

Equality Objectives

Overview

The Single Equality Act, which came into place on October 1st, 2010, brought together the duties set out in our Race, Disability and Gender policies into one single Public Sector Equality Duty. The Single Equality Act combines the existing three duties into one new Public Sector Equality Duty that covers all nine of the protected characteristics:

- Age
- Disability
- Gender
- Gender-identity
- Race
- Pregnancy
- Maternity
- Religion or belief
- Sexual orientation

At St Joseph's Primary School we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

The new General Duty replaces the three existing public sector equality duties for disability, race and gender. It covers all protected characteristics and has three main aims requiring public bodies to have due regard to the need for:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the Equality Act 2010.
2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a protected characteristic and persons who do not share it.

St Joseph's Primary School is committed to:

- Dealing with and eliminating prejudiced based incidents
- Closing the gap in attainment for all children
- Engagement with local communities
- Policies and practices that promote equality and address inequalities

The Leadership Team and Governors at St Joseph's Primary School will annually review how well we achieve these aims with regard to the protected groups under the Equality Act. These Objectives will be updated at least every four years.

St Joseph's Equality Objectives 2023-2024

Objective	Link(s) to UN Convention on the Rights of the Child	Action(s)	Timescale	Impact
Ensure that rapid progress is being made by SEND pupils in reading, writing and maths	Article 2 Article 12 Article 17 Article 28	<ul style="list-style-type: none"> • Monitor planning to ensure that SEND pupils are accessing quality first teaching • Target interventions through provision maps • Monitor delivery of interventions and provide further training in light of monitoring • Ensure there is clear entry and exit data for individuals accessing interventions • Use data to monitor progress and re-allocate interventions – improve use of data analysis to inform planning • Ensure SEND policy is understood and embedded across the school 	Ongoing	Performance of SEND pupils improves and the attainment gap between non-SEND pupils narrows
Improve the quality of support to raise levels of attainment in core subjects for vulnerable learners	Article 2 Article 12 Article 17 Article 28	<ul style="list-style-type: none"> • Ensure a well-designed, well taught curriculum • Target interventions through provision maps • Monitor delivery of interventions and provide further training in light of monitoring • Use data to monitor progress and re-allocate interventions – improve use of data analysis to inform planning 	Ongoing	All pupils continue to make good progress across the curriculum achieving at least age-related expectations

Improve pupils' SMSC development (including promoting British Values)	Article 2 Article 12 Article 28 Article 29	<ul style="list-style-type: none"> Promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development. Ensure that pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in the wider community. Ensure that our school prepares pupils positively for life in Modern Britain and promotes fundamental British Values through the PSHE curriculum and Relationships Education 	Ongoing	<p>Pupils' SMSC development is enriched through a high quality curriculum</p> <p>Pupils behaviour, actions, attitudes and values reflect fundamental British Values</p>
To continue to Develop understanding of discrimination in the UK and in the wider world	Article 2 Article 14 Article 30	<ul style="list-style-type: none"> Promote/Discuss issues through Assemblies/visitors to school/PSHE/Relationships Education so pupils gain a greater understanding of the different issues that face a variety of people and some of the reasons why so they can be mindful of these and develop thinking that supports being caring for others 	Ongoing	<p>Pupils develop an understanding of discrimination in the UK and in the wider world so that they act appropriately to co</p>
To invite members of the school and local community in to support the learning process	Article 28 Article 29 Article 31	<ul style="list-style-type: none"> Parents/carers and members of the local community have a range of experience and expertise which can support and deepen the learning experiences of the children Invite Community members who have specialist knowledge to support pupils giving them different learning experiences which will stimulate and enrich the learning provided in school. 	Academic Year 2021-2022	<p>St Joseph's curriculum is enriched by members of the local community</p> <p>St Joseph's forms strong links with the local community</p>