

# St Boniface Federation



## Equality Statement Information

St Saviour's Catholic Primary School, Totland

**St Mary's Catholic Primary School, Ryde**

St Thomas of Canterbury Catholic Primary school, Carisbrooke

The policies of the Governors of the St Boniface Federation are intended to ensure that the children rejoice in their dignity as children of God and as a unique creation of God's love. The policies are written so as to support the most effective teaching and learning that we can provide. It is our intention that every aspect of school life will support this fundamental aim.

Signed on behalf of Governors: Alexandra Pettitt Chair of Governors Date: October 2024	To be reviewed by: October 2025
Revisions made	

# Equality statement, information and Objectives

## What is the Public Sector Equality Duty (PSED)?

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the [Equality Act 2010](#). It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality.

The PSED applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

## Protected Characteristics

The Department for Education (DfE) has published [non-statutory advice](#) that sets out schools' obligations under the PSED.

Paragraph 5.1 explains that the PSED extends to the following **9 protected characteristics**:

Age, race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment, marriage and civil partnership.

The first and last protected characteristics above are listed in the Equality Act 2010 but are not listed in the DfE guidance mentioned above. Age as a protected characteristic does not apply to pupils in schools.

## Three Main Elements

Paragraph 5.1 of the document explains that the PSED has three main elements. In carrying out their functions, public bodies are required to have 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](#), and between people who share a protected characteristic and people who do not share it

## Due Regard to equality considerations

Paragraph 5.4 of the DfE's advice says that 'due regard' has been defined in case law and means giving "relevant and proportionate consideration to the duty".

For schools, this means:

- Decision makers must be aware of the duty to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis
- The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind

## Specific duties

The PSED introduces secondary legislation in the form of specific duties. The duties require schools to:

- Publish information to demonstrate how they are complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic
- Prepare and publish equality objectives

Schools are required to update this published information at least annually and to publish objectives at least once every four years.

## What does St Mary's do to eliminate discrimination?

We have up-to-date and ratified policies which set out a clear message that discrimination is not tolerated: staff code of conduct, behaviour, anti-bullying, safeguarding and child protection.

We understand that it is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability and one of our [equalities objectives](#) addresses this.

The governing body and school leaders involved in recruitment will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Through both our Relationships and Health (RHE) and PSHE curricula, daily worships, involvement with the local community, visits and visitors, equalities will be discussed with and taught to the children, exemplifying the British Values and our Catholic virtues which underpin our work in school and in our lives outside of school.

The school's engagement with ensuring that all who are part of our community experience equality stem from God's own words at Creation in Genesis Chapter 1:

**31** God saw all that he had made, and it was very good

Protected characteristics	Aims of the general duty		
	What evidence do we hold that shows we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	Our Catholic virtues underpin all of our work in school, linked to British values and our relationship and health Education curriculum (RHE). Everyone is treated with mutual respect, tolerance with an understanding and celebration of differences.	Our curriculum provides the same opportunities to all children and we actively promote those to children who share a protected characteristic so they are fully involved in all opportunities such as school council, after school clubs. The school supports families by authorising absence for such events as religious celebrations.	We actively encourage our children to talk about their faiths and beliefs in their classes and assemblies where appropriate. Parents are invited to support children in sharing their specific culture and belief to the rest of the class and school.

<b>Disability</b>	No one is discriminated against on the grounds of disability and we ensure that all school activities and learning is accessible to all children, with the necessary modifications or adaptations.	The curriculum is adapted as needed to meet the needs of the child and support is put in to place where required. Offsite visits are adapted to ensure all children can attend and have access to the learning. Staff expertise allows early identification of need and therefore supports catch up and appropriate interventions	Termly meetings address parental concerns and update on progress together with outside agencies involved in the child's care. Parents are supported to choose the right setting for their child when they leave the school. Disabilities are openly discussed in classes and celebrated SEND Coffee Cake & Chats and regular surveys to ensure we capture the voice of the child and the family
<b>Gender</b>	Progress of all children in subjects is closely monitored and any gaps arising are quickly addressed through interventions as necessary	All children have full access to the curriculum, attainment is measured individually, and support put in place regardless of gender. No limitations are put on children depending on their gender ensuring equality throughout the curriculum and life in school	All families are treated with the same dignity and respect regardless of gender. There is a clear expectation that all children show mutual respect and support each other in any role they may wish to do. The school supports families when the child explores their gender and there are leaflets to explain how this will happen

**Pupil related data:**

<b>Information</b>	<b>Commentary</b>
Disadvantaged children (both girls and boys) make less progress than non-disadvantaged in RWM. This is a trend across the school.	These are not necessarily those in receipt of PP as Covid lockdowns have impacted families across the school. Attendance for some disadvantaged children is an issue.
<b>SEND:</b>	<b>33%</b>
<b>Pupils eligible for Pupil Premium funding:</b>	<b>26%</b>
<b>FSM:</b>	<b>23%</b>
<b>Gender:</b>	<b>57% boys 43% girls</b>
<b>English as an Additional Language:</b>	<b>14%</b>
<b>Looked After Children</b>	<b>1%</b>

## Equality Objectives

We have identified the following objectives over the next 4 years based on the data above and in-school analysis of data and trends following a return to school after significant period of disruption due to Covid 19.

Objective	Why we have chosen this:	To achieve this, we will:	Progress
<b>Objective 1:</b> To ensure that children with Trauma and Attachment needs have significant support	So that all children are able to have support needed to manage emotionally within school	Create Acorn Project so that the children will be supported and that this support will be adapted across their school lives	Acorn project started
<b>Objective 2:</b> improve attendance for all disadvantaged children across the school to be in line with that of nondisadvantaged peers	We know that improved attendance enables gaps in learning to be addressed; allows staff in school to identify any additional needs (i.e. SEMH) and provide support for the family as necessary	Continue to encourage regular attendance by follow up calls to parents when children are absent without a reason; arrange School Attendance Meetings (SAM) to identify any additional support needed; access support for the family from external agencies (i.e. Barnardo's) with Early help Plans in place if needed	Attendance is improving year on year
<b>Objective 3:</b> disadvantaged children (not just those in receipt of Pupil Premium grant) make at least good progress from	We recognise that Covid 19 has impacted negatively on families across the school; not all eligible children attended school or	Identify those children at risk of failing to "catch up" with their peers; meet with parents to assess support needed; put in	Venn diagrams identify clearly child's specific needs (academic, pastoral, social, SEMH) and targeted
starting points, reducing the gap between non disadvantaged peers.	participated in remote learning which has led to gaps; additional SEMH needs apparent in some due to family circumstances/social isolation	place intervention groups to address gaps in learning; access ELSA	support is delivered accordingly.