



## EQUALITY SCHEME 2019

### Policy statement

In accordance with our Mission Statement, we pledge through our Christian ethos, school curriculum, employment practice and management of incidents to:

- respect the equal human rights of all our pupils;
- educate them about equality; and
- respect the equal rights of our staff and other members of the school community.

In a proportionate manner, we will analyse equality information and work towards the equality objectives we identify, in relation to:

- ethnicity,
- religion or belief,
- gender, gender identity and gender reassignment,
- pregnancy and maternity
- disability
- sexual orientation
- age
- socio-economic

This scheme must be read in conjunction with other school policies. In the future, all policies will be reviewed against the backdrop of the Equality Scheme and Access Plan. This way the effectiveness of our policies to ensure

equal opportunities for all at St. Richard's can be monitored and adjusted if need be.

## **Statutory requirements**

We recognise our general responsibilities under the Equality Act 2010 to avoid discrimination on the grounds of any of the protected characteristics listed.

As a public body, we are also required by the Public Sector Equality Duty under

Section 149 of the Act to pay due regard, in all we do, to the need to:

- (a) eliminate unlawful discrimination;
- (b) advance equality of opportunity; and
- (c) foster good relations.

The equality information we publish annually, and the equality objectives identified in this document show how we address this duty. The access plan addresses our duty under Section 88 of the Act.

## **3. Responsibilities**

The Governing Body are responsible for:

- the school's Equality Scheme, including the Access Plan;
- setting a clear direction and reporting on it annually, as part of the annual publication of equality information;
- in general, making sure the school complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer;
- in general, making sure the school complies with the public sector equality duty under s.149 of the Equality Act 2010;
- in particular, making sure the school complies with the Equality Act 2010 (Statutory Duties) Regulations 2011 by:
- gathering and publishing the required equality information annually
- drawing up, publishing and implementing the school's equality objectives
- reviewing the Equality Scheme, including the Access Plan, every three years and judging its success on whether the equality objectives and access targets have been met. [The action plan will set out clear responsibilities, resources and timescales to ensure that, where funding allows, targets are met.]

The head teacher is responsible for:

- making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school improvement priorities;
- making sure the governors, staff, pupils, and their parents and guardians are aware of equality issues, as relevant;
- making sure all staff know their responsibilities and receive training and support in carrying these out;

- taking appropriate action in cases of harassment and discrimination, including identity-related incidents; and
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- avoiding unlawful discrimination, harassment and victimisation;
- promoting equality of opportunity in their work;
- fostering good relations between groups;
- dealing with identity-related incidents, whether or not they amount to bullying;
- being able to recognise and tackle bias and stereotyping; and
- taking up relevant professional development opportunities

Mrs. Nulty is responsible overall for dealing with reports of prejudice-related incidents. Where a report is about the Headteacher, then Mrs. Coulson will deal with the incident.

Visitors and contractors are responsible for following relevant school policy.

## **Staff development**

The Principles of equality and cohesion cannot be seen in isolation but run through all aspects of school life and the overt and hidden curriculum.

Training is made available to staff in the following areas which are particularly linked to these principles:

Religious Education Programme  
 Personal, Social and Health Education  
 Behaviour Management  
 Education for Personal Relationships  
 Social and Emotional Aspects of Learning  
 English as an Additional Language

The Senior Management do keep abreast, through CPD or research, of the statutory requirements linked to Employment, Recruitment, Leave of Absence etc.

## **Equality information**

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will **gather** and **analyse** information on pupils, staff and others with protected characteristics who are affected by school policies and practices. The purpose of analysing this information is to ensure that we are furthering the three aims of the public sector equality duty:

- eliminating discrimination and harassment
- advancing equality of opportunity
- fostering good relations between people from different groups

The source of this information is both quantitative:

- internal,
- local, and
- national data

and qualitative (comments resulting from engagement with relevant people):

- surveys
- complaints
- focus groups
- interviews
- student voice

The views of pupils and parents will be sought through annual parent and pupil questionnaires which inform the School Improvement Plan.

## **Information from pupil data and school audit**

### **Characteristics of the School**

St. Richard's Roman Catholic Primary School is a one form entry voluntary aided primary. Currently there are 170 pupils on roll.

The most recent OFSTED report (January 2017) states that the quality of teaching is good.

The curriculum has been redesigned to ensure that it engages pupils' interests and supports the development of their basic skills. The curriculum is enriched by opportunities for sporting and musical skills, modern foreign language and art projects. We also make good use of educational visits and visitors and have a very good range of extra curricular activities.

Pastoral care is good and the school succeeds in including all its students in the process of education very well.

Currently 25% of children do not have English as their first language and the percentage of children eligible for Free School Meals is 35%

Currently there are 0.58% of children in receipt of a statement of educational need or Education, Health Care Plans and 9.42% of children with additional needs.

The SENCO liaises with all school staff and Governors to meet the needs of pupils with social, emotional or behavioural difficulties and support is available to meet these pupils' needs. The school works with a large number of experts and professionals from outside the school. e.g. Behaviour Support Team, Primary Child Mental Health Trust, the School Nurse, the Educational Psychologist, Outreach Staff, Speech and Language therapist and the Link Teacher.

## **Publication of equality information and objectives**

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will **publish** information to demonstrate how we are furthering the three aims of the public sector equality duty. This information will be published annually in a manner and formats that are reasonably accessible to the public e.g. website, newsletter etc., and will include our current equality objectives and progress towards them. When setting the objectives consideration will be given to relevant areas of school life that analysis of data has highlighted need for improvement e.g.

- a) Admission
- b) Staff recruitment
- c) Access to the curriculum
- d) Participation by stakeholders in a range of activities
- e) Achievement of different groups within the school
- f) Exclusions
- g) Identity related incidents

From the information published, parents and others will be able to judge how well our school meets the three aims of the public sector equality duty under the Equality Act 2010.

Parents will be made aware of the school's Equality Scheme including the Access Plan and it will be published on the school's website; this will include progress against the scheme's objectives. Hard copies are available on request.

## **Equality objectives**

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will work towards the following equality objectives, arising from the equality information we have gathered. These objectives must be focused on specific measurable outcomes, rather than processes, and must be renewed as a minimum every four years. The objectives below were drawn up after staff consultation and these will inform the school development plan.

1. To promote an understanding and awareness of the fundamental importance of human rights and equality through achieving the Rights Respecting Schools accreditation (Level 1) by September 2014 – then work towards Level 2.

2. To develop in our children an awareness and understanding of a range of different life styles so as to develop tolerance and a celebration of difference. E.g. Taking advantage of news issues to respond to issues e.g. impact on Councils moving travellers' sites, using a wider range of images so that children do not have an incorrect, unbalanced view of life in other countries e.g. not solely using the images from Cafod, Unicef as this can, if not set in the correct context, encourage a stereotypical view of black people.

3. To ensure that our EAL pupils make at least expected progress by analysing progress of those pupils to highlight strengths and areas for development and ensuring that this assessment informs planning and

resourcing. e.g. using a display board in the hall to share the home language of some pupils with their English peers.

4. To ensure that there is equity between groups in school where appropriate by analysing data relating to vulnerable groups and share this at termly pupil progress meetings to inform future planning and provision. E.g. EAL, gender, FSM, S.E.N.

5. To encourage inclusion by making children aware of the different kinds of family structures among our school family and in the wider society. This is predominantly through R.E. and SEAL work.

6. Ensure that there is genuine pupil voice by giving children real opportunities for consultation and regular monitoring of their views of the effectiveness of processes and procedures in school.

## **Access plan**

Under s88 of the Equality Act 2010, we have an additional duty:

- to plan to increase access to education for disabled pupils.

A person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, is defined by the Act, is something that is more than minor or trivial. The definition of disability is a wide one and includes those with medical needs (e.g. cancer, diabetes) and a large number of pupils with learning difficulties and emotional, behavioural and social difficulties.

This Access Plan, with the school's Equality Scheme, sets out the intentions of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

1. increasing the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning. It also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities, extended school provision or school trips and visits.

2. improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This would include physical aids and equipment to access education.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Below are a set of action plans showing how the school will address the priorities identified in the plan.

### **Aims of St. Richard's Roman Catholic Primary School Access Plan**

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding children with additional needs.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- To regularly review and evaluate standards of attainment for vulnerable groups of pupils.
- To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.
- Our school has a strong commitment to equal opportunities and accessibility as laid out in the School Aim, Equal Opportunities Policy, Anti- Bullying Policy, Special Needs Policy, Behaviour Policy, Health and Safety Policy. As a school we aim to embed accessibility into everything we do:

In school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.

- We aim to have a whole school approach to disability.
- It is the responsibility of every member of staff to remove barriers to learning for disabled pupils. Everybody needs to take the lead in respect of accessibility within their area of responsibility; access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the school led by those with pastoral responsibility and responsibility for overseeing the plan with the senior leadership team and reporting to the Governing Body.

## **Meeting the needs of disabled pupils**

There are a number of characteristics noted by the OFSTED inspectorate which show that the school is meeting some of its disability duties. "Pastoral care is good and school works sensitively to support vulnerable pupils and their families. Additional support programmes for pupils with special educational needs and/or disabilities ensure that they enjoy access to learning are included in everything on offer. Our Inclusive ethos promotes equality of opportunity and access to educational entitlement satisfactorily. (Ofsted 2011) The school works hard to ensure that pupils with disabilities participate fully in all aspects of school life. Disabled pupils attend all trips and residential. The school nurse has trained staff in the use of an epipen and the school has systems in place for the administration of medicines and Health Plans.

Our school has excellent arrangements to ensure that pupils transferring to High School are well supported on transition. This includes liaison visits to collate transition information, the SENCO and other relevant teachers from both Primary and High School attending Annual Reviews. Our designated High School operates an excellent transition programme which gives the Year 5 and year 6 pupils the opportunity to visit the school on several occasions.

Provision mapping led by the SENCO in liaison with the Headteacher and class teachers sets out the differing levels of support and intervention provided for identified children with additional needs. This is reviewed each year.

The Behaviour Policy supports the schools' inclusive ethos by providing a positive (and successful) approach to managing behaviour to ensure a secure and stimulating environment for all pupils

As a school we aim to meet the needs of all disabled pupils and the preferences of parents or carers.

## **Views of those consulted during the development of the plan**

Parents and carers were consulted through an Equality Scheme questionnaire.

They were asked to comment on how the school provides for children with disabilities. If they considered their child or themselves to be disabled, given the Equality Act definition, how far did they feel their son or daughter's and their own needs were being met by the school. They were asked if there were other reasonable adjustments that the school could make and how they thought the school should promote disability equality. The questionnaires were also sent to staff and governors.

To date the responses have all been positive in that all parents, staff and governors believe the school as far as it is able is meeting the access needs of all.

## **St. Richard's Roman Catholic Primary School**

### **Accessibility Plan 2015-18**

#### **Actions (again focused on outcomes rather than processes)**

Improvements in access to the curriculum

- To further support children unable to access learning fully because of emotional and behavioural issues by continuing the support of counsellors, Nurture Group and to further develop the use of assertive mentoring processes.
- To provide those children whose inappropriate behaviour has been highlighted by assertive mentoring processes to be able to access behaviour modification sessions based on SEAL philosophy.

- To raise children's awareness of the success of disabled people through the promotion of positive role models e.g. paralympic visitor/deaf cricket coach etc.
- To consult with all children on the range of extra curricular activities to ensure that the range of choice is inclusive.

#### Physical improvements to increase access to education

- Children with specific learning difficulties to have access to resources on coloured paper as necessary (modified exam papers)
- Handouts/worksheets can be retained by pupils with additional needs when necessary.
- Children with learning difficulties will be supported with a range of concrete and/or range of visual stimuli to aid understanding
- Staff and Governors are aware of the need to ensure that pupils with English as an additional language can access information and so be active members of the school family. The school has access to support from the EMAS team for pupils (Linda Egan) and CPD for staff. Staff will use the Local Authority interpretation service when parents require or request information in alternative formats. Staff use the Rosetta Stone resource when relevant