebrated. Pupils praise the friendly attitude of the teachers and teaching assistants who are kind and caring, listen to them, encourage them to achieve, and help solve any problems.”
Section 48 May 2016

- Promote equal participation in trips and clubs across ethnic and social groups
No child was excluded from any trip due to financial constraints. The governors have highlighted in the budget to support trips by £1000.

- Minimise attainment gaps between different groupings, particularly at the end of each Key Stage.

Since lockdown there are a number of children whose Well-being is a concern. Therefore, the school has appointed a Well-being lead to pastorally support these children and there are specific interventions to raise attainment of those children who are working at “Working Towards” This is being monitored and the school has put in a more rigorous system to ensure staff are more confident in their judgements. The progress at the end of KS2 was been consistently satisfactory.

If you would like more information please contact the school.