



ST. JOSEPH'S INFANT & JUNIOR SCHOOLS

Equalities Policy & Plan 2017-2021



Sustainable Travel
Accredited and Recognised
Outstanding level 2010



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Saint Joseph's Catholic Junior School

St Joseph's Mission Statement

**We Follow Christ's
Footsteps in Love**

St Joseph's aims to remember that our faith underpins all that we are and all that we do.

We aim to commit ourselves to providing our children with a balanced curriculum where abilities and interests are stimulated.

Prayer and worship will be real experiences for each child, parent, governor and member of staff.

We endeavour to strengthen Christian values and encourage all to live in a harmonious, multicultural society.

Race and Equality Statement

Clearly if we are to achieve our mission statement we must aim not only to eliminate unlawful racial discrimination but also to actively promote equal opportunities and good race relations in all areas of school life.

We aim to eliminate both direct discrimination (treating a person on racial grounds less favourably than others are or would be treated in the same or similar circumstances) and indirect discrimination (when the application of a condition, though applied equally to all racial groups, is such that a smaller proportion of a particular racial group can comply with it, and it cannot be shown to be justifiable on other than racial grounds)

Aims and Values

We aim to reflect the views of the Catholic Church which universally teaches us Respect and Justice for all children in every aspect of their lives, irrespective of race, colour or creed. There is a strong policy in the schools to give boys and girls equal opportunities in the present and to prepare them for Secondary School and adult life. Children are taught to recognise and welcome the community as being multi-racial, multi-cultural, multi-religious and multi-lingual throughout all aspects of school life.

Equality Duty

St Joseph's Infant & Junior Schools are committed to the advantage of equality of opportunities for all members of the school communities. The governing body aims to ensure that no employee, job applicant, parent or pupil or other member of the schools communities is treated less favourably than anyone else.

The schools hold the fundamental belief that every individual, whatever their colour, culture, gender or ability, should have equal access to the opportunities available in our schools. We believe in creating an atmosphere where each member feels equally valued and secure and any behaviour which devalues any child for reasons of colour, culture, gender or ability, will create unhappiness and insecurity and will deny this equal access. Such behaviour is therefore unacceptable in our schools.

The schools are concerned with all pupils' access to the curriculum and the recruitment and opportunity of all staff.

The Equality Act 2010, of which the greater part of it took effect from 1st October 2012 replaces and consolidates previous anti-discrimination legislation, including the Sex Discrimination Act 1975 and the Race Relations Act 1976, with a single Act. The 2010 Act introduces changes that the schools need to take account of.

The Act introduced a single Public Sector Equality Duty (PSED), sometimes referred to as the general duty that applies to schools and all public bodies. The combined equality duty came into effect in April 2011.

In common with all public bodies, St Joseph's Infant & Junior Schools will have need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In practice, due regard means that the governing body and the leadership team will:

- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics
- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought but will keep them under review on a continuing basis

- Integrate PSED into the implementation of all the school's functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.

It is unlawful to discriminate in the following areas, termed protected characteristics:

- Age
- Disability
- Gender
- Race
- Religion or belief
- Marriage or civil partnership
- Sexual orientation
- Pregnancy or maternity

Aims and objectives

- To comply with the legislation of the Equality Act 2012
- To continue to maintain the schools' position as a provider of the highest quality education and, as a good employer, providing development opportunities for all staff
- To ensure that equality remains high on the schools' strategic agenda
- To establish good management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response
- To ensure all staff work together with a shared sense of purpose to meet the needs of every pupil
- To ensure that pupils and staff contribute towards a happy and caring environment by showing respect for and appreciation of, one another as individuals
- To ensure that complaints or evidence of failure to comply with the school's equality policy will be dealt with promptly and fully investigated according to relevant procedure
- To ensure that we will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Admissions and exclusions

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

As Voluntary Aided schools St Joseph's Infant & Junior Schools has certain stipulations to the general code as applied to most schools in England and Wales. These are;

- The Admissions code permits the schools to give priority to looked after children who are practising Catholics and other practising Catholic children who live and worship in the parishes of St Joseph's and St. Erconwald's providing that the schools continues to be oversubscribed.

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

Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan; 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 staff room 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

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St Joseph's Catholic Infant and Junior Schools.

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 may apply religious criteria when recruiting any member of the teaching staff. In recruitment, remuneration and promotion, although we seek to appoint the person most suitable for the post, we may give preference to persons:

- Whose religious opinions are in accordance with the Catholic faith
- Who attend religious worship
- Who give, or are willing to give religious education

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

Race Equality

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under our specific duty we will:

- Prepare an Equality Plan which identifies our race equality goals
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

Ethnicity and race (including EAL learners)

- We are committed to working for the equality of all ethnic groups.
- 84%, in the Infant and Junior School of our pupil population speak English as an additional language. This presents a challenge to the schools which is being met through early intervention which can include 1:1 support or small group classes. The school has staff who can speak a number of languages including Polish, Konkani, Portuguese, Italian, and Spanish. This helps to support the child's learning and also helps with parental communication.

- The school celebrates ‘Black History Month’ in a range of different ways.
- Embracing other cultures reflects the ethos of our school, where we treat others as we would wish to be treated. The school Anti-Bullying Policy and Positive Behaviour Policy are reviewed to ensure they meet any new challenges of racial or ethnic discrimination. The Anti-Bullying Policy has been updated to reflect the recent trend in cyber-bullying. The school consistently reports and records any racist incidents that occur. In the current academic year, no incidents have been recorded.

Disability

This section should be read in conjunction with the schools’ SEND Policy and the Administration of Medicines Policy.

The Equality Act defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

We are committed to working for the equality of people with and without disabilities. Pupils with physical and/or learning difficulties may have an Individual Provision Plan (IPP) which is produced having had discussions with professionals in the school and with external agencies. The external professionals we work with to support our pupils includes occupational therapists, emotional & behaviour counsellors, paediatricians and physiotherapists and social workers. Some pupils may also have an Educational Health Care Plan and a Treatment Plan depending on their particular need.

The underlying aim of every IPP is to ensure the child can access the curriculum, make at least ‘expected’ progress and reach their potential. All children with a disability and/or Special Educational Need (SEN) are assessed termly to monitor academic progress and to review other goals that may have been identified in the IPP. Factors such as attendance and punctuality are also monitored to ensure children are attending school every day when they are well enough to do so.

The school has an Accessibility Plan to ensure the needs of people with different abilities and needs are considered.

Legal duties

The Equality Act places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment
- We are committed to working for the equality of people with and without disabilities. Pupils with physical and/or learning difficulties may have an Individual Provision

Plan (IPP) which is produced having had discussions with professionals in the school and with external agencies. The external professionals we work with to support our pupils includes occupational therapists, emotional & behaviour counsellors, paediatricians and physiotherapists and social workers. Some pupils may also have a Educational Health Care Plan and a Treatment Plan depending on their particular need.

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Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief. 100% of children attending the infant and junior schools are catholic.

While our Catholic faith is reflected in all of both school's life, we aim to develop pupils' knowledge and understanding of other faiths and a willingness to empathise with people who hold beliefs that are different to our own.

Our Religious Education programme and our assemblies provide opportunities for this to be developed. Other religious faiths are studied through this programme over the course of the year e.g. Hinduism and Judaism. Furthermore, we organise visits to our local temple as well as presentations by members of different faith communities.

Gender

We are committed to ensuring equality of education and opportunity for all pupils irrespective of gender. The achievement of all pupils is monitored on the basis of gender and we use this data to raise standards and ensure inclusive teaching. Scrutiny of assessment data indicates there are no gender issues.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The school is proactive in ensuring that gender stereotypes are challenged. For example; equal representation on the School Council, roles and responsibilities, school participation in sports where both boys and girls compete. When selecting classroom materials, teachers' pay due regard to the sensitivities of all members of the class and provide resources and materials that gives positive images. We provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes.

Gender identity or reassignment

While this is not a current issue for the schools, we are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Sexual orientation

We are committed to providing a safe environment for all pupils and staff. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

Tracking Pupil Progress

We aim to ensure that all barriers to learning are removed for all our pupils, especially those with protected characteristics. To achieve this we:

- Track the progress of pupils by analysing data by race, gender, disability, disadvantaged and EAL
- Track the progress of all our pupils by analysing data
- Carry out termly assessments of all pupils in Mathematics, Reading, Writing, RE and Science and in the seven areas of the EYFS Curriculum.
- Set individual targets for pupils in R.E, English and Mathematics.

Specific Duties

In order for the schools to fulfil its obligations under the Act, it will publish equality objectives at least once every four years. The objectives will be measurable and focus on improvements and positive outcomes.

- The governors will ensure that all pupils are not treated any differently because of their ethnic origins or colour.
- The governors will ensure that children of gay, lesbian or bi-sexual parents are not singled out for unfair treatment.
- The governors will make all reasonable adjustments to avoid disadvantage to a disabled pupil. When considering what a reasonable adjustment is, the governors will take into account the circumstances of each case. Factors which would be considered would include: the financial or other resources required for adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route.

Positive Action

Under the Act, the school can now make New Positive Action provisions to allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. These measures will need to be a proportionate way of achieving the relevant aim. The schools will use these provisions as appropriately as possible.

Recruitment and Employment of Staff

The governing body will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Candidates for employment or promotion will be assessed objectively against the requirement for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary.

The governing body will consider any possible indirect discriminatory effect of its standard working practices, including the number of hours worked, the times at which these are to be worked and the place at which work is to be done, when considering requests only if the governing body consider it has good reasons, unrelated to any protected characteristics, for doing so. The governing body will comply with its obligations in relation to statutory requests for contract variations and will also make reasonable adjustments to its standard working practices to overcome barriers caused by disability. The schools will monitor the ethnic, gender, and age composition of the existing workforce and the number of people with disabilities within these groups and will consider and take any appropriate action to address any problems that may be identified as a result of the monitoring process. The governing body will ensure that appropriate training is provided on equal opportunities to all staff likely to be involved in recruitment.

All staff will assist the governing body and the schools to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.

All staff should be aware that they can be held personally liable as well as, or instead of, the governing body for any act of unlawful discrimination. If any member of staff considers that they have experienced unlawful discrimination, they may use the school's grievance procedure to make a complaint. The governing body will take any complaint seriously and will seek to resolve any grievance that it upholds.

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment

The role of the head teachers

- It is the head teachers' role to implement the school's Equality Plan and they are supported by the governing body in doing so
- It is the head teachers' role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- The head teachers ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- The head teachers promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- To ensure that all members of the school community, especially those with protected characteristics, play a full part in all aspects of school life
- To ensure that all complaints about unlawful discrimination are investigated and resolved appropriately

The role of the staff is:

- To always act and behave in a way that is consistent with the aims and objectives of the policy

St Joseph's Catholic Infant and Junior Schools Equality Information as of October 2017

The Equality Act requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Our mission statement promotes our inclusive ethos where all children have full access to learning, play and social opportunities so they may reach their full potential.

The school fosters a spirit of acceptance of differences and celebration of diversity within our 'School Family.'

The governors have adopted a Positive Behaviour Policy, Anti-Bullying Policy and 'Staying Safe Online' Policy which clarifies our position with regards to any types of behaviours which lead to (or could lead to) discrimination, harassment and victimisation. School staffs implement appropriate strategies for individuals or groups of pupils to prevent and / or deal with these incidents.

To meet current safeguarding guidelines, security of the school premises is taken very seriously and closely monitored. All entrances are step free and entry to the school is via an intercom system and electronic gates, linked to cameras, so reception staff can see if anyone is experiencing difficulty entering the school.

All staff recruitment panels include at least one member who has received ‘Safer Recruitment’ training and is aware of equal opportunities legislation which must be adhered to during recruitment.

All pupils and parents are encouraged to take part in events such as class assemblies, Schools’ Association events, parental workshops, Focus Groups and information presentations to enhance community cohesion.

The school aims to promote a tolerant and inclusive community where everyone can feel respected and valued.

St Joseph’s Catholic Junior School Equality Information as of October 2017

Number of pupils on roll at the school: **278 full time at October 2017.**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

In October 2017, 1.42% of pupils on roll at our school were recorded as having a disability. The range of disabilities include ADHD and hearing loss.

Pupil Special Educational Needs (SEN) Provision		
As of October 2017	Number of pupils	Percentage (%) of school population
No Special Education Need	231	83.09%
SEN Provision	50	18%
E.H C.P Statement	5	1.8%

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population

Number of pupils who speak English as an additional language	124(52%)	116(48%)	240	86%
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Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	8(2.87%)	9(%)	15	7%

Gender	Male	Female
Male	146 (52.51%)	132 (47.48%)

St Joseph's Catholic Infant School
Equality Information as of October 2017

Information about the pupil population

Number of pupils on roll at the school: **260 pupils, 208 full time and 52-part time as of October 2017.**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

In October 2017, 0.38% (1) of pupils on roll at our school were recorded as having a disability.

Pupil Special Educational Needs (SEN) Provision		
As of June 2017	Number of pupils	Percentage (%) of school population

No Special Education Need	231	88.85%
SEN Provision	29	11.15%
E.H.C.P Statement	3	1.15%

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	116 (44.61%)	102 (39.23%)	218	83.85%

Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	5(1.9%)	3(1.15%)	8	3.07%

As of Oct 2017

Gender	Male	Female
Male	122 (46.92%)	138 (53.08%)

St Joseph's Catholic Infant & Junior Schools - Equality Plan (October 2017)

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletters and staff meetings.	Annual questionnaires, parent focus group meetings, newsletters/informal meetings.	Head teachers /	Equality Plan continues to be published for parents, staff and governors.	<p>Staff are fully aware of the principles of the Equality Plan and use them when planning lessons, creating class room displays, in accordance with the agreed teaching and learning priorities</p> <p>Parents are aware of the Equality Plan.</p>
KEY OBJECTIVE	Continue to monitor and analyse pupil achievement by race, gender, FSM and disability and provide additional support to address trends or patterns in the data that require further teaching and learning sessions for pupils.	Achievement data continues to be analysed by race, gender, FSM/Pupil Premium and disability/SIS, SELP visits/Review of Standards and Governor meetings.	Head teachers/Assessment Curriculum Leaders/SENCO's/SIS, SELP, Governing body/Target setting Governors.	Data for previous academic year highlighted within the Review & Evaluation Sections of the Hard Federation Action Plan & Head teachers Reports to Governor which are then considered at the Autumn Term GB	Scrutiny of teacher assessments/annual data continues to demonstrate that the gap is narrowing. Appropriate progress made for all groups following successful targeting procedures.
All	Continue to ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Continued pupil participation, confidence and positive identity – monitor through PSHCE/School	Head teachers/Staff	Ongoing	Continued diversity reflection in school displays across all year groups.

St Joseph's Catholic Infant & Junior Schools - Equality Plan (November 2017)

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
		Councils/Assemblies/Pupil questionnaires			
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the schools e.g. through their involvement in the School Council including, JLT, Prayer Leaders, Eco, Sports, Healthy Schools members, Key Stage 2 leadership roles {Head/Deputy (by election or co-option), & Assistant pupils, class assemblies, fund raising etc.	School council/leadership roles representation monitored by race, gender, FSM, and disability.	Head teachers/R.E Leaders/ teachers/SENCO's Nominated staff	Ongoing	Membership representative of all ethnic/gender/FSM / disability groups. Pupils' voice makes a positive contribution to the school communities.
All	Continue to implement current rigorous procedures with reference to our 'Attendance Policies' to ensure that all pupils attend school regularly and on time, so they have full access to learning opportunities. Identify and respond to any common issues within a particular group.	Monitor records to identify specific groups of pupils where attendance and/or punctuality are a concern. Termly updates provided in the Head teachers Report To Governors	Head teachers/ Admin/support staff/EW.O	Ongoing	Analysis of attendance / punctuality demonstrates the gap is narrowing for equality group as appropriate.

St Joseph's Catholic Infant & Junior Schools - Equality Plan (November 2017)

Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body / Local Authority within the agreed timeline.	The Head teachers / Governing body will use the data to assess and consider the impact of the schools' management of incidents and implement recommendations as necessary.	Head teachers / Staff/Governing body	Reporting termly to LA and at FGB meetings	All staff are aware of and respond to racist incidents Consistent implementation of agreed policies and procedures results in low level of incidences. Governing Body informed at termly meetings together with appropriate actions implemented, as necessary.
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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Race Equality	To continue to target small groups with additional support to enhance teaching and learning to meet the needs of the changing pupil population. This to include the provision of additional teaching assistant support to meet the needs of our EAL pupils, to access the curriculum, when necessary.	Pupil progress will be monitored on a termly basis.	Head teachers / Assessment Coordinators/ Teaching Staff/Teaching Assistants	Reporting termly to LA	All pupils are making at least the expected or above termly progress.

St Joseph's Catholic Infant & Junior Schools - Equality Plan (November 2017)

Gender Equality Duty	Continue to ensure equality of access for both boys and girls with reference to curriculum and extra -curricular opportunities.	Continue participation of both boys and girls in extended day curriculum provision.	Club leaders/all staff.	Ongoing	Balance of genders represented in all appropriate clubs. Data indicates similar attainment between boys and girls. Likewise, the increased extracurricular opportunities support the achievement of both genders improved successes in extracurricular events.
Financial Equality	Ensure that pupils from low income families are supported appropriately and are able to access all curricular and extra-curricular activities.	Monitoring of standards in addition to their participation in extra –curricular opportunities, including educational visits and clubs.	Head teachers/staff Assessment Coordinators	Ongoing	FSM/Pupil Premium/E6 pupils making appropriate progress and accessing their curriculum entitlement. Effective use of the Pupil Premium grant to narrow the gap in the attainment for targeted pupils.

St Joseph's Catholic Infant & Junior Schools - Equality Plan (November 2017)

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Disability Equality Duty	Continue to promote disability issues through assemblies, RE, PSHE lessons and continued increased participation for disabled students in sport.	Issues continue to be discussed at school council meetings relating to disability awareness. Feedback from pupils and parents.	Head teachers All staff	Ongoing	Children have an increased understanding of how some people have different needs and different ways of achieving.
Ethnic Diversity	The schools will continue to promote their outstanding initiatives to date. Further develop these as necessary including the continued promotion of pupils' cultural events.	Attendance will be monitored to determine if the attendees are representative of the diverse school community.	Head teachers /Staff	Ongoing	Various ethnic groups are represented at all functions.

POLICY DETAILS:

Legal Status: Statutory

Adopted: October 2017

Version Date: October 2017

Next Review: October 2020

Responsible Person: Governing Body