



St Leo's and Southmead Catholic Primary School Equality Scheme

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 humanity to flourish!

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 humanity 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

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.

Impact Assessment

All of the schools policies have been assessed in regard to the general duty under the Race Relations (Amendment) Act 2000. The documents are contained within the School's policy file.

Action Plan to address the General Duty to promote Race Equality

Target	Action	By whom	Start date	Finish date	Evidence
Promote equality of opportunity	Monitor practise (eg, after school clubs). Monitor policies.	Whole staff	January 2016	April 2016	Polices reflect race equality. Questionnaires completed by staff.
Eliminate incidents of racial harassment	Incidents of racial harassment to be recorded.	Whole staff	Ongoing	Ongoing	Record of incidents to be kept.
Promote positive relationships between ethnic groups	Delivery of R.E. scheme of work (other religions). External delivery of "Play in a day".	Whole staff	Ongoing	Ongoin	R.E. subject leaders to keep evidence portfolios. Displays around school.

How policies and practice are monitored

Policies are regularly monitored (see School policies file) with regard to 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.

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 next Race Equality Plan will be written in November 2016 and will build upon this plan's actions, the results of monitoring, and other information.

Chair of Governors: Pauline Kelly

Date: October 2016

Headteacher: J Grundy 2016

Disability Equality Plan

Introduction

This plan sets out how St Leo's and Southmead Catholic Primary School will work to promote disability equality. "You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities." (Equality Act 2010)

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.

Involvement of disabled people

The Senco and Headteacher wrote the plan and involved disabled people (pupils and parent) in its formulation via reference to the pupils' School Council.

All members of staff, governors and parents/carers were involved in forming this policy and suggest any amendments or changes within the policy.

Impact Assessment

All of the schools policies have been assessed in regard to the general duty under the Equality Act 2010.

Action Plan to address the General Duty to promote Disability Equality

Target	Action	By whom	Start date	Finish date	Evidence
Promote equality of opportunity between disabled persons and other persons	Monitor opportunities for all pupils. Large type on newsletters if required. Review Policies. (Also see Accessibility Plan)	Whole staff	Ongoing	Ongoing	Lesson observations. Disabled children invited to attend after school clubs. Resources available to suit the needs of all our children.

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	Ongoing November 2015	Ongoing November 2016	Record of incidents to be kept. Teacher's planning.
Promote a positive attitude to those who have a disability	Promote disability awareness throughout school (for example, resources reflect images/content related to disability)	Whole staff	Ongoing	Ongoing	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	Ongoing	Ongoing	Photographs. After school club registers. Pupil voice.

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

Short term (2016/2017)

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 (2017/2018)

Covered outdoor spaces for Teaching and Learning in the environment which is wheelchair friendly, beginning with Nursery.

Long Term (2018/2019)

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.

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 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.

The next Disability Equality Plan will be written in November 2016 and will build upon this plan's actions, the results of monitoring, and other information.

Chair of Governors: Pauline Kelly

Headteacher: J Grundy

Date: October 2016

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

All of the schools policies have been assessed in regard to the general duties under the Equality Act 2010.

Action Plan to address the General Duty to promote Gender Equality

Target	Action	By whom	Start date	Finish date	Evidence
Promote equality of opportunity between genders.	Monitor opportunities for all pupils. Girls/boys invited equally to after school clubs (eg, sport)	Whole staff	Ongoing	Ongoing	Lesson observations. After school club registers. Resources available to suit the needs of all our children.
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	Ongoing	Ongoing	Monitor displays and planning. Planning. Sport weeks display.
Promote a positive attitude to those who have a disability	Promote disability awareness throughout school (for example, resources reflect images/content related to	Whole staff	Ongoing	Ongoing	Displays around school. Sports week to include learning about the

	disability)				Paralympics and successful disabled sports men and women.
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 narrow any gaps.	Whole staff	Termly	Termly	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. Equally, the high proportion of male pupils within the school compared to female pupils is a result of high male birth rates compared to females within the Borough and is not considered the product of discriminatory practice towards females. This is monitored to ensure all pupils achieve their best regardless of gender. 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.

How policies and practice are monitored

Policies are regularly monitored with regard to issues including employment issues and attainment of the different genders.

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 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 next Gender Equality Plan will be written in November 2016 and will build upon this.

Chair of Governors: Pauline Kelly

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