



SS AIDAN AND OSWALD RC PRIMARY SCHOOL

EQUALITY SCHEME

2017 -2020

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1. Foreword

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the revised single Equalities Scheme for SS Aidan and Oswald's. This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected. It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

Signed by Headteacher

Name Signed..... Date.....

Signed by Head of Governors

Name Signed..... Date.....

2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are going to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the

complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010. The three areas which we are required to address are:

- 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 characteristics¹ - between people who share a protected characteristic and people who do not share it.

To further these aims, the school should choose and publish equality objectives.

3. School Values, Ethos/Mission Statement

Our school is a Catholic Primary School with a central purpose and Mission – to provide for our children an education in which the values taught to us by the great teacher, Our Lord Jesus Christ, are seen in every aspect of our school. It is our hope that our curriculum, our relationships, our play, our work all reflect this message of love and wonder, from the beginning of the day to the end. We praise God, we give thanks for the gifts we all have, and we ask for His blessing every day as we grow and develop.

We marvel at the uniqueness of each one of us, each one so special, and each one so different. And so we try to reflect the way of the Lord with compassion, tolerance, support and the celebration of the successes and achievements of everyone in our school. We set out to do our best with the gifts we are given, knowing that God gives us our potential and knows each one of us in great and small detail. We want to be a beacon of hope in our community, where the Spirit shines through us, to all who come to know our school.

We have a special Mission Statement, prepared by the children, staff and governors – celebrated with our Parish Community which appears in this Policy. We hope it tells you about the special way we see our school.

Every school policy includes this introduction, as the Love of Christ touches every aspect of school life and every minute of each day.

4. School Profile

The school's core purpose, vision and Mission is to provide the highest quality of Catholic Education for the community of SS Aidan and Oswald's and, more recently, the broader local community in Oldham.

The school has 420 pupils on roll, 58 % are Roman Catholic. The school proudly welcomes a significant minority of children from families from other faiths or no faith. 26% of the children come from ethnic origin other than white British. 15% of the children have English as an additional language.

¹ Groups of people are referred to having the following 9 protected characteristics: disability, age, sex), race, religion or belief, sexual orientation, pregnancy and maternity [applies to schools for staff], marital status & civil partnership, and gender reassignment or identity.

The Income Deprivation Affecting Children Index (IDACI) shows that 19.2% of the children live in the most income deprived LSOA's. (This compares with 20.4% for Oldham LA). The number of children in receipt of free schools meals is falling due to demographic changes in the school's catchment area (now at 13.9%). The school has 13.2% of its pupils classified as having a SEN. School attendance is at 95.9%. Exclusions are rare – much lower than the Oldham average. Mobility is high with 78 children either leaving the school or arriving in 2016-7.

The school uses a wide range of success indicators to evaluate our performance as a Catholic school. These are set out in this statement and range from data analysis, inspection reports, achievement of quality marks and recognised standards. We also carry out an extensive range of activities with pupil and parent voice to establish the views of our key stakeholders. The school budget and people resources are carefully allocated to maximise the school's drive for improvement.

The following provides an overview of the current position of the school against the range of indicators we use.

The key performance indicator is the **Section 48 Inspection** of the school – using the Framework for Review, Evaluation and Celebration of Catholic Schools in the Diocese of Salford. This Inspection process focusses specifically on the performance of the school as a Catholic School – our distinctive purpose. Our Inspection in November 2012 graded the school as **outstanding in all areas** – Word, Welcome, Welfare, Worship, Witness and Catholic Leadership.

Our most recent **Ofsted Inspection (May 2015)** judges the school to be a Good School with several outstanding features. Significantly, the areas of 'Leadership and Management' and the 'Behaviour and Safety of the Pupils' are judged to be outstanding, which shows an improvement in the judgements in two out of the 4 areas Ofsted inspects. Parents and pupils believe that the school is a good school and the school's self-evaluation is accurate.

New Nursery Provision – the school has invested heavily in the provision of maintained nursery education. The staff from the privately run Pre-school organisation have been TUPE'd across to the employment of the school. The Nursery has been running for 2 years now and the data evidence shows that the children who attend the Nursery provision do considerably better than those that attend other providers or no previous education.

IIP Gold - This is a highly prestigious award. *Investors in People Gold represents achievement of world class best practice. It shows a truly cutting-edge organisation is operating at the very highest levels of people management practices using Investors in People to drive the business forward.* 2nd award 2014.

Full International Schools Award - The International School Award is a badge of honour for schools that do **outstanding** work in international education, such as through links with partner schools overseas, and a rich curriculum experience for the children. The school is accredited until 2018, and currently the submission for re-accreditation is being prepared.

Achievement for All Quality Mark and Quality Lead- a whole-school improvement framework that raises the aspirations, access and achievement of vulnerable and disadvantaged pupils, including those with special educational needs and disabilities, EAL, looked-after children and children on FSM, as supported through funding via the pupil premium. In 2017, the school was awarded '**Quality Lead**' status in recognition of the high quality of work we do in this area and the work we do with other schools.

Enhanced Gold Healthy Schools Award – upgraded to ‘Enhanced’ Diamond status in 2017 – This is the highest level of recognition and we are in a small number of schools to achieve this higher standard. It demonstrates the school’s commitment to healthy living, fitness, welfare and safety of the children.

Communication Friendly School Status – the school was part of a small group of local schools to pioneer this national recognition in Oldham, which focuses on a whole school approach to developing the language and communication skills of the children, particularly those with a language deficit.

Commons’ Awards - the school has been recognised twice by the House of Commons – one in respect of the excellent work of the school council – ‘The Speaker’s School Council Award’, and also for a national flag competition.

Sports Mark – The school is recognised for its work in relation to sports provision and healthy lifestyle – last year we moved from Bronze to Silver accreditation.

Every Child Counts Quality Mark – enabling children who struggle with maths to make exceptional progress.

Eco Schools Award - an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. We are recognised at Silver level.

Lead Peace School – SS Aidan and Oswald’s is a lead Peace school in Oldham – committed to the ‘May Peace Prevail in Earth’ message. We work with other schools to introduce them to this important global message, and have our own Peace Pole in our Peace Garden. We are a signatory to the International Pledge for Peace.

A member of the Diocesan Schools Alliance for S2S support – the school has 4 formally qualified teachers who are ‘Leaders in Education’ and offer support and guidance to other schools. (1 LLE, 3 SLEs)

Lead Assessment School – The work of our staff team in developing outstanding practice in our procedures for the ‘assessment for learning’ is recognised within Oldham and we offer support and advice to other schools.

Diocesan Schools Alliance – The school is a member of this alliance which supports other schools within Salford Diocese with training and development. The headteacher, Mr Harrison is a committee member of the DSA

Current School Data

Headline statement

Children arrive at the school at standards which are below those expected for their age. The number of children in receipt of Free School Meals is now dropping, as is the case for many schools as a result of Government policy changes.

The school now has nursery provision, which has taken considerable expense both financially and in time to achieve. Data shows that the standards achieved by the children who attend the nursery are much better in terms of school readiness and academically. However, many children arrive in the reception class from other providers or with no school experience. These children are generally at standards below those expected of their age.

The intake into the reception class 2017 appears to confirm this trend. The number of children with Special Needs is about the national average. Children make good progress through the Foundation Stage and Key Stage 1, by which time they achieve levels of attainment which are broadly in line with the national expectations.

Data for the number of children achieving GLD at the end of reception (73.9%) is now above the national standard, and also for Year 1 phonics results (at 85.5%).

Assessments for the end of Key Stage 1 in 2017 show that the children have made good progress from their starting points which were below those expected of their age. Results are now broadly average. This is a significant achievement for the school.

The results for Key Stage 2 show that the children have made good progress from standards which were significantly below those expected for their age at the end of Key Stage 1 to standards which were broadly in line with schools nationally at the end of Key Stage 2.

School results indicate that the school is on an upward projectory across the Body.

Results are in the middle 60% of schools nationally and improving year on year.

Staff achievement etc.

Mr Harrison – LLE, DHA, DLE, Section 48 Inspector, inaugural member of the National School of Formation, CCRS

Mrs Deacy – MA in Catholic School Leadership, Specialist Leader in Education, Catholic Leadership Programme, CCRS

Miss Halley – Specialist Leader in Education, CCRS

Mrs Kenny – National SENCO qualification, CCRS, Ekklan Communication Friendly School Lead, CCRS

Mrs Brogan – Post Graduate Certificate for the National Award for SEN Co-ordination, CCRS

Mrs Rothwell – Every Child Counts, Specialist Leader in Education, CCRS

Miss Baldwin - Ekklan Communication Friendly School Lead, CCRS

Mrs Kumah, Miss German, Miss Westerman - CCRS

Mr Callan – Diploma for School Business Management

Mrs Turner – Certificate for School Business Management

Four members of staff are qualified with the Mindfulness in Schools 'PAWS b'. The school offers diocesan wide training each year for schools as part of the Diocesan offer.

First Aid – Appointed persons – all staff

First Aid at Work (3 Day) – Miss Wild, Miss O'Connor

Paediatric – KS1 staff

All First Aid certificates are scheduled for renewal next half term (Autumn 2017)

Coaching qualifications –

Level 5 – Mrs Deacy, Mrs Kenny, Mrs Brogan

Coaching for Effective School Leadership – Mrs Kumah, Miss Halley, Mrs Rothwell, and Miss Baldwin.

Read Write Inc. – Key Stage 1 Staff and 5 KS2 staff.

All teaching staff are Graduates. Teaching Assistants are qualified to level 3 or above, with 4 to graduate level.

The school is extremely proud of the many achievements we have made in recent years. We believe that these demonstrate that we give the children excellent provision at our school. Our successes are the result of the drive and commitment of our staff team and governors, the children's fantastic attitude to learning, and the support of our parents and the broader community. It is our conviction to ensure that we use all the available resources we have (people, time and financial) to achieve the best quality of education for all of the children. Our achievements give a good indication that we are doing well!!

5. Equality Objectives

Objective 1

To narrow the gap of the attainment and progress of boys and disadvantaged pupils in Key Stage 1 and EYFS.

Objective 2

To ensure that pupils in from different groups (Disadvantage, Minority Ethnic, SEND) make good progress from their starting points using national comparison data.

Objective 3

To ensure that middle leaders confirm that the curriculum area they are monitoring is suitable and appropriate for the mixed community we serve.

Objective 4

To enhance the school's RE curriculum to develop the school's approach to multi-faith education to engender greater understanding and cohesion across the school community.

6. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have updated our accessibility action plan. This outlines our plans and commitment to increase accessibility of our school environment.

See appendices.

Furthermore we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

7. Community Impact Assessments

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments.

8. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

9. Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

an overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation;

fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them;

empowerment of students, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies;

student involvement in debates about change;

an increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity;

rich learning experiences about human rights inside and outside of the classroom.

10. Engagement and Involvement

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

We did this via a range of involvement and engagement process;

- questionnaires to parents, staff, other professionals, other community leaders
- commitment to IIP;
- Peer to Peer review;
- full Governing Body discussions/consultation;
- Discussions/consultation with pupil groups.

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Equality Scheme and Action Plan.

11. Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

12. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Body, Headteacher, Senior Management Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour, challenging inappropriate and discriminatory language and behaviour, ensuring all members of staff, including new members, are aware of this scheme. Furthermore;

The Headteacher will;

- ensure that staff and parents are informed about the Equality Scheme;
- ensure that the scheme is implemented effectively;
- encourage staff to give their individual equalities information in monitoring forms annually;
- through knowing the composition of the workforce, aim to identify any areas for development;
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the Scheme;
- monitor the scheme and report to the Governing Body annually, on its progress and effectiveness;
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan;
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies;
- evaluate, review and update the Scheme every 3 years.

The Governing Body will;

- designate a Governor with specific responsibility for the Equality Scheme;
- establish that the action plans arising from the Scheme are part of the school improvement plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the Scheme;
- ensure that the action plans arising from the Scheme are part of the school development plan;
- evaluate and review this scheme on a termly basis.

The Senior Leadership Team will;

- have general responsibility for supporting other staff in implementing this Scheme;

- provide a lead in the dissemination of information relating to the Scheme;
- identify good quality resources and training and development opportunities to support the Scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this Scheme as detailed in the school improvement plan.

Parents/Carers will;

- have access to the Scheme;
- be encouraged to support the Scheme;
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- have the right to be informed of any incident related to this Scheme which could directly affect their child;

School Staff will;

- accept that this is a whole school issue and support the Equality Scheme;
- be aware of the Equality Scheme and how it relates to them, including participating in workforce equalities monitoring;
- be aware of the implications of the Scheme for their planning, teaching and learning strategies;
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society;
- ensure pupils from all groups are included in all activities and have full access to the curriculum;
- challenge inappropriate or discriminatory language or behaviour;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures of reporting harassment and bullying;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- make known any queries or training requirements;

Pupils will;

- have the opportunity to contribute to the Scheme;
- be made aware of the Scheme, appropriate to age and ability and how it applies to them;
- be expected to act in accordance with the Scheme;
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society;

13. Annual Report and Review

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice.

14. Information, Feedback and Complaints

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact;

Mr Peter Callan – School Business Manager, C/O of SS Aidan and Oswald RC Primary School, Roman Road, Royton, Oldham OL2 5PQ. Tel 0161 652 2558. E-mail p.callan@ssaidanoswald.oldham.sch.uk

Attached to this document are
CES guidance on

- Catholic schools, children of other faiths and community cohesion
- Pupils of Other Faiths in Catholic schools
- Equality Act 2010 Guidance for Catholic Schools
- The Public Sector Equality Duty in England