



St Margaret Mary's Public Sector Equality Duty Statement and Objectives

2022-2023 Review

What is the Public Sector Equality Duty?

The Equality Act 2010 introduced a single, general duty for public bodies, including schools, and which extends to all 'protected characteristics' – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Within the PSED Act there are 3 main duties that in carrying out our core functions, as a school, we must have regard for the need to:

1. Eliminate any discrimination and other conduct prohibited by the PSED Act.
2. Promote and advance the equality of opportunity between people who share a protected characteristic and people who do not share a protected characteristic.
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share a protected characteristic.

It should be noted that age is a relevant characteristic for schools when considering their duties as an employer but not in relation to pupils. The PSED replaces the previous three sets of separate duties to promote disability, race and gender equality. All schools must have 'due regard' to the three elements. Therefore whenever significant decisions are being made, or policies being developed or reviewed, the school will consider carefully the equalities implications.

What we are doing to promote equality and eliminate discrimination?

The school is aware of the requirements of the Act and how it complies with the non-discrimination provisions. As a school we have planned for and started to work on the Inclusion Diversity and Equality Mark, which will review current practice and establish clear objectives to work towards and address potential discrimination objectives.

What we are doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it?

School takes all necessary steps to remove or minimise disadvantage. We take steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of people who do not share it and steps are taken to encourage people who share a relevant protected characteristic to participate in school life where participation is

disproportionately low. Support plans and interventions are in place for every diagnosed pupil disability.

What we are doing to foster good relations across all protected characteristics?

St Margaret Mary's is a vibrant, inclusive and diverse community. Our school mission statement, from which all policies and behaviours are rooted is underpinned by the acceptance that we are all equal and that everyone at St Margaret Mary's is special and valued.

All curriculum intents and policies are rooted in our Mission Statement, promoting '**tolerance, trust, acceptance, good humour and enjoyment**'. The behaviour and anti-bullying policies provide an anchor in ensuring that equality and fairness is promoted for and by all pupils and staff.

How do St Margaret Mary's comply with the Public Sector Equality Duty?

The school has a range of policies which make explicit the school's commitment to actively promoting equality of opportunity for all members of the community. The main policies dealing with equality of opportunity are:

SEND Policy

Behaviour and Anti-Bullying Policy

Accessibility Plan

Equality Policy

St Margaret Mary's is fully committed to inclusion for all. The School Mission Statement celebrates the differences and uniqueness of all, highlighting: 'Everyone at St Margaret Mary's is **special**. We feel happy and **safe**. We are **encouraged to value ourselves and each other** in an atmosphere of **trust**, good humour, **acceptance** and enjoyment.'

The school prides itself on working in partnership through staff, parents, governors and pupils to ensure the best possible achievement and experience for everyone.

We celebrate and encourage individual differences and uniqueness.

At St Margaret Mary's we promote and celebrate diversity and difference through our mission, our curriculum and planned opportunities that take into account local, national and worldwide awareness. Our carefully planned and personalised curriculum takes into account the needs of all. Our pupils, parents and staff have the opportunity to work with a Caritas Social Worker on a weekly basis, who supports their needs and celebrates their uniqueness.

However, the school is far from complacent and remains focused upon ensuring that its response to the PSED is significant and effective in each of the three main elements.

1. Eliminate discrimination and advance equality of opportunity

St Margaret Mary's is committed to promoting and advancing equality of opportunity between people who share a protected characteristic and people who do not share a protected characteristic. We have a range of approaches in place to ensure that this happens such as:

- School regularly monitoring and evaluating the attainment and progress of all pupils, looking at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share a protected characteristic. From this interventions are then planned and implemented in order to close any gaps in performance.
- Close tracking of all pupil outcomes takes place, with the school intervening where it identifies underachievement, low attainment or concerns about specific groups or individuals.
- Monitoring and evaluation, and the analysis of data, takes place across the school and is used within the improvement cycle at each Key Stage. Assessment data leads to judgments for key areas of improvement and development.

Examples of practice which advances equality of opportunity:

At St Margaret Mary's we work in close partnership with outside agencies to support families and individual pupils. We have our own school-based social worker who works with a number of pupils, families and staff. Pupils with SEND, including those with medical needs, are fully supported by our SENDCo, Inclusion team, School Health and where needed external specialist professionals including physiotherapists, speech and language etc...

Our effective relationships with parents and families of our vulnerable pupils highlights the support that they feel from school.

We have established effective links with our local nurseries, childcare providers, high schools and special schools, which ensures that transition into Early Years and Year 7 runs smoothly. We use the resources of the Manchester Safeguarding Children Board and Child Adolescent Mental Health Service (CAMHS) for pupils who need this type of professional, expert support.

Pupil needs are effectively identified and their learning is provided for, not only in routine differentiation but specifically according to individual need. Staff are identified to attend training and courses, as well as given specific duties and involvement to support equality for all.

2. Foster good relations across all characteristics

St Margaret Mary's adopts a wide range of approaches to foster good relations across all characteristics. This is in a variety of ways through the curriculum, assemblies, collective worship and local, national and global themes.

Some examples of ways in which this occurs at St Margaret Mary's are:

- Participating in fund raising for many charities supporting local, national and global issues. These are understood and supported by children, parents and staff.
- Our school curriculum develops our pupils' awareness of different countries and cultures.
- Our assemblies and theme weeks promote diversity and inclusivity.

At our most recent Section 48 Diocesan RE inspection it was recognised that:

“Pupils from an early age are taught to be compassionate towards others and to respond to the demands of Catholic Social Teaching. They respond to local, national and global issues and are confident to talk about their role in society.”

At St Margaret Mary’s we feel every person feels valued, respected and safe. Our governors demonstrate a high level of engagement with the school including in areas such as Health and Safety, Social, Moral, Spiritual and Cultural development, SEND and Equality. They are committed to and concern themselves with the inclusive nature of our school, the well-being of staff and pupils and with key areas such as attendance and behaviour. Our Governing Body continue to focus on the needs of our most vulnerable pupils.

Our effective partnerships with local schools contributes to our inclusive outlook. We work with the St Matthew’s Partnership of schools, the Manchester Catholic partnership, The Saints School Network and St Helens Teaching School Alliance. In doing so our children have access to a range of opportunities, activities and competitions that span the whole curriculum. They are able to interact with pupils from other schools, visit other schools and bring the impact of this, back into their own classrooms and life-experiences. In turn our staff are fully equipped to provide the very best curriculum opportunities and inclusive practices for all of our children.

St Margaret Mary’s Primary School Equality Objectives

Under the Public Sector Equality Duty (PSED) the school is required to set Equality Objectives. Our published information will be updated annually and objectives published at least once every four years.

Our objectives are specific, measurable and achievable. They relate to people with protected characteristics and cross reference the three strands of the general duty.

Objective 1: To narrow the gap between the progress made by ‘all’ children and that made by ‘groups’ of children such as those covered under protected characteristics and Pupil Premium [See protected characteristics definitions].

Objective 2: To ensure that staff training, development and induction includes raising awareness of, and staff understanding their responsibilities, under the Equality Act and Public Sector Equality Duty.

Objective 3: To ensure that future reviews of all school policies include information about, and links to the Public Sector Equality Duty. In order to eliminate discrimination future school policies will be created to ensure that where relevant the importance of avoiding discrimination, victimisation or harassment is expressly noted. Where policies already exist a series of reviews and updates will ensure that they are amended to reflect this.

Objective 4: To educate our pupils and wider school community to ensure a robust, zero tolerance approach to the use of homophobic, biphobic, transphobic, sexist, racist and other discriminative language in the school.

The Governing Body regularly review existing provision, including the Accessibility Plan and Equal Opportunities Policy. The Governing Body will ensure the school's equality objectives are reviewed annually and that they are updated at least every four years. In addition to this our current equality objectives will be published on the school's website.

2022-2023 Review and Update

Objective 1: To narrow the gap between the progress made by 'all' children and that made by 'groups' of children such as those covered under protected characteristics and Pupil Premium

Progress towards objectives evidenced through

- Attainment and Data for all pupils, including those covered under protected characteristics/Incl Pupil Premium Pupils highlights progress for all individuals.
- This is evidenced further in progress data for EYFS/PSC/KS1/MTC/KS2, as well as internal year groups [See data breakdown].
- Further evidence highlighted in Pupil Premium Summary and Report/SEND Report

Objective 2: To ensure that staff training, development and induction includes raising awareness of, and staff understanding their responsibilities, under the Equality Act and Public Sector Equality Duty.

Progress towards objectives evidenced through

- Staff completed training re: Equality Act/PSED Duty responsibilities and significance of pupil groups, particularly protected characteristics.
- SEND & Inclusion Training
- Curriculum adjustments within all subjects to ensure all pupils [particularly those with protected characteristics] access a full, broad and appropriate curriculum.

Objective 3: To ensure that future reviews of all school policies include information about, and links to the Public Sector Equality Duty. In order to eliminate discrimination future school policies will be created to ensure that where relevant the importance of avoiding discrimination, victimisation or harassment is expressly noted. Where policies already exist a series of reviews and updates will ensure that they are amended to reflect this.

Progress towards objectives evidenced through

- See review of policies, updates and amendments in-line with PSED

Objective 4: To educate our pupils and wider school community to ensure a robust, zero tolerance approach to the use of homophobic, biphobic, transphobic, sexist, racist and other discriminative language in the school.

Progress towards objectives evidenced through

- PSHE and Behaviour Curriculum, which educates and teaches pupils about Equality, Inclusion and Diversity at age-appropriate level.
- RE Curriculum and school mission support teachings of tolerance, respect, diversity and equality

- Assemblies and collective worship planned to support diversity and inclusion
- Careful choice of diverse, quality reading books, texts and whole school curriculum topics/weeks to promote tolerance, inclusivity and acceptance of all.
- Behaviour Policy reviewed and updated annually. Shared with all members of the school community
- Robust, zero tolerance approach to discriminatory language and behaviour [see behaviour logs, resolutions]