



SCHOOL EQUALITY SCHEME 2019

This document demonstrates St Bernadette's Roman Catholic Primary School's compliance with the Public Sector Equality Duty. This is a working document, which will be monitored and reviewed annually.

1. Policy Statement

a) In accordance with our Mission Statement and our vision we pledge through our Christian ethos, school curriculum, employment practice and management of incidents to:

- Respect the equal human rights of all our pupils;
- Educate them about equality; and
- Respect the equal rights of all our staff and other members of the school community.

b) In a proportionate manner, we will analyse equality information and work towards the equality objectives we identify, in relation to:

- Ethnicity
- Religion or belief,
- Gender, gender identity and gender reassignment,
- Pregnancy and maternity
- Disability, and
- Sexual orientation
- Age
- Socio-economic

c) This scheme must be read in conjunction with other school policies. In the future, all the policies will be reviewed against the

backdrop of the Equality Scheme and Access Plan. This way the effectiveness of our policies to ensure equal opportunities for all at St. Bernadette's can be monitored and adjusted if need be.

2. Statutory Requirements

We recognise our general responsibilities under the Equality Act 2010 to avoid discrimination on the grounds of any of the protected characteristics listed.

As a public body, we are also required by the Public Sector Equality Duty under Section 149 of the Act to pay due regard, in all we do, to the need to:

- (a) Eliminate unlawful discrimination
- (b) Advance equality of opportunity and;
- (c) Foster good relations

The equality information we publish annually, and the equality objectives in part 6 below, show how we address this duty. The access plan in part 8 below addresses our duty under Section 88 of the Act.

3. Responsibilities

One named governor, Mrs J Corner, takes the lead, but the governors as a whole are responsible for:

- The school's Equality Scheme, including the Access Plan
- Setting a clear direction and reporting on it annually, as part of the annual publication of equality information.
- In general, making sure the school complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer;

- In general, making sure the school complies with the public sector equality duty under section 149 of the Equality Act 2010;
- In particular, making sure the school complies with the Equality Act 2010 (Statutory Duties) Regulations 2011 by:
 - Gathering and publishing the required equality information annually
 - Drawing up, publishing and implementing the school's equality objectives
- Reviewing the Equality Scheme, including the Access Plan, every three years and judging its success on whether the equality objectives and access targets have been met. [The action plan will set out clear responsibilities, resources, resources and timescales to ensure that, where funding allows, targets are met.]

The head teacher is responsible for:

- Making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school improvement priorities;
- Making sure the governors, staff, pupils, and their parents and guardians are aware of equality issues as relevant;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination, including identity-related incidents; and bullying;
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- Avoiding unlawful discrimination, harassment and victimisation;
- Promoting equality of opportunity in their work;
- Fostering good relations between groups;
- Dealing with identity-related incidents, whether or not they amount to bullying;
- Being able to recognise and tackle bias and stereotyping; and
- Taking up relevant professional development opportunities.

Mr Hanley is responsible overall for dealing with reports of prejudice-related incidents. Where a report is about the Headteacher, then Mr Rushton will deal with the incident.

Visitors and contractors are responsible for following relevant school policy.

4. Staff Development

The principles of equality and cohesion cannot be seen in isolation but run through all aspects of school life and the overt and hidden curriculum.

Training is made available to staff in the following areas which are particularly linked to these principles:

Religious Education Programme

Personal, Social and Health Education

Behaviour Management

Relationships and Sex Education

SEND

English as an Additional Language

The Senior Management do keep abreast, through CPD or research, of the statutory requirements linked to Employment, Recruitment, Leave of Absence ect.

5. Equality Information

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will gather and analyse information on pupils, staff and others with protected characteristics who are affected by school policies and practices. The purpose of analysing this information is to ensure that we are furthering the three aims of the public sector equality duty:

- Eliminating discrimination and harassment
- Advancing equality of opportunity
- Fostering good relations between people from different groups

The source of this information is both quantitative:

- Internal,
- Local, and
- National data

And qualitative (comments resulting from engagement with relevant people):

- Survey's
- Complaints
- Focus groups
- Interviews
- Student voice

The views of pupils and parents will be sought through annual parent and pupil questionnaires which inform the School Improvement Plan.

Information from pupil data and school audit

Characteristics of the School

St Bernadette's Catholic Primary School is one form entry voluntary aided primary school with Nursery provision. Currently there are 211 pupils on roll (16/10/18).

The most recent OFSTED report (Dec. 2016) states "The school is a welcoming place for pupils, staff, governors and visitors alike. Good relationships, underpinned by the school's Catholic ethos, help pupils to develop into well-rounded, caring individuals – a reflection of the school's motto, 'Growing together in faith, love and learning'. Pupils' behaviour was very good during the inspection. Classroom routines are well established so that time is not wasted. Pupils, even the youngest, listened closely to each other and to adults. Pupils' personal development equips them for their future lives. Staff are trained in child protection and the 'Prevent' duty. They understand the steps to be taken in the event of any concerns being raised. All staff who responded to the inspection questionnaire agreed that the school is a safe place to be, as did all of the parents and pupils who completed the questionnaires."

The most recent Section 48 inspection report states "Pupils are actively involved in developing the Catholic character of the school by the way they care for each other and those less fortunate than themselves. There is keen fund raising for CAFOD, Nugent, HCPT, the local food bank and the Brick Homeless foundation. Last year they had an Advent calendar and instead of taking something out they contributed something for local refugees.

Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.

They are developing the skills that enable them to reflect spirituality, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.”

Currently 3% of children do not have English as their first language and the percentage of children eligible for Free School Meals is 7%. The proportion of children with Special Educational Needs is 16.8% which is in line with the Wigan average (16%) and of these children 0.5% hold a statement or Education Health Care Plan.

The SENCO liaises with all school staff and Governors to meet the needs of pupils with social, emotional or behavioural difficulties and specialist teaching and support is available to meet these pupils’ needs. We also have a Learning Mentor/Nurture Room Manager who works to support children with these needs. The school works with a large number of experts and professionals from outside the school: E.g. Targeted Education Support Team, Primary Child Mental Health Trust, the School Nurse, The Educational Psychologist, Sensory Outreach Staff and the Literacy Support Teacher.

6. Publication of equality information and objectives

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will publish information to demonstrate how we are furthering the three aims of the public sector equality duty. This information will be published annually in a manner and formats that are reasonably accessible to the public e.g. website, newsletter etc., and will include our current equality objectives and progress towards them. When setting the objectives consideration will be given to relevant areas of school life that analysis of data has highlighted need for improvement e.g.

- a) Admission

- b) Staff recruitment
- c) Access to the curriculum
- d) Participation by stakeholders in a range of activities
- e) Achievement of different groups within the school
- f) Exclusions
- g) Identity related incidents

From the information published, parents and others will be able to judge how well our school meets the three aims of the public sector equality duty under the Equality Act 2010.

Parents will be made aware of the school's Equality Scheme including the Access Plan and it will be published on the school's website; this will include progress against the scheme's objectives. Hard copies are available on request.

7. Equality objectives

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will work towards the following equality objectives, arising from the equality information we have gathered. These objectives must be focused on specific measurable outcomes, rather than processes, and must be renewed as a minimum every four years. The objectives below were drawn up after staff consultation and these will inform the school development plan.

1. To ensure that our EAL pupils make at least expected progress by analysing progress of those pupils to highlight strengths and areas for development and ensuring that this assessment informs planning and resourcing. (EAL Staff training last took place in 2015). E.g. using a display board in the entrance to share the home language of some pupils with their English peers. To share other cultures through curricular work.

2. To ensure that there is equality between groups in school where appropriate by analysing data relating to vulnerable groups and share this at termly pupil progress meetings to inform future planning and provision. E.g. EAL, gender, FSM, S.E.N. using school profile and in-house and Nationally produced data.

3. To encourage inclusion by making children aware of the different kinds of family structures among our school family and in the wider society. This is predominantly through R.E. ; Sex Education and Relationship work and nurture work.

4. Ensure that there is genuine pupil voice by giving children real opportunities for consultation and regular monitoring of their views of the effectiveness of processes and procedures in school. Through GIFT Team and the School Council. The GIFT team to further develop through collaborative work with the RE Cluster schools and St Peter's Chaplaincy Team.

5. To develop in our children awareness and understanding of a range of different life styles so as to develop tolerance and a celebration of difference.
E.g. using a wider range of images so that children do not have an incorrect, unbalanced view of life in other countries e.g. not solely using the images from Cafod, Unicef as this can, if not set in the correct context, encourage a stereotypical view of black people. Using the Growing Together Topics / British Values to promote positive images of women and people of colour. Using the Faiths topics in RE to deepen understanding of other peoples' beliefs and values. Hosting WOW days to develop understanding of diversity.

6. To build on training needs to improve inclusion and equality (2018-2019 training: Selective Mutism September 2018, Epipen training 2018, (this is additional training on top of SEN training).

8. Access Plan

Under s88 of the Equality Act 2010, we have an additional duty:

- To plan to increase access to education for disabled pupils.

A person has a disability if he or she has a long term (i.e. lasting at least 12 months)

A person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, as defined by the Act, is something that is more than minor or trivial.

The definition of disability is a wide one and includes those with medical needs.

(e.g. cancer, diabetes) and a large number of pupils with learning difficulties and emotional, behavioural and social difficulties.

This Access Plan, with the school's Equality Scheme, sets out the intentions of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

1. Increasing the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning. It also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities, extended school provision or school trips and visits.
2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This would include physical aids and equipment to access education.

3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Find below a set of action plans showing how the school will address the priorities identified in the plan.

Aims of St. Bernadette's Catholic Primary School Access Plan

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils. To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.
- Our school has a strong commitment to equal opportunities and accessibility as laid out in the School Aim, Equal Opportunities Policy, Anti-Bullying Policy, Special Needs Policy,

Behaviour Policy, Health and Safety Policy. As a school we aim to embed accessibility into everything we do:

- In school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.
- We aim to have a whole school approach to disability.
- It is the responsibility of every member of staff to remove barriers to learning for disabled pupils. Everybody needs to take the lead in respect of accessibility within their area of responsibility; access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the school led by those with pastoral responsibility and responsibility for overseeing the plan with the senior management team reporting to the Governing Body.

Meeting the needs of disabled pupils

The school works hard to ensure that pupils with disabilities participate fully in all aspects of school life. Disabled pupils attend all trips and residential. The Staff have had training in medical needs (e.g. Epipen, asthma prevention) and the school has systems in place for the administration of medicines and Health Care Plans.

Our school has excellent arrangements to ensure that pupils transferring to High School are well supported on transition. This includes liaison visits to collate transition information, the SENCO and other relevant teachers from both primary and High School attending Annual Reviews. Our designated High School operates an excellent transition programme which gives the pupils the opportunity to visit the school in Year 6.

Provision mapping led by the SENCO in liaison with the Headteacher and class teachers sets out the differing levels of support and intervention provided for identified children with additional needs. This is reviewed each year.

The Behaviour Policy supports the schools' inclusive ethos by providing a positive (and successful) approach to managing behaviour to ensure a secure and stimulating environment for all pupils. School works closely with the TESS team to address any behavioural issues and Pastoral Support Programmes are put in place when needed and regularly reviewed. Parents of these children are fully involved in this process.

St Bernadette's Catholic Primary School Accessibility Plan 2018-2019

	<u>Actions (again focused on outcome rather than processes)</u>
<u>i.</u> Improvements in access to the curriculum	Extra swimming provision for some Wave 3 children.
<u>ii.</u> Physical improvements to increase access to education and associated services.	New smartboard installed in Y6 as part of our upgrade to existing interactive whiteboards.
<u>iii.</u> Improvements in the provision of information in a range of formats for disabled pupils.	Use of visual timetables and nurture provision to support Wave 2-3 children. (Assess EAL children to see if they need support). Liaise with other professionals to improve provision for specific children: CAMHS, Sensory Impairment Services etc.