



St Gregory the Great Catholic School (0-11)

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ST GREGORY THE GREAT CATHOLIC SCHOOL (0-11)

SINGLE EQUALITY POLICY

EXECUTIVE SUMMARY

Legal Duties

As an academy we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)

- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives
- This is available on the website

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our Ethos Statement

This school was founded by, and is part of, the Catholic Church. The school shall be conducted in accordance with the provisions of the Education Acts and subject thereto, in accordance with:

- the provisions of the Instrument of Government;
- the provisions of these Articles and Rules or Bye-Laws made there under;
- the trust deed of the Archdiocese of Birmingham;
- the teachings and canon law of the Roman Catholic Church; and at all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

Acts of collective worship shall be in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.

The form and content of religious education provided shall be determined from time to time by the Academy Committee and shall be in accordance with the teaching, discipline and particular norms of the Catholic Church.

The Primary Phase staff team will include all religious festivals, events and celebrations into the planned provision in a way that is respectful and meaningful to the child and their family.

Responsibility

We believe that promoting Equality is the whole academies responsibility:

School Community	Responsibility
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Academy Committee	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the academy in carrying out its day to day duties. Ensuring that all academy community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Key People	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the Academy Committee in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the Academy Committee of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the principal on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members How do we do this?	Take an active part in identifying barriers for the school community and in informing the Academy Committee of actions that can be taken to eradicate these

Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website and in the school newsletter.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment Attendance
- Engagement in school activities
- Exclusions
- Rewards and sanctions
- Representation on school bodies e.g. school councils,

Admissions

We only collect very limited diversity data during the admission process which relates to protected characteristics. These are gender, SEN and some details on baptism for admission to our Catholic School. This limited information makes it difficult to assess whether or not children are under-represented at the point of admission. The first time we collect wider diversity data is during the autumn term when we complete a census type form for the Local Authority.

Objectives:

- We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives for Dominic Barberi Multi Academy are contained within the school improvement plan and are monitored by the Academy Committee quarterly.
- We will ensure we maintain a professional workforce.

- We will create a professional workforce that feels valued, and treated fairly in accessing training and development opportunities to develop their professionalism.
- We will measure the success of this by conducting annual staff surveys, supervisions and through the stress at work risk assessment.
- All staff are given a staff handbook and induction when starting with the school and each adhere to the staff code of conduct.
- Dominic Barberi Multi Academy recognises that everyone should be included equally in all aspects of school life and have:

Compassion; we are an inclusive school that is sensitive to the needs of all students in our community

Integrity; we promote and celebrate a consistency of actions, value, expectations and outcomes for all our students

Wisdom; the ability to live with, work with and support all in our community is an important life skill for all students

Justice; all students will be given equality of opportunity in our school

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of support with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties / English as an Additional Language (EAL)
- Special Educational Needs
- Medical conditions / Physical Disabilities
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Failure to identify and nurture gifts and talents

- Undiagnosed or unsupported sensory impairments
- Recruitment, management and development of staff and school representatives

The school recognises that it has a legal obligation under the Disability Discrimination Act to meet the needs of people with disabilities and to make Reasonable Adjustments as required.

We work to establish, maintain and develop an inclusive school culture and ethos.

We are a diverse school which includes students and staff from a wide range of cultures and backgrounds. We celebrate diversity and equality and recognise achievement through special events, assemblies and our curriculum. We promote positive attitudes towards disabled people and those of different ethnic groups through our curriculum and the daily life of the school. We set high expectations of effort and behaviour throughout the daily life of the school by example and via our Whole Academy Behaviour Policy, including in lessons, tutor sessions, extra curricular activities, the mentoring programme and our reporting system which includes recognition of effort and behaviour as well as achievement and attainment. We strive for “fair justice” in our responses to issues and difficulties.

We strive to prevent and deal effectively with bullying and harassment

We take a strong stance against bullying via our Anti Bullying Policy and in our daily work. We ensure that incidents of bullying are dealt with swiftly and effectively. We recognise that groups covered by this policy can be more vulnerable to bullying and harassment and our recording and reporting system (SIMS), is used to record and analyse bullying and harassment on grounds of race, gender, disability and other needs. Staff follow the Dignity at Work Act.

Equalizing opportunities

We recognise that some of the groups covered in this policy are likely to be economically disadvantaged, and we work to equalise opportunity by:

- Ensuring that school uniform is affordable
- Avoiding putting parents under unnecessary financial pressure

- Promoting and monitoring the take-up of extra-curricular opportunities and ensuring that activities and events are accessible to all
- Ensuring that our charging policy is appropriate
- Monitoring take-up of extra-curricular opportunities
- Offering access to careers advice and work experience placements to all pupils
- Providing good quality, balanced free school meals to those who are entitled to them

We inform and involve parents and carers

We inform parents and carers about all aspects of school life via the prospectus, the school website, the weekly newsletter, parents evening and through informal handovers. Translators, readers or Braille versions of documents can be made available as required. We encourage parents to let the school know if they have a particular disability-related or other need and offer opportunities for any parent to join the PSA or Academy Committee or to help in school on a voluntary basis.

We address the full range of learning needs and support all learners via our Special Educational Needs (SEN) (Inclusion), English as an Additional Language (EAL) and Teaching and Learning Policies (Gifted and Talented).

Measures are in place to monitor the impact of interventions to support pupils with SEN or a disability and to ensure that they are appropriate and effective.

We make the school accessible to all

The school is purpose built and was completed in October 2006. The architects and contractors took into account all legislation regarding access arrangements. Upper floors are accessible via lifts. Reasonable adjustments are made and the needs of staff, parents and pupils are considered on an individual basis as required.

Dominic Barberi Multi Academy Special Educational Needs (Inclusion) Policy

This policy embraces the key topic areas set out in the academy’s mission statement:

Compassion; we are an inclusive academy that is sensitive to the needs of **all** students in our community;

Integrity: we promote and celebrate a consistency of actions, values, expectations and outcomes for **all** of our students;

Wisdom: the ability to live with, work with and support **all** in our community is an important life skill for all students;

Justice: All students will be given equality of opportunity in our academy and students with SEN will be given particular support with relationship and welfare issues.

Dominic Barberi Multi Academy is an inclusive school. Staff at Dominic Barberi Multi Academy believe that children with SEN must have those needs recognised and addressed. These children should have access to a broad, balanced, inclusive education including the National Curriculum and wherever possible should be taught alongside their peers. Dominic Barberi Multi Academy believes it is important to address pupil's needs as they arise and to provide effective support to meet those needs.

Pupils are taught in groups which best match the strategies of individual needs. This helps subjects to provide strategies that give greatest access to a broad, balanced curriculum. Parents/carers are informed and involved at all stages by letter, telephone calls, review meetings and parents' evenings according to their statutory rights, and their involvement is always encouraged and welcomed.

All staff members are involved in accurate pupil assessment which will, if necessary, inform intervention. Assessment information is also used in SEN monitoring and reporting procedures. Assessment information will include National Curriculum levels, reading and spelling ages, non verbal reasoning tests and diagnostic assessments as required. All subject areas are required to make differentiated provision where appropriate to meet pupil's needs and to keep accurate records of pupils' progress.

All departments are aware of and have regard to the advice and recommendations within the National Curriculum Inclusion Statement and recognise that it is the responsibility of all staff to remove barriers to learning, set suitable learning challenges and plan to meet the diversity within each group. Information technology to support pupils with SEN is used when appropriate. In line with the recommendations in the Code of Practice, the views of the student are always taken into consideration and students are involved in the target setting process.

The Management of SEN

The overall management of SEN provision is the responsibility of the Leadership Team, the Assistant principal (Inclusion) and the Key People

The Head of the Primary Phase (Inclusion) is responsible for:

- The day to day operation for the Academy's SEN procedure
- Liaising with and advising fellow teachers
- Co-ordinating provision for children with SEN
- Maintaining the school's SEN register and overseeing the records on all pupils with SEN
- Liaising with parents/carers of children with SEN
- Contributing to the in-service training of staff
- Liaising with external support agencies, medical and social services and voluntary bodies

Documentation and record keeping

Pupil Profiles are written for all pupils on the SEN register. Other documents including Individual Education Plans and Individual Behaviour Plans may be used in addition to these. These are reviewed and monitored termly.

The Head of the Primary school (Inclusion) is responsible for maintaining the Special Needs Register and all relevant staff have access to this.

Pupils and parents are involved at every stage.

The Primary Phase will link with, and work in partnership with, outside agencies who will be approached for advice and support as appropriate.

Inclusion Arrangements

Every pupil at St Gregory the Great School has access to all aspects of school life and the school curriculum and is enabled and encouraged to participate fully. All Key People relate to the individual needs and interests of the children they are caring for.

Parental Involvement

Information: This SEN (Inclusion) Policy document is available on request and is published on the school website. The aims are published in the school prospectus. Parents are encouraged to discuss their concerns with form Key People, the phase leads or the Head of the Primary School via appointments, reviews and parents' evenings. Parental views are valued, recorded and given due consideration throughout the process. Parents are made aware of the support within the school for pupils with SEN through the review process.

Partnership: Dominic Barberi Multi Academy aims to work in partnership with parents of pupils with SEN. Initial notification to parents is by letter/telephone call when a concern is first expressed. Parents are invited to contribute and discuss progress and concerns at all stages and their views are recorded.

Access for Parents: Staff at Dominic Barberi Multi Academy have found that the most effective means of communication is by meetings with parents and through direct telephone contact. Meetings are held in private offices or meeting rooms, or home visits can be arranged.

Links with Mainstream and Special Schools

All pupils at Dominic Barberi Multi Academy are integrated into mainstream education. Dominic Barberi Multi Academy has strong links with feeder primary schools through the Assistant Head with responsibility for transition. The school has made links with local special academies and referral units.

Success Criteria for the School's SEN (Inclusion) Policy

The effectiveness of the School's SEN (Inclusion) Policy and provision is reviewed and evaluated annually using the school's review and evaluation process.

Dealing with Complaints

If parents/carers are concerned about the provision for their child, they are encouraged to speak with their Key Person firstly and if unresolved the complaints procedure will be followed.