



ST TERESA'S CATHOLIC PRIMARY SCHOOL

Live, Love, Learn and Grow in St Teresa's Little Way

SINGLE EQUALITIES POLICY 2018 - 2019

Introduction

In line with the aims and principles of the school's Mission Statement, St Teresa's Catholic Primary School is committed to giving all our children every opportunity to achieve the highest of standards.

Background

The requirements of the Equality Act have been introduced incrementally since October 2010. In April 2011 the general public sector duty came into force and by April 2012 schools will have the specific duty to publish information and the specific duty to publish objectives.

The primary purpose of the legislation is to bring together existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions broadly into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief. The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before. Additionally, requirements that in the past have been seen as good practice are now legally enforceable. For example, the law now requires that as part of their procurement processes, public bodies should prefer companies that it contracts with to have a positive record on equality matters.

There are also implications for the community cohesion agenda. The existing duty to promote good race relations has been replaced with a generic one to promote good relations. The Equality Act will require all public authorities to take the aspects of interaction, empowerment, personal security and attitudes to others into account. Community cohesion is in sympathy with most, if not all, of the requirements in the legislation and thus there

should not be a radical departure in terms of delivery. As part of Lancashire's continuing commitment to fostering community cohesion, we will work to narrow gaps in outcomes resulting from socio-economic disadvantage. This is in line with Lancashire County Council's priorities on closing the gaps (see 'Narrowing the Gaps: 2010 – 2013, Fairness for All' – Lancashire County Council).

Statement of Principles

This policy outlines the commitment of the staff, pupils and governors of St Teresa's Catholic Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At St Teresa's Catholic Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

St Teresa's Catholic Primary School Mission Statement

Illuminated by the light of Christ and grounded in love, we grow together, on our journey of discovery and learning.

St Teresa's Catholic School provides a happy, secure and friendly learning environment where every child matters. Staff, governors and parents work in partnership, engaging and motivating children to enjoy. Everyone is valued and nurtured to develop as successful, confident and responsible citizens, gaining lifelong learning skills and a strong sense of community.

School in Context

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| <ul style="list-style-type: none">• We are a one-form entry school, with a 220 on roll that is average for Lancashire LA, but smaller than the average school nationally.• Over the past 5 years, generally, there has been an even number of boys and girls in school. The number of boys in school has risen and currently there are now more boys in school than girls. This difference is the largest school has had in the past 5 years. Cohorts 2017, 2015, 2012, 2011 have a much higher ratio of boys to girls.• Number on roll has been consistently at 200 or above for 5 years.• Pupils come from a variety of socio-economic backgrounds but 66% live in wards which are in the |
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<p>more advantaged bands (A+B) according to multiple deprivation indicators. 21% live in wards (D+E).</p> <ul style="list-style-type: none"> • Since 2013/14 the % of children living in bands A + B has risen by 4%. • Since 2013/14 the % of children living in bands D +E has declined by 4%.
<ul style="list-style-type: none"> • The percentage of children eligible for FSM (2.9) is well below the LA average (14.2). • Over the last 5 year, the % of children eligible for FSM has fluctuated around 5%. • Since 2015/16, the % in school has dropped which is in line with Lancashire’s downward trend. • Cohorts 2012, 2014, 2016 all have no children currently eligible for FSM. • Cohort 2011, had a much greater % of FSM than any other cohort in school and a % which is more in line with Lancashire %. • The % of disadvantaged children in each year group is below Lancashire %. However the gap between school and local % is narrower in Cohort 2011 and 2012.
<ul style="list-style-type: none"> • The percentage of pupils eligible for FSM Ever 6 (10.7) is well below the LA average (22.4). • For the last 5 years, the % of children eligible for FSM 6, is consistently and significantly below local and national averages. • The % of children eligible for FSM 6 is declining year on year which is comparable to Lancashire %. • However the % of children eligible for FSM 6 in Cohort 2011 and 2012 is higher than other cohorts and is more in line with the Lancashire %.
<ul style="list-style-type: none"> • The percentage of children who are summer born is 36% which is slightly higher than both autumn and spring born children. • 5 out of 7 classes consist of at least 2/3 Spring and Summer Born children. • Cohort 2015, consists of 25 children who are spring or summer born. Out of the 14, spring born children, 8 are late spring born.
<ul style="list-style-type: none"> • 98% of the pupils are from white British backgrounds.
<ul style="list-style-type: none"> • The percentage of pupils with special educational needs and/or disabilities (6.8) is well below the LA (11.1). • Over the last 5 years, the % of children with SEND is consistently below Lancashire %.
<ul style="list-style-type: none"> • Less than 1% of pupils have EAL or are CLA. • The % of CLA in school is consistently below local %.
<ul style="list-style-type: none"> • The % total authorised absence is currently (1.8) unauthorised (0.7) which is below the LA (3.9). • Our current attendance is 96.7%. This is monitored and evaluated daily by the attendance team. • Over the last 5 years, in the Autumn and Spring Terms, the % total absence, % authorised sessions and % unauthorised sessions are below local and national %.
<ul style="list-style-type: none"> • Over the last 5 years, there have been no permanent exclusions and only 3 specific fixed term exclusions between 2014 and 2016.
<ul style="list-style-type: none"> • The % of children joining late (9.3) is significantly below LA % (16.1). Likewise the % leaving school in the last year is (1.5) compared to the LA % of (4.4). • The % of children joining the school late is consistent across all year groups and is lower than the Lancashire % in all year groups. The % of children leaving the school is consistent across all year groups and is lower than the Lancashire % in all year groups. The difference between pupils joining and leaving school in the last year is +16.

Ethos and Atmosphere

- At St Teresa’s Catholic Primary school, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- We are a Catholic Primary School in the Archdiocese of Liverpool.
- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with staff, governors, pupils and parents.

Monitoring and Review

St Teresa's Catholic Primary is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students including gender, EAL, FSM, SEND and AGT. Further information is collected and analysed from attendance data, extended learning opportunities pupil views.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary to ensure planning meets individual needs and all pupils are challenged. Pupils requiring further support are included within our school provision map and targeted support is put in place.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information.

This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St Teresa's Catholic Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all

sections of the community in order to respect and respond to the diverse needs of our population.

The Employment Duty within the legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

We collect and analyse a range of profile information for our staff and governors including applicants for employment, staff profile, DBS checks, governing body profile, attendance, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews.

School adheres to our high expectations of confidentiality and information is not shared with third parties.

We have identified the following targets from the analysis of the data:

- A greater percentage of SEND pupils to reach their age related expectations
- Develop even further the understanding and appreciation of other cultures/religions in this and other countries
- Further develop opportunities for girls to take part in more sports clubs
- Raise awareness of and break down barriers to perceptions of disability

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

DEVELOPING BEST PRACTICE

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the

- contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

- There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others.
- Parents are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At St Teresa's Catholic Primary school, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross-curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within St Teresa's Catholic primary school is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at St Teresa's Catholic Primary school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at St Teresa's Catholic Primary school to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Partnerships with Parents/Carers/Families and the Wider Community

- We will work with parents/carers to help all pupils to achieve their potential.
- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procurement

St Teresa's Catholic Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. In line with legislative requirements, we

will review our published equalities information annually and evaluate the impact of actions taken against our published objectives. The objectives will be published at least once every four years.

Publicising the Policy and Plan

This policy will be published on the school website, staff and parent newsletter, induction booklets, distribute to local community and voluntary groups.

Annual Review of Progress

St Teresa's Catholic is legally required to report annually on your progress and performance in respect of your policy covering ethnicity, disability and gender and to report annually on your progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

Equality Impact Analysis

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people. EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

APPENDIX

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the
 - rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use. Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

To be reviewed September 2019