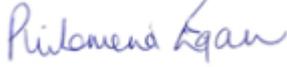


# St Mary's Catholic Primary School

'Love God, Love Others, Love Ourselves'

## Equality Information and Objectives



<b>Date of Ratification:</b>  Spring 2018		<b>Signed:</b>   <b>Ms Philomena Egan (HEAD TEACHER)</b>   <b>Mrs Sherron Alexander-Bedingfield (CHAIR OF GOVERNORS)</b>
<b>Review date:</b>  Spring 2019		<b>Signed:</b>   <b>Ms Philomena Egan (HEAD TEACHER)</b>   <b>Mrs Sherron Alexander-Bedingfield (CHAIR OF GOVERNORS)</b>

### Safeguarding Statement

At St Mary's Catholic Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Mary's Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## **Context**

The Equality Act 2010 requires schools to have a Single Equality Scheme and means that schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act also ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment.

## **Equality and the Law**

The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the Equality Act (2010) include:

- Sex
- Race,
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. The Equality Act (2010) also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment

The equalities plan at the end of this equalities policy outlines the actions we will take to meet the duties in the Equality Act in respect of the above protected characteristics

## **Equality Policy – St. Mary’s Catholic School Equalities Mission Statement**

We are committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and able to participate fully within the school community. We believe that a diverse school community is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **Implementing the Equality Mission Statement - Providing High Quality Teaching and Learning**

We aim to ensure that every pupil makes good progress and achieves well by:

- Using fully inclusive teaching and learning approaches to engage all our pupils.
- Monitoring achievement data by ethnicity, gender and disability and intervening decisively when required.
- The rigorous analysis of pupils' progress to determine and inform the strategies we will use to support groups of pupils and individuals.
- Setting challenging targets for all pupils.
- Using teaching resources, which avoid stereotyping and reflect the diversity of the school and local community in terms of race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.
- Providing pupils with opportunities to celebrate their own and others cultures.
- Seeking the positive involvement of all parents / carers in their child's education.
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

### **The Central Role of All School Staff (Teaching and Support Staff)**

School staff will implement the school's Single Equality Plan by ensuring that all pupils are treated fairly, equally and with respect. Pupils will also be expected to treat adults and each other with the same fairness, equality and respect.

Acts of harassment and victimisation are unacceptable and will not be tolerated within the school community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.

All school staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Headteacher.

### **The Role of the Headteacher**

The Headteacher has overall responsibility for the implementation of the school's Equality Plan and will ensure that all members of staff are aware of the Equality Plan and that these guidelines are applied fairly in all situations.

The Headteacher is responsible for promoting equality of opportunity within the curriculum and wider school community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

### **The Role of School Governors**

The school governing body will set out its commitment to equal opportunities by:

- Ensuring that the School Equalities Plan is consulted upon, published and regularly reviewed.
- Welcoming all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

- Ensuring that no pupil or member of staff is discriminated against, whilst in school on account of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- Taking all reasonable steps to ensure that the school environment gives access to all people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils.
- Taking all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- Ensuring that all reasonable adjustments are made as necessary for pupils, staff and parents who have a disability in accordance with the Equality Act 2010.

### **Development of the Equalities Plan**

It is a requirement that the development of the school equalities plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using utilising:

- Feedback from the parent questionnaire, parents' evening, parent working party meetings and/or governors' parent-consultation meetings.
- Input from staff surveys through staff meetings and training.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised during annual reviews or reviews of progress on individual education plans and mentoring and support sessions;
- Feedback from Governing body meetings / Governor sub-committees.

### **Review of progress and impact**

Our School Equality Plan has been agreed by our Governing body. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

### **Publishing the plan**

In order to meet the statutory requirements to publish a Single Equality Scheme and we will:

- Publish our plan on the school website.
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.
- Make paper copies available for all interested parties.

Disability Action Points

**St Mary's Catholic Primary School Equality Plan 2017-2020**

Generic Action Points

	Action	Who will do this?	Timescale	Monitoring & Evaluation	Success Criteria
1	Teachers' planning provides opportunities for all pupils to participate and achieve	All teachers from Nursery to Y6	On-going	Termly book scrutiny by SLT, subject and team leaders Plans will be reviewed for underperforming pupils	All children will have equal access to and enjoyment in their learning across the curriculum
2	Tracking and analysis identifies groups and progress of these groups is monitored termly	SLT, subject and team leaders Class teachers	Termly In the last 2 weeks of each term	Pupil Progress meetings termly AM7 & class teacher overview of data	Data will show termly achievement & progress; plans to address any group gaps will be set
3	Attendance is monitored to ensure that all groups have good or better attendance	Office staff in liaison with the HT Register checks through SLA	Weekly/ Termly	Office staff will monitor registers; phone calls will be made by office staff for unexplained absence; HT will follow up as nec	Attendance of all groups will be good or better: 97%+
4	Rewards/ sanctions are monitored to ensure that there is equality of opportunity for children	Class teachers	On-going	Class teachers will ensure that rewards/ sanctions are fairly distributed, as needed, following school policies	All children will have equal access to and encouragement with positive rewards; sanctions will be clear and fairly administered
5	Staff recruitment systems will reflect equal opportunities	Bursar and HT	On-going	Use of CES forms	All staff have equal access to roles and responsibilities according to the JD
6	Staff exit interviews will ensure equal opportunities for all staff	Chair of Gobs	As required	The Headteacher/C of Gov will speak to all staff leaving the school to consider equal opportunities	Any issues identified will be acted upon accordingly

## Disability Action Points

	Action	Who will do this?	Timescale	Monitoring & Evaluation	Success Criteria
1	Ensure that all staff/child / parent/carer's access needs are requested / checked when joining school incl. how they would like to receive information	Office staff Teachers – in first discussions HT – during initial meetings	On-going	Feedback from new parents; letter to new parents after half a term	Positive feedback from parents;
2	Consider all adult needs individually e.g. poor eyesight, poor literacy skills and respond appropriately.	HT and Inclusion Leader	On-going	Alert from teachers following parent/ teacher meetings	Information will be available on the website, in larger print if needed; parents have access to verbal feedback
3	Continued liaison with feeder schools/ pre-schools	EYFS staff, HT, Upper KS2 staff and office staff	Termly	Termly meetings with EYFS staff to contact nurseries at key points Y5/6 staff meet with HT staff	Smooth transitions for EYFS and high school transfers
4	List of children who have special dietary needs	Office staff Class teachers	Data return forms annually plus updates	Check office lists	Needs are met
5	List of children who have special medical or toileting needs.	Office staff Class teachers	On going	Check office lists	Needs are met
6	Ensure that all school visits are made accessible to all pupils.	Teachers	Ongoing	All teachers, Bursar & HT are trained visit leaders: top up training as required	Needs are met
7	Provide information about the school site and facilities available	HT, Bursar and Inclusion Leader		Include reference to this on Friday bulletin to gauge needs	The website will contain up to date information

### Gender Action Points

	Action	Who will do this?	Timescale	Monitoring & Evaluation	Success Criteria
1	Challenge stereotyping of gender roles in society through adult language choices	All staff	Ongoing	HT will monitor feedback from staff, parents and pupils	HT reports to GB will reflect appropriate levels of challenge and resolution
2	Equal opportunities in the curriculum for boy/ girl participation	All staff	Ongoing	HT will monitor feedback from staff, parents and pupils	Participation in activities will reflect equal take up Girls football will be promoted
3	Out of school activities to promote ideal that anyone can participate regardless of gender	All staff	Ongoing	HT will monitor feedback from staff, parents and pupils	Participation in activities will reflect equal take up Girls football will be promoted

### Race Action Points

	Action	Who will do this?	Timescale	Monitoring & Evaluation	Success Criteria
1	Ensure that we ask for all child/ parent/ carer/ staff language needs when joining school & how they wish to receive info	Office staff EYFS Staff HT	Ongoing Key points; induction of N and R pupils	Census updates	Office and teaching staff will have information required
2	Staff aware of racial incidents forms	HT	Annual staff meeting & reminder	HT will report to GB in termly report and SEND meetings	Staff will have access to forms in staff room
3	Monitor curriculum to ensure resources chosen to celebrate cultural diversity – including Black History Month	Subject leaders	Annually	SEND committee to monitor via meetings	Diversity evidenced in workbooks, displays and through talking to pupils about their learning
4	Raise awareness of cultural diversity through visits and visitors as appropriate	Class teachers	On going	Pupil and staff evaluations	Visits and visitors list from the academic year will reflect learning and exploration of variety

Other Action Points

	Action	Who will do this?	Timescale	Monitoring & Evaluation	Success Criteria
1	Create opportunities for children in the school to share their faiths and beliefs at an appropriate level	All teaching staff	Ongoing	Planning Workbooks	Responses from children in assembly and through discussion will reflect ability to share their faith and beliefs at an age-appropriate Level
2	Build in opportunities to explore practices and celebration of different faiths and cultures	RE & PSHE leader	Termly faith week	Workbooks Photos and record books Pupil evaluations	Children will be able to describe and discuss their understanding of other faiths and cultures
3	Monitor curriculum to ensure resources chosen to celebrate different lifestyles, e.g. travellers	RE & PSHE leader	On going	Staff meetings Budget lists	Resources will be available to carry out relevant activities Children's understanding of people's rights to a lifestyle will be evident through positive attitudes and openness to others.

OUTCOME: