



Equality Information & PSED Statement

Mission Statement

Botwell House Catholic Primary School is distinguished by the care, courtesy and concern extended to all its members, regardless of cultural differences and strives to follow the teachings of Jesus Christ to:

"Love one another as I have loved you"

Through an effective partnership between home, school and parish and through a broad and balanced curriculum, each valued individual is encouraged to grow in their journey of faith and strive towards excellence.

Botwell House Catholic Primary School seeks to ensure that all pupils receive a full-time education which maximises opportunities for each pupil to realise his/her potential.

Current revision:	<u>02.07.2024</u>
Date for further revision:	<u>02.07.2027</u>
Delegated to:	HT
Reviewer:	K. Oakley

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Aims:

Botwell House 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

1. 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](#).

2. Role 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 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 headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

- 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.

3. 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 regularly.

The school has a designated member of staff for monitoring equality issues.

4. 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. 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 above data 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

5. 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, personal, social, health and economic (PSHE) education as well as relationship and Sex 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

6. Equality considerations in decision-making:

Botwell 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.

7. Equality Objectives:

Objective 1: To diversify the voice of the children in the school council to be representative of the community's diversity

Why we have chosen this objective:

As with most school councils over the years the membership was dependent on the voting process steered by the pupils, however this often meant that it was not representative of our cultural and learning diversity.

To achieve this objective we plan to:

- Devise a method to enable children to continue to vote for their a school councilor while enabling the teaching body to fulfill the diversity of the group.

Objective 2: To further revise the curriculum that recognises and celebrates the diversity of our local community

Why we have chosen this objective:

Teaching children about equality and diversity has always been a priority at Botwell House Catholic Primary school. Our mission statement encapsulated by Care, Courtesy and Concern to enable the community to 'love one another as I have loved you' is absolutely paramount and in line with the Equalities Act 2010. This being said with the isolation of children through the COVID pandemic and the raised issue brought to our attention by Black lives matters etc it has never been more important that we are doing everything that we can to ensure that every unique individual in our community feels welcome, valued and accepted. We are all made in God's image but are unique in our own way.

To achieve this objective we plan to:

- Give children more opportunities to immerse themselves in other cultures as well as celebrating their own.
- Reviewing the curriculum so that literature, events and curriculum content is reflective of our diverse community and accessible for all.

Objective 3: To enable the children to have a better understanding of their own and others strengths and differences, within all areas of learning

Why we have chosen this objective:

Botwell House community is beautifully diverse in every way. We recognise that we need to always try harder to enable children to be proud of what makes them uniquely them. We want all the children to be very aware that others (and themselves,) learn differently and have different strengths and areas to improve. Rather than tolerance we aim for acceptance and celebration of this variety and Individuality.

To achieve this objective we plan to:

- Peer awareness sessions
- Focussed assemblies

- CPD sessions for the staff and information for the parent body.

Objective 4 - Increase the representation of teachers from local black and minority ethnic communities over a 4-year period

Why we have chosen this objective:

The school should be a reflection of the local community in every way. This enables children to have aspirational roles models reflective of their own protected characteristic where possible.

To achieve this objective we plan to: ???????

8. Monitoring arrangements:

The Equalities staff member will keep this policy under continual review and will formally review the document every 4 years.

9. Links with other policies:

This document links to the following policies:

- Accessibility plan
- Risk assessment