

Holy Family Catholic Primary School Equality Policy and Procedures

February 2017

Review date: February 2018

Holy Family Catholic Primary School: *Equality Policy*.

Our school mission values and ethos are central to our school and support the Equality Policy:

We follow in Jesus's footsteps

With Christ at the centre, we love one another and always try our best.

We learn together and look after each other by showing respect.

We understand that we are all unique and precious in God's eyes.

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Introduction

Holy Family Catholic Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their:

~ sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

~ Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils. The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

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The **Public Sector Equality Duty** or general duty requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The two “**specific duties**” require all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years which are specific and measurable.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix A is a checklist of key equality considerations

Appendix B is an explanation of how we spend the pupil premium at Holy Family Catholic Primary School

Development of the policy

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our School Improvement Plan, Self Evaluation Form, the school prospectus and school web site.

There are also references in the Behaviour and SEND policies, as well as minutes of meetings involving governors, the whole staff, the senior leadership team and our school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment literature.

What we are doing to eliminate discrimination, harassment and victimisation:

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and service

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

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We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all – our ‘Equality Ambassadors’ are a good example of this.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Behaviour, Exclusions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. Details of how we do this can be found in our Behaviour Policy.

What we are doing to advance equality of opportunity between different groups

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:

- on the school population by gender and ethnicity;
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of ethnicity, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

We analyse standards reached by the following different groups at the end of each year:

White British

FSM and non-FSM

Summer born

Boys and girls

EAL

All SEND including School Support, School Support+ and EHC Plans

Ethnic minorities

This data can be found in the Equality Data Analysis in **Appendix C**.

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We publish an account of how the Pupil Premium is spent to improve the learning of those known to be eligible for Free School Meals (FSM) and close the attainment gap between them and their more affluent peers (**Appendix B**).

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils.

We provide support to pupils at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations within the curriculum

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through Religious Education, PSHE and citizenship and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity

of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people

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We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events eg CAFOD assemblies and visits, eg. Our Faith Trail (the children visit a Sikh temple, Hindu mosque and Buddhist temple).

Other ways we address equality issues:

- **We maintain records of all training relating to Equalities.**
- **Our monitoring records include evaluations of aspects of Equalities.**
- **We keep minutes of meetings where equality issues are discussed.**
- **We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils.**
- **The implications for equalities of new policies and practices are considered before they are introduced.**

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting;
- secure and analyse responses from staff surveys, staff meetings and training events;
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans / Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see School Improvement plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups.

Our Equality Objectives for 2015-2016 are:

1. To work with children from vulnerable families to eliminate bullying.
2. To refresh the school's Curriculum Map, by designing and implementing an 'equalities matrix' to embed learning across the curriculum in each year group, ensuring relevance and progression year on year. Reinvigorating this Map each year maintains focus on these important areas of teaching and learning.

Monitoring and reviewing objectives:

We review and update our equality objectives every year and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives as part of our School Improvement Plan evaluation, for parents and carers, on the school website.

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Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence and qualitative evidence.

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;
- deal fairly and professionally with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the school's principles, for example, in
- providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all pupils;
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with this policy.

Staff and governors responsible for equalities

Janet Westray - Headteacher – Designated Senior Person and Special Educational Needs Co-ordinator (SENCO)

Steve Barlow - Acting Deputy Headteacher - Backup Designated Senior Person

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Equal opportunities for staff

This section deals with aspects of equal opportunities relating to staff. 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.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy, along with the Equality Objectives and data is available:

- on the school website;
- as paper copies from the school office;
- as part of induction for new staff;
- as a summary in the school prospectus.

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

APPENDIX A

Check list for school staff and governors

The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.

This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.

The school publishes information to demonstrate purposeful action on the general duties.

The school analyses pupil achievement in terms of progress and standards for different groups

and takes action when there trends or patterns indicate a need.

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A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.

The school ensures that all staff understand and implement the key requirements of the Equality Policy.

The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.

The curriculum includes opportunities for all pupils to understand and celebrate diversity and Difference.

All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.

The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.

Visual displays and multi-media resources reflect the diversity of the school community.

Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.

The school takes part in events such as the Faith Trail, CAFOD Walks and Deaf Awareness Week.

The school environment is increasingly accessible possible to pupils, staff and visitors to the school – including the acoustic environment.

Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.

The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.

The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.

APPENDIX B

Funding allocation of pupil premium grant	Reason for providing this for Pupil Premium children	Intended Impact
Nurture staff	Many of our vulnerable pupils and families need support in non -academic areas.	Less emotional stress leads to better quality of life which then impacts on child's learning.
1:1 tuition	Some children who find it difficult to learn in groups achieve far more in 1:1 sessions	Improved learning – narrowing of the gap
Parent & child activities	Strengthens the school and home relationship. Helps parents to find out more about their child's learning	More parents actively involved in school life and their child's learning. Positive impact on progress
Support for families with punctuality difficulties	Poor punctuality impacts negatively on school life and pupil progress	Improved punctuality
Extended school opportunities	Providing a greater variety of opportunities for pupils	Increased aspirations
Small group support	Pupils who are working below age related expectations need intervention to accelerate learning.	Accelerated learning helps to narrow the gap.
Reduce adult : child ratio	Provide greater opportunity for precision intervention at the right time. Remove /decrease barriers to learning	Improved progress
Support for families with attendance difficulties	Poor attendance impacts negatively on school life and pupil progress	Improved attendance
Enabling pupils to take part in residential holidays/other visits	Increased opportunities to access wider variety of experiences and cultural development	Improved social and cultural development
Supporting behaviour during lunch through zoning	Support positive relationships, limit the negative impact of lunch time issues on afternoon learning time	Positive play experiences Maximizing learning in the afternoons
Accessing support from other agencies	Some children and families need support above that which school can provide eg medical, financial, legal	Improved conditions for the whole family mean that the children are more ready to learn.
Accessing counselling for vulnerable pupils'	Some pupils have complicated and social, emotional and behavioural needs that school alone can't always meet.	Improved mental health

APPENDIX C

GROUP DATA SEPTEMBER 2016

Year 3 (present Year 4)

1 pupil with SEND

	Reading	Writing	Maths
SEND	100%	Below	100%
Non SEND	86%	71%	90%

FSM 5 pupils

	Reading	Writing	Maths
FSM	40%	40%	60%
Non FSM	90%	70%	80%

EAL 8 pupils

	Reading	Writing	Maths
EAL	88%	75%	88%
Non EAL	71%	59%	71%

Year 4 (present year 5)

Pupils with SEND 8 pupils

	Reading	Writing	Maths
SEND	13%	25%	63%
On SEND	64%	82%	100%

1 EAL pupil 100% at expected in R W and M

FSM 10 pupils

	Reading	Writing	Maths
FSM	50%	70%	80%
Non FSM	44%	44%	89%

Year 5 (present Year 6)

6 pupils with SEND (4 new to school)

	Reading	Writing	Maths
SEND	0	0	18%
Non SEND	92%	92%	83%

FSM 10 pupils

	Reading	Writing	Maths
FSM	70%	60%	60%
Non FSM	63%	63%	75%

1 EAL child below at R W and M