

St Leo's and Southmead Catholic Primary School

Equality Scheme:

- Overarching Statement
 - Race Equality Plan
 - Disability Equality Plan
 - Gender Equality Plan



Our Mission Statement

In our school, we want to celebrate God's gift of life together, by inspiring, enhancing and developing tomorrow's talent, today! We respect all; aiming to achieve and live our values. A place to allow everyone to flourish!

This policy has been reviewed in light of the "Keeping Children Safe in Education (2016) documentation.

Overarching Statement

Overview

It is the policy of this school to promote equality and diversity in all areas of our life and work. We will not tolerate discrimination on unlawful or unfair grounds. Everyone within our school will be treated equally and given equal access to the curriculum and life of the school. All will have equal opportunity to benefit from all the opportunities that we offer. Our intention is to develop an ethos in which all will thrive. Diversity and differences will be valued and respected by all and they will contribute to the richness of our school life and learning.

- We pledge to respect the equal human rights of all our pupils and educate them about equality.
- We will also respect the equal human rights of staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Schools are required to publish information to demonstrate how they are complying with the Public Sector Equality Duty (PSED) 2011.

The PSED was introduced by the Equality Act 2010 and applies to all schools, including maintained and independent schools (including academies), maintained nursery schools and maintained and non-maintained special schools.

The Public Sector Equality Duty 2011 has 3 main aims:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

This policy outlines the commitment of our school to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing equal opportunity achievements and strengths of all members of the school community. These include:

- Pupils

- Teaching staff
- Support staff
- Parents/carers
- Governors
- Multi-agency staff linked to the school, SEN services staff, LA staff and school attendance service
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We want to provide an environment which is free from unlawful discrimination, harassment or victimisation of any kind. We want to educate our pupils in an environment which recognised and celebrates diversity and offers equal respect, appropriate support and fair rewards for all our pupils.

At our school, equality is a key principle in treating people all the same. The Equality Act defines the eight "Protected Characteristic":

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race
6. Religion and belief
7. Gender
8. Sexual orientation

Spiritual, Moral, Social and Cultural Development

At St Leo's and Southmead Catholic Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other

people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

St. Leo's and Southmead Catholic Primary School values the abilities of all pupils and is committed to provide them with the best possible learning environment.

Promoting British Values at St Leo's and Southmead Catholic Primary School Serving the Community

At St Leo's and Southmead Primary School we aim to help, guide and prepare our children as future citizens. As our Mission Statement says, our school is "A place to allow everyone to flourish!" This statement permeates everything that we do in school and captures what British Values are about:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

We grasp every opportunity throughout the school day to teach, model and show by examples all of the above. We have provided further information on our school website. We are proud of our school and are proud of the British Values that we live and learn about.

SAFEGUARDING STATEMENT

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Prevent

From July 2015, schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism".

The requirements for schools are summarised in four general themes:

- Risk Assessments
- Working in Partnership

- Staff Training
- I.T. Policies

Objectives

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
2. To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion.
3. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their gender, colour, race, age, ethnic or national origin, disability or religious beliefs.
4. To recognize and celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that those with management responsibility and individual staff accept responsibility for planning, organization and delivery of appropriate educational material to ensure that our policy for equality and diversity is woven into all we do.
6. To ensure that learners and parents are fully involved in the provision made by the school.
7. To ensure that the budget underpins the aims of this policy when it is being planned/allocated. Staff will take responsibility for their own subject allocations.

Strategies

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy. Reviewing our Mission Statement will support this process.
2. Parents will be involved and consulted about the provision being offered via annual questionnaires.
3. Teachers will ensure that their planning, teaching and learning takes account of this policy and ensures that equality underpins all their work.
4. The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognized as a rich resource for teaching, learning and the curriculum.
5. All INSET opportunities will be shared with staff.

6. Active contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
7. The positive achievements of all pupils will be celebrated and recognized.

Outcomes

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated as favourably as others and that the school will make all the reasonable adjustments necessary to promote equality and community cohesion. Learners from all backgrounds will be treated as equal and valued members of the school community.

Responsibilities

The governors are responsible for:

- making sure the school complies with the relevant equality legislation
- making sure the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parent/carers 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
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities

The Headteacher/Deputy is responsible overall for:

- dealing with reports of hate-incidents and recording them.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

Race Equality Plan

Introduction

This plan sets out how St Leo's and Southmead Catholic Primary School will work to promote race equality. This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality scheme and also relates to the Knowsley LA procedure for reporting racist incidents involving pupils in schools.

Ethnic monitoring

The school is cognisant of the requirements of data collection regarding pupils and recognises the impact of these procedures on analysing the ethnic background of pupils in the school.

The school is equally aware of the need to consider issues of ethnicity in the recruitment, induction and retention of members of staff and members of the school's governing body.

The school will use Knowsley arrangements and procedures to monitor all children on roll and adult employees. The school has high expectations of all our school community. The school monitors a range of data to make sure that all pupils are making the best progress possible and no groups of pupils are underachieving.

Impact Assessment

Equality impact assessments will be conducted on all school policies as reviews take place over the next three years.

Action Plan to address the General Duty to promote Race Equality

Target	Action	By whom	Evidence
Promote equality of opportunity	Monitor practise (eg, after school clubs). Ensure all new staff posts follow Knowsley LA policies.	Whole staff Headteacher	Policies are kept up to date and reviewed as agreed.
Eliminate incidents of racial harassment	Incidents of racial harassment to be recorded.	Headteacher SLT Whole staff	Record of incidents to be kept.
Promote positive relationships between ethnic groups	Delivery of R.E. scheme of work (other religions).	Whole staff	R.E. subject leaders to keep evidence portfolios. Displays around school.

Eliminate unlawful discrimination	Implement changes identified in impact and assessment process	Headteacher	Actions identified are completed.
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How policies and practice are monitored

Policies are regularly monitored (see School policies file) with regard to issues
 Learning walks by Headteacher and Deputy Headteacher
 Parental questionnaires

How information gathered is used

Information is gathered in a variety of ways including the use of incident books, staff observations, subject leader reports, the monitoring of practice, external agency reviews, headteacher reports to the governing body and performance management programme.

Staff development

All members of staff have equal access to a broad range of professional development opportunities which are intended to provide members of staff with suitable skills and competencies. Designated members of the staff team along with designated members of the school's governing body will seek further development opportunities in the area of race equality.

Annual reporting

Annual reporting in relation to the Action Plan will occur via reports to the school's governing body.

The review of the Race Equality Plan:

A review of this plan will take place in the September 2018

Chair of Governors: Pauline Kelly

Headteacher: J Grundy

SENCO: P Morris

Date: September 2017

Disability Equality Plan

Introduction

This plan sets out how St Leo's and Southmead Catholic Primary School will work to promote disability equality. A child is disabled if he/she:

'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-116 institutions' (SEND Code of Practice)

The Equality Act makes it illegal to discriminate against a person with a disability for a reason related to their disability. It is also illegal to have rules, policies or practises which apply to everyone, but which may disadvantage people with disabilities. Our school is required to make reasonable adjustments to allow children with disabilities to fully take part in the activities. These requirements are derived from the Disability Discrimination Act.

This plan addresses our specific duties under the Equality Act 2010. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

Impact Assessment

Disability Equality impact statements will be conducted on all school policies as reviews take place over the next three years.

Action Plan to address the General Duty to promote Disability Equality

Target	Action	By whom	Evidence
Ensure curriculum provision supports the needs of children and helps remove barriers to learning.	Planning and delivery identifies the use of support resources to ensure all children can access the curriculum at their year level.	All staff	Monitoring of practise Learning walks, observation. Data evidences good progress is being made.
Promote equality of opportunity between disabled persons and other persons	Monitor opportunities for all pupils. Large type on newsletters if required. Review Policies.	Whole staff	Lesson observations. All children invited to attend after school clubs. Resources available to suit the needs of all our children.

	(Also see Accessibility Plan)		
Eliminate incidents related to harassment due to disability.	Incidents of disability harassment to be recorded. Anti bullying week to include "INCLUSION" of all.	Whole staff	Record of incidents to be kept. Teacher's planning, learning evidence collated.
Promote a positive attitude to those who have a disability	Promote disability awareness throughout school (for example, resources reflect images/content related to disability) Mission Statement displayed. Assemblies/sports activities that promote positive attitudes to disability	Whole staff	Displays around school. Sports week to include learning about the Paralympics and Paralympic athletes.
Ensure disabled pupils have equal access to after school clubs and school trips.	Needs of all children are explored when planning and delivering school clubs and trips.	Whole staff	Photographs. After school Club registers. Pupil voice.

Accessibility, as required by the Special Educational Needs and Disability Act 2014

Short term (2017/2018)

To make classroom sizes in the Junior Key Stage Two Department bigger and enable more learning spaces for the children to work in. (Year 5 and 6)

Medium term (2018/2019)

Covered outdoor spaces for Teaching and Learning in the environment which is wheelchair friendly.

Long Term (2019/2020)

Covered outdoor spaces for Teaching and Learning in the environment which is wheelchair friendly, on both playgrounds. Seating/sensory areas for all children.

How policies and practice are monitored

Policies are regularly with regard to issues including employment issues and attainment of pupils with a disability. Teaching and learning is monitored through learning walks, observations, discussions with children and parental/pupil questionnaires.

How information gathered is used

Information is gathered in a variety of ways including the use of incident books, staff observations, subject leader reports, the monitoring of practice, external agency reviews, headteacher reports to the governing body and performance management programme. This will feed into the School Development Plan

Staff development

All members of staff have equal access to broad range of professional development opportunities which are intended to provide members of staff with suitable skills and competencies. Members of the staff team alongside members of the school's governing body will actively seek further development opportunities in the area of disability equality.

Annual reporting

Annual reporting in relation to the Action Plan will occur via reports to the school's governing body.

Review of the Disability Equality Plan

A review of this plan will take place in September 2018

Chair of Governors: Pauline Kelly

Headteacher: J Grundy

SENCO: P Morris

Date: October 2017

Gender Equality Plan

This plan sets out how St Leo's and Southmead Catholic Primary School will work to promote gender equality. This plan addresses our specific duties under the Equality Act 2010.

Impact Assessment

Gender Equality impact assessments will be conducted on all school policies as reviews take place over the next three years. Impact assessment is conducted on the attainment of children identifying any potential gender issues.

Action Plan to address the General Duty to promote Gender Equality

Target	Action	By whom	Evidence
Eliminate unlawful sex discrimination	Equal Pay Rights - school follows the Knowsley LA guidance	Headteacher	All HR policies are adopted and implemented. Practise is reviewed in light of these policies.
Promote equality of opportunity between genders.	Monitor opportunities for all pupils. Girls/boys invited equally to after school clubs (eg, sport)	LST Whole staff	Lesson observations. Learning walks. After school club registers. Resources available to suit the needs of all our children.
Eliminate harassment related to gender	Awareness of types of sexual and sexist harassment. Monitoring of reported incidents. Review of curriculum and out of school activities regarding gender bias.	SLT Whole staff	All policies and procedures are followed. Incidents are record and actions completed in line with policies. Professional dialogue to review curriculum and after school clubs.
Active promotion of gender equality	Be aware of "stereotyping" within our teaching and learning. Promotion of positive role regardless of gender (eg, female scientists, male dancers).	Whole staff	Monitor displays and planning. Planning. Sport weeks display.

	Ambition Week - invite parents with non - stereotypical jobs to talk to the children.		Display in school
Monitoring the attainment of the different genders and proactively planning to reduce an gaps.	Assessment subject managers (whole school) and class teachers (for class/subject they manage) to analyse target tracker and plan to narrow any gaps.	Whole staff	Tracking sheets. National data. Target tracker data.

Gender monitoring

The school recognises the greater number of female members of staff compared to male members of staff. This is reflective of career development within the field of primary education and is not considered a product of discriminatory practice towards males by the school. Where possible, the school employs male staff and coaches (for example, P.E. coaches) to ensure that there are male as well as female role models for our pupils on the staff. The school monitors attendance data to identify any gender issues.

How information gathered is used

Information is gathered in a variety of ways including the use of incident books, staff observations, subject leader reports, the monitoring of practice, external agency reviews, headteacher reports to the governing body and performance management programme. This information feeds into the School Development Plan.

Staff development

All members of staff have equal access to a broad range of professional development opportunities which are intended to provide members of staff with equitable skills and competencies. Designated members of the staff team along with designated members of the school's governing body will seek further development opportunities in the area of gender equality.

Annual reporting

Annual reporting in relation to the Action Plan will occur via reports to the school's governing body.

The review of the Gender Equality Plan

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Chair of Governors: Pauline Kelly

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