

St John's Catholic Primary School



Equality Information & Objectives Policy

"I am the vine, you are the branches."

Reviewed October 2022

1. Policy statement

- a) In accordance with St John's Catholic Primary School Mission statement and ethos we pledge:
- to respect the equal human rights of all our pupils;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:
- ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.
- c) 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, and
 - socio-economic background.
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Shropshire Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the SEND Code of Practice:0-25yrs
Children and Families Act 2014

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

3. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Religion/belief context of the school (local and national)
- Ethnicity/culture context of the school (local and national)
- Socio-economic context of the school (local and national)
- Current issues affecting cohesion at school, local and national level

4. Responsibilities

The governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.

- Incorporating lessons about diversity into the curriculum.

The Headteacher, with the Chair of Governors, is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

5. Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements. 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.

Employer duties

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 Catholic ethos of our school and the school diversity. As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects of gender, race, disability and faith are considered when appointing staff. 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

Staff are required to have read and acknowledged receipt of our equality statement

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be reviewed every 2 years..

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year, i.e. July 2017, Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

Evidence of this process can be found at the headteacher' report to governor

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the data achieved by questionnaires, visitors and verbal discussion
- iii. and from involving relevant people (including disabled people

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

10. Equality Objectives 2022-2023

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
We will: ensure that the curriculum meets the needs of our pupils and promotes role models that young people positively identify with.
We will: ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through the involvement in the Faith Council, School Council, Sports Council, Fairtrade, Anti-bullying, through assemblies and fundraising.
We will: follow the Liturgical Year and also be aware of other faiths celebrations throughout the year to increase pupils awareness and understanding of different communities e.g. Chinese New Year, Diwali, Eid, Ramadan
We will: Ensure that all pupils are treated equally regardless of any disability
We will: monitor and analyse pupils achievement and attainment by race, gender, disability, socio-economic background and SEND and act on trends that require additional support for pupils
We will: Maximise the use of all resources to ensure that all pupils regardless of disability, race gender, age or religion achieve their potential.
We will: Ensure that all staff are valued and their well-being considered in order to maximise their performance
We will: Take a consistent approach towards managing behaviour and conduct of all pupils and staff
We will: Through staff appraisal procedures use the teachers' standards to achieve the highest level of professionalism and teaching quality throughout the school for all pupils
We will: Ensure that the school works in partnership with parents and the community to promote understanding of equal opportunity

11. Access Plan 2019

See current Access Plan under review

12. Community Cohesion Plan 2022-2023

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 and it’s partnership with the Church
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
i. Teaching, learning and the curriculum	<p>In teaching, learning and the curriculum, community cohesion is promoted by these actions:</p> <ul style="list-style-type: none"> • Teachers in the medium term subject planning plan lessons, educational visits and arrange visitors to school which promote community cohesion • Planned lessons give the pupils opportunity to engage with global issues such as Justice and Peace ,rights of pupils throughout the world, CAFOD, Mission Together and Fair trade. • We develop the pupils understanding of other faiths • We use resources which reflect human diversity • We use positive images and avoid stereotyping • We accurately represent the history of women and men, other cultures and faiths • We present a balanced view of social and economic relations in the world • PSHE planning recognises and celebrates diversity • Through the Way, Truth and Life pupils visit their local churches. • Collective worship celebrates world faith events and raise pupils’ awareness of global issues. <p>We want to do more by: By continuing our link with CAFOD and Mission Together.</p>
ii. Equity between groups in school, where appropriate	<p>We strive to ensure all pupils from different community groups have opportunities to reach their full potential, removing variations in learning outcomes through:</p> <ul style="list-style-type: none"> • The implementation of National Curriculum programmes of Study • Agreed schemes of work and learning objectives • Differentiation of teaching methods, tasks and assessment criteria • The provision of individual and small group support for pupils with learning difficulties • The monitoring and analysis of pupil groupings • The monitoring of pupil performance with appropriate feedback and target setting • Specialist equipment will be made available to support the learning of pupils with special needs, as appropriate and as detailed on the Individual Education plan devised for such pupils • Ensuring resources and equipment are equally accessible to all pupils, regardless of gender, race or disability

	<ul style="list-style-type: none"> • We want to do more by: Increasing our efforts to engage positive male role models in a range of activities in school e.g. games, gardening club, music, church services, Class Assemblies.
iii. Engagement with people from different backgrounds, inc. extended services	<p>We engage with the local community by: Providing a wide range of clubs which are run by people from within school and in our community who are from different backgrounds Supporting local shops and facilities Working in close partnership with cluster/local schools including a sports partnership with local primary and secondary schools. Working in close partnership with Police, Community Support Officers and other agencies Fundraising for local and global charities Visiting the areas within the immediate vicinity and further. Offering work experience placements to students and trainee students. Consulting parents about the activities and services provided needed.</p> <p>We want to do more by: Planning in the calendar, dates when the members of the local community and church community can be invited to school events and pupils can help with community events.</p>

Equality Statements

Pupils' attainment and progress

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

Evidenced through our self-evaluation cycle which informs our current school development plan

The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups, including Gypsies and Travellers
- the more able
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to culture.

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant CES and LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy pupils.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

The school encourages participation of under represented groups in areas of employment . e.g: through work experience placements

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community where possible.

Leadership and management

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and CES and LA guidelines.

We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays

References

Care Act 2014: <http://tinyurl.com/CareAct2014>

Children and Families Act 2014: <http://tinyurl.com/CandFAct2014>

Education Act 1996: <http://tinyurl.com/EducationAct1996>

DfE Equalities Act 2010(reviewed May 2014)

<http://tinyurl.com/EA2010guidance>

SEND Code of Practice:0-25yrs

Children and Families Act 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)