

Equality Scheme 2016-2019

St Paul's Catholic Primary School

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1. Mission Statement

**As children of God we value and respect each other;
We love Jesus and through our relationships with others we share this love;
We work in partnership with home, the parish of St. Paul's and the local community;
We support and encourage everybody to achieve their best in work and play;
We celebrate each others achievements;
We say sorry, support and forgive each other as Jesus showed us;
We prepare for and share the sacraments;
We respect other people's beliefs and cultures;
We support those in need.**

In keeping with the Mission Statement the Equality Scheme outlines the commitment of the staff and Governors of St Paul's to promote equality. We will work to ensure that groups with the protected characteristics of gender, race, disability, age, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from discrimination and harassment. Our school will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

2. Mainstreaming equality into policy and practice

We do not discriminate against anyone, be they staff, pupil or parent on the grounds of ethnicity, religion, attainment, age disability, gender or social circumstance.

We promote the principles of fairness and justice for all through the education that we provide in our school. We realise that doing this may entail treating some pupils differently. We pledge to educate our pupils about equality and seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school and constantly strive to remove any forms of indirect discrimination that may from barriers to learning for some groups. We respect the equal rights of our staff and all members of the school community.

We challenge personal prejudice and stereotypical views wherever they occur. We value each pupil's worth and celebrate the individuality and cultural diversity of the community centred on our school. We show respect for all minority groups. We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all. The school operates equality of opportunity in its day to day practice in the following ways.

We will assess our current school practices and implement all necessary resulting actions in relation to: -

- Gender
- Race and Nation of Origin
- Disability
- Religion or belief
- Age
- Sexual orientation
- Socio-economic background
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:-

- Ethnicity
- Religion or belief
- Socio-economic background

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 society of diverse cultures through the curriculum and the teaching of RE;
- 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. When selecting classroom material, teachers strive to provide resources which give positive images which challenge stereotypical images of minority groups.
- Provide opportunities for pupils to maintain links with their own culture whilst at the same time appreciating cultural diversity;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

- Provide Educational visits and extra-curricular activities that reflect all groupings among our pupils;
- Include teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St Paul's Catholic Primary School. 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.

Governing Body as Employer

As an employer the Governing Body needs to ensure that it eliminates discrimination and harassment in our employment practice and actively promote equality across all groups across the staff. 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.

4. Equality and the law

The equality objectives in *Appendix 1* address our duties under current equality legislation up to and including the Equality Act 2010. They also relate to the Tameside Council procedure for recording incidents involving pupils in schools.

The access plan in *Appendix 2* addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in *Appendix 3* addresses our duty under the Education and Inspections Act 2006.

Need to ensure that scheme also covers the statutory requirements outlined on pg 25 of the EYFS Statutory Framework.

4a. Race Equality

This section of the scheme reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The Code of Practice on the Duty to promote Racial Equality 2001 issued by the Commission for Racial Equality (CRE) preparing a Race Equality Policy for Schools. (CRE)

In St Paul's School we will: -

- Promote equality of opportunity;
- Strive to eliminate all forms of racism and racial discrimination;
- Assess the impact of our policies, including this plan, on pupils, staff and parents/carers of different racial groups, paying particular attention to the impact of these policies on pupil's attainment levels;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups;
- Ensure every pupil has the opportunity to achieve the highest possible standard;

- Endeavour to ensure that each pupil develops a sense of personal and cultural identity, with a confidence and openness to change that allow them to be receptive and respectful with regard to other people's identities;
- Enable every pupil to develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society but also in the wider context of an independent world;
- Promote good relations between people of different racial and ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs and Disability Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) 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**'.

The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed 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.

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;
- Review and revise this Scheme every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

At St Paul's we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural or religious background, sexuality, disability or special educational needs and ability.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation. The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion: A shared contextual statement

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of voluntary aided schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of Governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the planning the actions in *Appendix 3* to promote community cohesion.

- **Ethnicity/culture context of the school** (local and national)
The great majority of pupils are White British with 8% being of other ethnic groups. The current level of pupils with SEN is 9.6% which is below the national average.
- **Religion/belief context of the school** (local and national)
St. Paul's is a Catholic community living its mission. We value our Catholic tradition and have high expectations in all aspects of our school.
- Current issues affecting cohesion at school, local and national level
St Paul's Catholic Primary School is an average sized school and serves a wide mix of different socio-economic backgrounds. (Deprivation is 5.8% higher than the national average in Newton, which is included in the catchment area.)

5.Consultation and Involvement

It is a requirement that the development of this 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 the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing Body meetings.

6.Roles and Responsibilities

The role of governors

Whilst the named Governor, Thomas Edwards, will take the lead the Governing Body as a whole are responsible for: -

1. Drawing up, publishing and implementing the school's equality objectives.
 2. Making sure the school complies with relevant equality legislation.
 3. Making sure the school Equality Scheme and its procedures are followed.
 4. Monitoring progress towards the equality objectives and reporting annually.
- The governing body has set out its commitment to equal opportunities in this scheme and it will continue to do all it can to ensure that the all members of the school community are treated both fairly and equally based on race, gender and disability.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- 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 Governing Body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor; admissions, attainment, exclusions, rewards and sanctions and parents and pupils questionnaires.
- 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.

The role of the headteacher

The head teacher is responsible for: -

- Making sure steps are taken to address the school's stated objectives;
- Making sure that all staff are aware know their responsibilities and receive training and support in carrying these out and take appropriate action in cases of harassment and discrimination, including prejudice related incidents.
- Ensuring 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.
- Promotes 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.
- Treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due concern.
- Making sure the equality, access and community cohesion plans are readily available and that Governors, Staff, pupils and their parents/carers know about them.
- Producing regular information for staff and governors about the plans and how they are working.

The role of all staff: teaching and non teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- When selecting classroom material all staff strive to provide resources that give positive images based on race, gender and disability, and challenges stereotypical images of minority groups.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.
- Taking up training and learning opportunities.
- Promoting equality and community cohesion in their work.

7.Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis, outlining the number of incidents, the prevailing trends and how the issues have been dealt with.

Types of discriminatory incidents

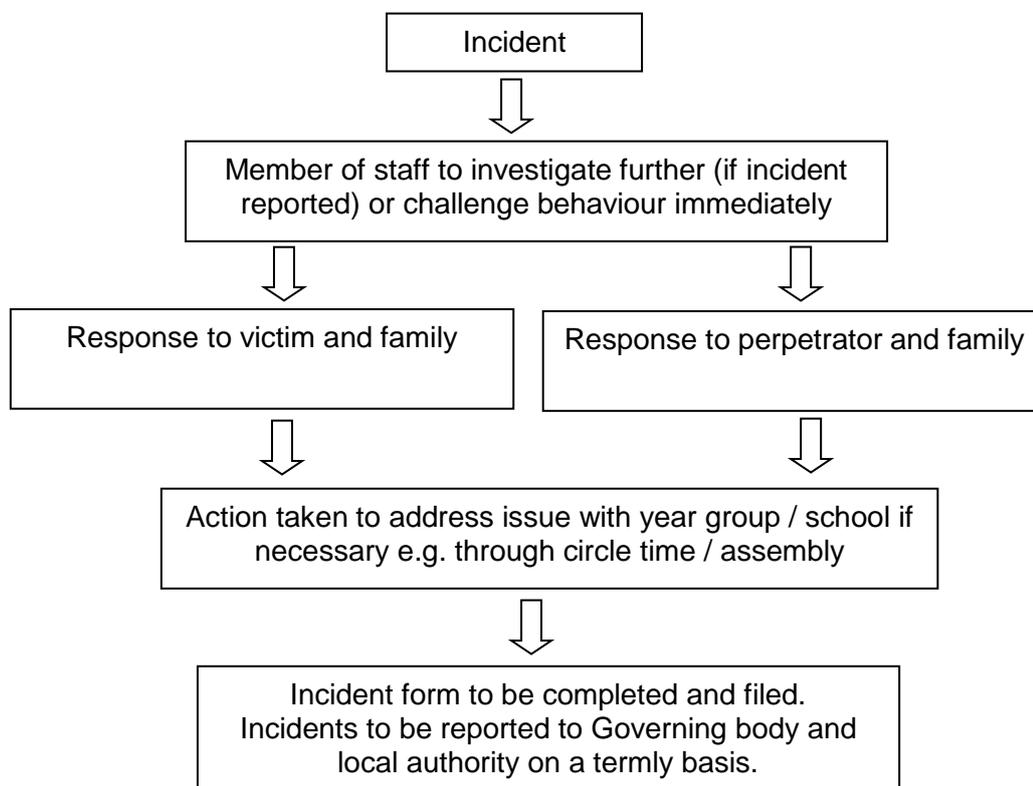
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below.



8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. 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. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps. This information is reported to the Governing Body on a termly basis. We also talk to parents, pupils and staff to find out their needs and opinions.

Information gathered as a result of these assessments may be used to rethink our equality aims, targets and strategies and will influence and guide future planning and decision making. This scheme will be kept under regular review and replaced in September 2019.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, 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 sure hard copies are available.
- Send electronic copies for monitoring purposes to the LA by email peta.wakefield@tameside.gov.uk

This document should be read in conjunction with the following documents and policies:

- School Improvement Plan
- Accessibility Policy
- Special Educational Needs Policy

Appendix 1 – Equality Objectives - ACTION PLANS

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Monitor and analyse pupil achievement by gender in EYFS and act on any trends or patterns in the data that require additional support for pupils by implementing appropriate support or intervention.	Achievement data analysed by gender.	Headteacher / Assessment Lead Early Years Lead Governing body	Termly Pupil Progress Meetings	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups. Baseline Data from end of 2017 - 39% of Boys achieving GLD below girls.
All	Monitor and analyse pupil achievement by gender in Reading to ensure that the gap between the performance of boys and girls reduces by implementing appropriate support or intervention.	Achievement data analysed by gender.	Headteacher / Assessment Lead English Lead Governing body	Termly Pupil Progress Meetings	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups. Baseline Data from end of 2017 – 20% of boys achieving Expected compared to % of girls.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	RE Lead SLT Team	Ongoing	Notable increase in participation and confidence of targeted groups.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, faith, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	All Class Teachers/ Staff	Ongoing	More diversity reflected in school displays across all year groups.
All	Ensure that resources in classrooms, the library and corridors promote diversity in terms of race, faith, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	All Class Teachers/ Staff	Ongoing	More diversity reflected in school displays and in the school library.
All	Ensure we maintain a professional workforce by ensuring that all staff are given access to developmental opportunities, including internal and external CPD.	Staff CPD Records	Headteacher SLT team	Ongoing	All staff feel valued and treated fairly in accessing training and development opportunities.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents	Headteacher / Governing body	Reporting: November, March and June	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body.
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, To visit places of worship as part of curriculum enrichment activities.	PSHE/RE assessments	RE Lead Class teachers	Ongoing	Increased awareness of different communities shown in PSHE/RE assessments.

Appendix 2 - Three-year access plan 2016-19

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
i. improvements in access to the curriculum	<p>All curriculum resources prepared to accommodate the needs of pupils with specific disabilities/needs.</p> <p>All PE lessons, including swimming are accessible /adapted to accommodate the needs of all pupils regardless of their disability.</p> <p>Appropriate up to date teaching resources in place for pupils with Specific Learning Difficulties - New resources purchased and in use to narrow the gap for pupils with specific learning difficulties.</p>
ii. physical improvements to increase access to education and associated services	<p>N/A at present – wheelchair friendly access to all areas of the school.</p>
iii. improvements in the provision of information in a range of formats for disabled pupils	<p>Needs of pupil with a visual impairment catered for by adapting resources.</p> <p>Use of visual timelines for specific pupils.</p>

Appendix 3 -Three-year community cohesion plan 2016-19

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
i. teaching, learning and the curriculum	<p>The school community</p> <ul style="list-style-type: none"> • To develop pupil voice through School Council, Working Together Council and Eco Councils. <p>Local communities</p> <ul style="list-style-type: none"> • To develop opportunities for pupils to develop an understanding of other World Faiths – World Faiths Week. • To further develop links with St Paul’s Parish. • To maintain sporting links through local community competitions. • To maintain links with Community Patrollers/PSO’s/Fire Service <p>Communities across the UK</p> <ul style="list-style-type: none"> • Maintain and develop links with UK based link school • Develop an understanding of Struay • Charity events for Children In Need <p>The Global Dimension</p> <ul style="list-style-type: none"> - To build pupils’ knowledge and tolerance of others from different minority ethnic groups and religions by developing and sustaining meaningful links - Charity events – Mission Together, Operation Christmas Child, CAFOD - Themed work on the Olympics
ii. equity between groups in school, where appropriate	To ensure that all groups regardless of ethnicity, religion, belief or socio-economic background have access to all activities, groups in school, including extra-curricular activities.
iii. engagement with people from different backgrounds, including extended services	<p>To encourage visitors from other faiths and cultures into school.</p> <p>To develop links with a Local School with a contrasting cultural intake to develop a sense of otherness.</p> <ul style="list-style-type: none"> - Hyde Schools Cluster: Year 6 Festival to promote community cohesion <p>To develop a programme of Educational visits to promote understanding of differing cultures and customs.</p>