

St Robert Southwell Catholic
Primary School

Single Equality Scheme (SES)

May 2016

Established May 2016
Reviewed March 2018

Check list for school staff and governors

Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

Does the curriculum include opportunities to understand the issues related to race, disability and gender?

Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?

Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?

Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

Are procedures for the election of parent governors open to candidates and voters who are disabled?

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1. What is the Single Equality Scheme and Action Plan?

This Single Equality Scheme (SES) and action plan covers a three year period from 2012 to 2015 and then 2016 to 2019. It integrates statutory duties in relation to race, disability and gender and promotes community cohesion. The duties cover staff, pupils and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes priorities and actions to eliminate discrimination and harassment for these equality areas.

The Single Equality Scheme and Action Plan enables the achievement of a framework for action which covers all six equality strands and ensures that responsibilities of the public sector duties are met in an inclusive way.

Statutory duties will be met by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by Governors and will cover activity undertaken in relation to the six equality strands (Race equality, Disability equality & Access, Gender equality, Age, sexual orientation, religion and belief) and promoting community cohesion.

2. Meeting duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race equality

The general duty to promote race equality means that due regard must be had to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

The Local Authority Procedures for dealing with racist actions or any form of discrimination are followed.

Disability equality

The general duty to promote disability equality is owed to all disabled people this means that due regard must be had to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means strategic planning must take place over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgender people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Age, sexual orientation, religion and belief, pregnancy and maternity

We must ensure that we do not discriminate on these grounds. The Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Community cohesion

We also have the responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio economic groups. Priorities are incorporated into the SES and Action Plan and the SEF.

To help meet the Equalities Duty, the school will follow the procedures outlined in West Sussex's Schools' HR Guide for any further matters relating to Human Resources.

3 The school's aims and core values

At St Robert Southwell Catholic Primary School, as an integral part of our Catholic philosophy we aim to:-

- Ensure equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, ethnicity, faith or religion, sexual orientation, marital status or socio-economic background.
- Develop a culture of inclusion and diversity creating good relationships in the school with all groups of people and promoting equality of opportunity for all.
- Develop cohesive communities both within our physical boundaries and within our local, national and global environments.

- Seek the views of all groups affected by the policies and work of our school and try to involve them in policy review.

In addition, the following agreed core values that underpin all teaching and learning at our school have been agreed so that all our pupils will have 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 diverse society;
- 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;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

4. The school's context

It is a smaller than average sized voluntary aided primary school situated in the suburb of Roffey on the outskirts of northern Horsham. The school is in the Crawley Deanery of the Diocese of Arundel and Brighton and it is maintained by the Local Authority of West Sussex. The principal parish which the school serves is St John the Evangelist Horsham. The proportion of pupils entitled to free school meals is low. The percentage of pupils from minority ethnic groups is 24% which is broadly in line with national averages. The proportion of pupils who have learning difficulties and/or disabilities is 21% which is above the national average of 15.4% (January 2015). The number of pupils who are at the early stages of learning English as an additional language is 15.% which is below the national average. At present there are 157 pupils on roll. The proportion of baptised Catholics is 89%. The school is organised into 5 vertically grouped classes; Yr R /1, Yr 1 /2, Yr 2 /3, Yr 4 /5 and Yr 5 /6. Pupils' attainment on entry covers a wide range and is usually average overall. Children enter from approximately seven preschool settings and additionally several come from other countries and do not speak English. This means that many children are less confident when they first come to school and it takes time for them to form new friendships and collaborate.

5. Collecting and analysing equality information for pupils at St Robert Southwell Catholic Primary School

St Robert Southwell is an inclusive school. It uses the curriculum and teaching to enhance the self-esteem of all those it serves and it provides a learning environment in which each individual is encouraged to fulfil her or his potential.

The following equality information for pupils/students is collected and analysed:

- Attainment
- Progress
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extracurricular activities (e.g. school trips)
- Complaints of bullying and harassment
- Participation in the School Council
- Inclusion in the following groups: GMA and T, EAL, SEND, FSM, Summer Born, EM, Vulnerable

The following issues have been identified from this information-gathering exercise:

- The attainment of vulnerable pupils throughout the school especially boys
- The progress and attainment of summer born boys
- The progress and attainment of below average girls in KS2

6. Collecting and analysing equality information for employment and governance at St Robert Southwell Catholic Primary School

St Robert Southwell Catholic Primary School is committed to providing a working environment free from discrimination, victimisation, and harassment.

The aim is to fairly recruit an appropriately experienced and qualified workforce and a governing body that is representative of all sections of the community in order to provide a service that respects and responds to the needs of the local population.

The following profile information for staff and governors is collected and analysed:

- Applicants for employment (via local authority recruitment forms)
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases - if any
- Staff performance management

We have been mindful of the Laws relating to confidentiality when devising this Plan and Action Plan.

We have identified the following issues from this information gathering exercise:

- Low disclosure rates in respect of disability- currently no staff admit to having a disability as defined by the 2005 Disability Discrimination Act. We need to ensure any information we hold is accurate and staff feel able to disclose information freely without any fear of prejudice.
- Governing body profile is not collected.

7. Consultation and involving people

The aim is to involve pupils, staff, governors, parents and carers, and the wider school community in creating the Single Equality Scheme and Action Plan. This will help to ensure that the views of all groups, but especially potentially disadvantaged groups, are fully incorporated in the development of this Scheme and Action Plan.

Examples include:

- Discussions at school council
- Contact with parent/carers/community focus group representing a range of protected characteristics
- Discussions at staff meetings
- Discussions at governing body meetings
- Discussions with local headteachers

In 2012 we identified the following issues from this information-gathering exercise:

The need to-

- Ensure easy access to the Equality Scheme when complete – for all in our school community. Share the findings equally and easily
- Ensure all in the school community understand the definition of ‘Disability’ as stated by the 2005 Disability Act
- Ensure children are taught about differences and tolerance – as part of the PSHE curriculum
- Create an atmosphere of mutual trust and respect where persons involved with the school feel confident about disclosing any disabilities they may have. Also to feel comfortable with being open about ethnicity/religious beliefs
- Ensure community views are sought in a variety of ways – rather than just questionnaires, to ensure equality of ability to participate in any information gathering
- To invite representatives of various charities and organisations relating to race, faith, disability and gender to school to give advice/support and assist with curriculum development (lead assemblies, etc.)
- Improve areas of the school to ensure they are fully accessible to all in our community – including those with physical disabilities, hearing and visual disabilities

8. What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

- Disabled access/toilets
- Staff well trained on the needs some children have
- Friendly and approachable staff
- Procedures (Care Plan) in place to meet any medical needs children may have in conjunction with School Nursing team and in line with the school's Medical Policy
- Excellent record of pastoral care
- Admission form criteria includes information on disability
- Meeting the needs of boys and girls through modifying the curriculum and being aware of their learning styles
- Key policies in place -ILP's in place for pupils with specific needs

Race equality

No racist incidences this year

Disability equality & Accessibility

There are no staff or children at present with a registered disability. The school is fully accessible for all pupils and staff. However we do recognise that the school front entrance is not conducive to independent access for a wheelchair user.

Gender equality

There is an imbalance in school between boys and girls. Boys- 59% and Girls- 41%. In some years where the imbalance is acute it has been necessary to manipulate the curriculum and modify teaching methods to ensure equal access.

Age

The school recognises that some people hold negative attitudes, stereotypes and myths about youth, ageing, younger and older people that can lead to people becoming socially and economically disadvantaged, excluded or marginalised. The school will challenge these attitudes, stereotypes and myths through the curriculum and assemblies.

Children from all year groups are represented on the School Council and all children throughout the school have the opportunity to become fully involved in the life of the school through Pupil Voice.

Sexual orientation

The school will protect workers and learners from unlawful discrimination, harassment and victimisation on the grounds of sexual orientation.

Religion and Belief

The school recognises that people can face discrimination because of the attitudes of some parts of society towards the faith communities to which they belong or do not belong.

In addition we believe that St Robert Southwell Catholic Primary School can also celebrate the following good practice:

Community Cohesion

Ofsted 2010 noted that the school promotes community cohesion exceptionally well within the school and local community. The curriculum promotes shared values and builds children's understanding of diversity

Teaching, learning and curriculum

We continue to review our curriculum so that it is fully accessible to all children. Parents/carers are regularly informed of the learning to take place in termly topic letters, individual pupil targets and parent consultation evenings. We feel our curriculum has a global perspective, enabling children to see themselves in context of the wider world community.

Our children, through our EPR and RE curriculum, build an understanding of difference and how different is neither better nor worse – it is something to be celebrated.

Engagement and extended services

The school provides a wider range of appropriate after school clubs for its pupil profile and these are well attended by pupils in Year 1 and above. Equality of access is ensured for all pupils who wish to attend.

Religion or belief

Different cultures, religions and beliefs are respected and celebrated through the teaching of RE, World Faith Weeks, topic work, assemblies and collective worship.

9. Equality impact assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

St Robert Southwell Catholic Primary School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic backgrounds or of differing gender. Indeed the school has in place a range of associated policies that have been agreed by staff and governors

10. Other School Policies

We have used our existing school policies to inform our Single Equality Scheme.

These include:

- School Improvement Plan
- Inclusion Policy
- School SEND Policy
- Accessibility Plan
- Racial Equality Policy
- Anti - Bullying / Cyber-Bullying Policy
- Confidential Reporting/ Whistleblowing Policy
- Admissions Policy

11. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equality in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with protected characteristics are not discriminated against when applying for jobs at our school.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governors welcome all applications to join the school, whatever background a child may have.

The governing body ensures that no child is discriminated against whilst in our school. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The role of the headteacher

It is the headteacher's role to:

- Implement the school's equality policy and s/he is supported by the governing body in so doing.
- Ensure that all staff are aware of the school policy on equality, and that teachers apply these guidelines fairly in all situations.
- Ensure that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- promote the principle of equality when developing the curriculum, and promote respect for other people in all aspects of school life, for example, in the assembly and in displays shown around the school
- Treat all incidents of discriminatory treatment with due seriousness.

The role of the class teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist, sexist or otherwise discriminatory in nature. Teachers strive to provide material that gives positive images of minorities and that challenges stereotypical images of minority groups

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of discriminatory behaviour and draw 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 occurrence of discrimination.

12. Commissioning and Procurement

St Robert Southwell Catholic Primary School is required by law to make sure that when services are bought from another organisation to help the school provide services, that organisation will comply with equality legislation. This will be a factor in selection during any tendering process.

13. Publicising the scheme

The Single Equality scheme will be made accessible to all persons within the local and school community in the following ways:

- School website
- Available in the school reception area
- Staff and pupil induction – School Prospectus and Staff Handbook
- Making our scheme available to local community groups

14. Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of any information gathering and how we have used this information towards improvement.
- The outcomes of involvement activities from groups within our community.
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every 3 years.

15. On-going evolution of our Scheme

We will continue to involve people from all aspects of our school community in the on-going evolution of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having periodic school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays and performances.

