

St Joseph's Catholic Primary School



School Equality Scheme

2015/16 – 2018/19

1: Vision and Values

Our equality vision and the values that underpin school life

At St Joseph's we are committed to ensuring that:

- Every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement.
- Every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.
- The adults working or volunteering in the school include as much as possible, a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.
- Pupils, staff, parents, carers, governors and all other stakeholders are involved in the development of our Scheme. They need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme.
- We meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

School Context

The characteristics of our school

A brief description of our school and its community setting as at April 2016

- St Joseph's is a popular one form entry primary school in Carterton.
- The majority of pupils come from the immediate vicinity
- We have a high proportion of Forces families 37.5% (60 children) as we are located in the vicinity of RAF Brize Norton.
- As at September 2015 our mobility was 66%
- The population of the school is from predominantly white, working class backgrounds.

Characteristic	Total	Breakdown (number and %)
Number of pupils	50% 50% 46% 54%	Including Nursery children Number and % Female (80 pupils) Number and % Male (80 pupils) or Single sex boy/girl Excluding Nursery children Number and % Female (66 pupils) Number and % Male (77 pupils)
Number of staff	7% 93%	Male Female
Number of Committee Members	73% 27%	Female (9) Male (3)
Religious character	51.875%	Catholic <ul style="list-style-type: none"> • Christian 22.5% • Muslim 1% • No Religion 16.25% • Other Religion 3.125% • Refused 5%
Mobility of school population *Including Nursery	143 *160	Mobility 2014-15 66% NA 85%
Pupils eligible for FSM	8	Does not include EVA pupils
Disabled staff	0	
Disabled pupils (SEN/LDD)	21% 2%	K = SEN Support EHCP(of total children)
Disabled pupils (no SEN)	0%	
Forces	37.5%	
Traveller/Gypsy Roma	2%	
Pupils who speak English as an additional language	14.37%	
Average attendance rate	95.5%	
Significant partnerships, extended provision, etc.	<p>St Joseph's works closely with many professionals including Speech and Language Therapists, Educational Psychologists, School Nurse, Family Support Workers, Children's Counsellor, Community Liaison Teachers, Social workers, Community Police Officers etc; to support children and families that attend our school and live within the community.</p> <p>We also work in close partnership with schools within our Academy and other local Primary and Secondary schools within the consortium and have been involved in moderating across different primary schools in preparation for the new</p>	

assessment without levels.

The Executive Principal and Head of Teaching and Learning regularly attends consortium Head Teacher meetings.

<p>We aim to maintain and develop positive partnerships with parents and families in a variety of ways. We engage with parents through regular newsletters, parents information meetings, reporting, SEN reviews and AfA meetings. We have adopted the Achievement for All programme and hope to earn a silver award this year. We recently opened a nursery on site and our school operates an open door policy and parents are welcome to come into school on the last Friday afternoon of every month to see what their children are up to. We have also had a variety of parent workshops throughout the year, such as Reading workshops, Phonics workshops and Big Maths. The school has a breakfast club and an afterschool club onsite.</p>
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3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Our general duties under the Equality Act 2010:

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them

- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Our Specific Duties under The Equality Act 2010: disability, gender and race.

The Specific duties under the Equality Act ask schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- Age (staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

Disability

At St Joseph's we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

Community Cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

4: Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Executive Principal, Head of Teaching and Learning and the staff, are responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Executive Principal and Head of Teaching and Learning retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Breda Bowles, Executive Principal, Lisa Smith, Head of Teaching and Learning
Disability equality (including bullying incidents)	Lisa Smith Head of Teaching and Learning
SEN/LDD (including bullying incidents)	Lisa Smith - SENCO
Accessibility	Lisa Smith - SENCO
Gender equality (including bullying incidents)	Breda Bowles, Executive Principal, Lisa Smith, Head of Teaching and Learning /SLT
Race equality (including racist incidents)	Lisa Smith Head of Teaching and Learning
Equality and diversity in curriculum content	Lisa Smith Head of Teaching and Learning
Equality and diversity in pupil achievement	Lisa Smith Head of Teaching and Learning
Equality and diversity – behaviour and exclusions	Breda Bowles, Executive Principal, Lisa Smith, Head of Teaching and Learning /SLT/GB
Participation in all aspects of school life	Breda Bowles, Executive Principal, Lisa Smith, Head of Teaching and Learning /SLT/GB
Impact assessment	Breda Bowles, Executive Principal, Lisa Smith, Head of Teaching and Learning
Stakeholder consultation	Breda Bowles, Executive Principal, Lisa Smith, Head of Teaching and Learning /SLT/GB
Policy review	Breda Bowles, Executive Principal, Lisa Smith, Head of Teaching and Learning
Communication and publishing	Lisa Smith, Head of Teaching and Learning/SLT

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

Commitment to publish

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

At St Joseph's Catholic Primary School we will publish information annually in September.

Equality information will be available on the school website.

At St Joseph's Catholic Primary School we will publish the following information:

- Copies of policies e.g. behaviour / anti bullying policy; recruitment and pay policies.
- Attainment data which shows how pupils with different characteristics are performing

Commitment to action

Governors will:	
Policy Development	<ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> • Provide leadership and ensure the accountability of the Executive Principal/Head of Teaching and Learning and senior staff for the communication and implementation of school policies • Highlight good practice and promote it throughout the school and wider community
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Congratulate examples of good practice from the school and among individual managers, staff and pupils • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
Principals and senior staff will:	
Policy Development	<ul style="list-style-type: none"> • Initiate and oversee the development and regular review of equality policies and procedures • Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> • Ensure the effective communication of the policies to all pupils, staff and stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold line managers accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Highlight good practice from departments, individual managers, staff and pupils • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively
SLT will:	
Policy Development	<ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> • Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations

Behaviour	<ul style="list-style-type: none"> Behave in accordance with the school's policies, leading by example Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> Contribute to managing the implementation of the school's equality scheme
All staff: teaching and non-teaching will:	
Policy Development	<ul style="list-style-type: none"> Contribute to consultations and reviews Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> Maintain awareness of the school's current equality policy and procedures Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Contribute to the implementation of the school's equality scheme
All pupils are requested to:	
	<ul style="list-style-type: none"> Refer to and follow relevant school policies
	<ul style="list-style-type: none"> Provide feedback and respond to surveys
All parents / carers are requested to:	
	<ul style="list-style-type: none"> Refer to and follow relevant school policies
	<ul style="list-style-type: none"> Provide feedback and respond to surveys

The school operates equality of opportunity in its day to day practice in the following ways:

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age.

With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

5: Engagement – Participation and Involvement

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community.

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities through the use of:

- Feedback from the annual parent questionnaire and parent-consultation meetings;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSCHE lessons and pupil consultation sheets
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Committee body meetings.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in published information showing how the duty has been addressed.

6: Quality Impact Assessments, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms.
- We conduct student voice activities such as anti-bullying questionnaires.

7: Our School's Equality Priorities

Key priorities for action

Our equality objective setting process has involved gathering evidence as follows:

- Analysis by the Executive Principal /Head of Teaching and Learning and Governors of assessments without levels and whole school tracking data to identifying the performance of different groups of pupils.
- Feedback from Ofsted (March 2013) which highlighted providing greater challenge for more able pupils, presentation of pupils work and feedback.
- References made to parent consultation feedback / questionnaires (Annually)

Areas the school has identified as priority areas:

Priority	
1	Publish & promote our equality plan and scheme through the school website.
2	Ensure that action is taken to enable all pupils to achieve their full potential
3	Disability training for teachers / TA's
4	Ensure that the PSCHE / Sex & Relationships curriculum recognises diverse family structures.
5	Further develop community cohesion.

8: Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success indicator	Timing	Review Date
Publish & promote our equality plan and scheme through the school website.	ALL		X		Advance Equality of Opportunity	Head of Teaching and Learning	<ul style="list-style-type: none"> • Disseminate policy / action plan: <ul style="list-style-type: none"> ○ Scheme adopted by governors ○ Scheme / Action plan circulated to all staff ○ Policy on school website 	Autumn 2015	Spring 2016
Ensure that action is taken to enable all pupils to achieve their full potential	Equality of opportunity		X		Advance Equality of Opportunity	Committee Members EP/HTL / SLT Class Teachers	<ul style="list-style-type: none"> • Continue to monitor vulnerable groups achievement & progress • Identify underperforming groups / pupils • Set targets / identify intervention needed. • Monitor & evaluate the impact of interventions. 	Autumn 2015 – Summer 2016 2016/17 2017/18	Termly
Disability training for teachers / TA's	Equality of Disability		X		Advance Equality of Opportunity	HTL / SLT Class Teachers	<ul style="list-style-type: none"> • CPD for staff relevant to individual pupils / disabilities e.g. deafness. 	Autumn 2015/16/ 17/18	Annually

Further develop community cohesion.	Equality of opportunity	X	Advance Equality of Opportunity	Governing Body HT / SLT Class Teachers	<ul style="list-style-type: none"> • School actively promotes the fundamental British values of mutual respect and tolerance for those with different faiths and beliefs: Assemblies, curriculum inc. PSCHE & RE; newsletters etc. • Engaging parents and raising expectations and achievement of vulnerable groups through the Achievement for All programme 	Autumn 2015/16/17/18	Annually
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