



Equalities Policy and Statement – Our Lady of Pity R.C. Primary School September 2021

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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. Guiding principles
4. In fulfilling the legal obligations cited above, we are guided by nine principles

Principle 1:

All learners are of equal value. We see all learners and potential learners, and their parents and carers, as 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
- whatever their sexual identity.

Principle 2:

We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to: disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4:

We observe good equalities practice in staff recruitment, retention and development We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5:

We aim to reduce and remove inequalities and barriers that already exist. 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:

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

Principle 6:

We consult and involve widely We engage with a range of groups and individuals to 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. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7:

Society as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8:

We base our practices on sound evidence. We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9:

Objectives. We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia, for example, transgender, Lesbian and Gay hate crimes.
- Prejudice against the protected characteristics; Religion or Belief, Marriage and Civil Partnership, Sex, Sexual orientation, Pregnancy and Maternity, Age, Race, Disability,

8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

10. The Holy Family Catholic Multi Academy Trust (HFCMAT) is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

11. A member of the local governing board has a watching brief regarding the implementation of this policy.

12. The Head of School 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.

13. A senior member of staff (Nicola McShane) has day-to-day responsibility for co-ordinating implementation of the policy.

14. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up to date with equalities legislation relevant to their work.

Information and resources

15. We ensure that the content of this policy is known to all staff and the local governing body and, as appropriate, to all pupils and their parents and carers.

16. All staff and the local governing board have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

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

Staff development and training

18. 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.

Breaches of the policy

19. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the HFCMAT and the local governing board.

Monitoring and review

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

Equality Data School Census January 2021

Age

Staff profile

0% in their 70s

16.95% in their
60s

25.4% in their 50s

33.9% in their 40s

15.25% in their 30s

8.5 in their 20's

The majority of staff are between 40-59

Gender

Of the 418 pupils in school 45.5% are boys and 54.5% are girls.

The staff population is significantly more female than male with only 8 members of staff being male.

Disability

All areas of the school are accessible with the exception of two classrooms on the first floor. Classrooms are assigned so that the needs of pupils or staff with impaired mobility are prioritised.

The number of pupils with an EHCP is 4.

The number of pupils with an IPFA is 4

Race

87% of pupils are White British

13% of pupils are from minority ethnic groups

9% first language confirmed as not to be English

Religion or Belief

92% of the children are Catholic, the second most prevalent group is Christian

4% Christian

3% no specified religion.

Marriage or civil partnership

No data collected

FSM

Free School Meal entitlement: 6.7%

Single Equalities Scheme 2021-2024

Disabilities Equalities Scheme				
Key Improvement Priority: To ensure that pupils and adults can fully participate within the school's curriculum offer and that they have appropriate physical access to the school site. Lead person accountable for the plan: Nicola McShane		Years: 2021-2024	Finance Plan: 3K approx. Budget allocated to ensure that resources are up to date and that they reflect and promote diversity and equality.	
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none"> All pupils and adults have full physical and curriculum access to the school' provision and that all stakeholders' views have been considered within this plan. The school has an aspirational curriculum in which leaders have improved general provision and not just an increase in additional provision. Impact is tracked and is rigorously measured and is quantifiable: All pupil gains are in-line with some that are exceeding for this pupil group; school is using the national data set to benchmark. Staff have had effective CPD and demonstrate this in practice. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD /meetings	Resources/Costs/Time
Conduct an annual, visual check to ensure appropriate physical access to the building is maintained with due regard to pupils and adults who have disabilities and that all stakeholders views are represented with in the plan.	Site Manager Head of School	January, yearly		
Promote a positive view and ethos in regard to differences which underpins curriculum design and whole school curriculum offer. With particular regard to hard to reach communities.	N McShane SENDCo	On going		
To review and monitor the SEND offer to ensure it is still appropriate and relevant to pupils and that it reflects the SEN statutory guidance.	SENDCo	On going	Staff meeting 1 x term	SENDCo ½ day per term £500
To ensure the school tracking, analysis and reporting mechanisms include specific regard to SEN pupils and that Impact of provision can be measured.	Head of School SENDCo	On going	Pupil progress meetings SLT SENDCo	Release time x3 (one day per term) £1,000

Monitoring

Who	What	Where	When	How	External Validation
<i>Staff member responsible</i>	<i>Specific outcomes</i>	<i>Staff mtg /progress mtgs termly</i>	<i>termly</i>	<i>Scrutiny of data/ Lesson Observations/ termly report to govs</i>	<i>Any external validation</i>
Impact: What will the outcomes be?			Evidenced by/ through	Evaluation Have the intended outcomes been achieved?	
<i>School refurbishment ensured appropriate access for all with disabilities.</i>			Toilet refurbishment, playground equipment updated.	The school has been modernised up to current building regulations for disabled access.	
SEND report is updated annually by SENDCo and reviewed by SEND governor			Up to date report on Website	Report maintained and updated termly	

Race Equalities Scheme 2021-2024

Race Equalities Scheme				
Key Improvement Priority: To ensure that pupils and adults can fully participate within the school's curriculum offer and that the school actively celebrates difference. Lead person accountable for the plan: Nicola McShane		Year: 2021-2024	Finance Plan: How much will the plan cost - £3k approx	
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none"> EAL Pupils make at least good if not better APS progress. There is a diminishing trend of racial incidents year on year. There is a visual celebration of difference through- out the school woven into the school's curriculum offer The school's curriculum design and enrichment opportunities proactively promotes community cohesion. Pupil conferences demonstrate acceptance and understanding of and have a positive view of each other. To link with hard to reach families through Parent Advocate meetings etc 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
School to track EAL pupils and benchmark against national expectations to ensure that all pupils are in line with ARE and that some are exceeding.	HT & HT Data Manger Class Teacher	On going	N/A	School tracking
To utilize MEAS speciality consultant to support teaching staff in developing appropriate EAL provision through bespoke assessments and follow up CPD training for staff.	SLT Consultant Anna Turnbull	On going	As per SLA	SLA cost plus visits
To ensure we can communicate effectively with are EAL Families facilitated by our EAL consultant.	Translators as needed via MEAS	On Going		
To promote whole school positive ethos within the school curriculum through teaching and learning, resourcing appropriately and enrichment experiences.	Nicola McShane and all teachers	On Going		

Monitoring					
Who	What	Where	When	How	External Validation
<i>Staff member responsible</i>	<i>Specific outcomes</i>	<i>Staff mtg /progress mtgs termly</i>	<i>Oct/Feb/June</i>	<i>Scrutiny of data/ Lesson Observations/ termly report to govs</i>	<i>Any external validation</i>
Impact: <i>What will the outcomes be?</i>			Evidenced by/ through	Evaluation <i>Have the intended outcomes been achieved?</i>	
<i>All pupil groupings continue to be at/above National averages.</i>			data	Practices within school have been effective.	
<i>EAL consultant continues to work with pupils families and staff to ensure children access the curriculum and progress rapidly</i>			data	Practices within school have been effective.	
<i>The schools values are modelled by staff and children which ensures all pupils thrive</i>			Parental and Pupil voice, feedback	Practices within school have been effective.	

Gender Equalities Scheme 2021-2024

Gender Equalities Scheme				
<p>Key Improvement Priority: Priority - To close the attainment gap between pupil groupings by developing an environment that promotes acceptance of difference.</p> <p>Lead person accountable for the plan: Nicola McShane</p>	<p>Year 2021-2024</p>	<p>Finance £1500</p>		
<p>Success criteria:</p>	<p>Focus on outcomes. Specific, measurable impact on pupils</p> <ul style="list-style-type: none"> All pupils make at least expected progress. Any attainment gap between boys and girls demonstrated a reducing trend.. To ensure that all pupil groups within school can articulate that they feel safe. To have effective strategies to tackle the use of discriminatory language. To develop an ethos and environment visually demonstrates that young people can be themselves. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
The school audits curriculum provision and invests in appropriate enrichment activities and resources to support all pupil groups and avoid discriminatory practice.	SLT	Ongoing	1X per term	Staff budget £1,000
School to actively promote equality through school council, Rights Respecting School, and Parent Advocate meetings.	N McShane	On Going	1 x term	Staff budget £500

The school actively promoted difference through appropriate curriculum linked displays to ensure links with hard to reach communities	SLT Class teachers	Ongoing	1 x Term	
Pupil progress meetings to discuss pupil groupings and school tracking of attainment and actions to close any gaps that are identified and impact measures.	SLT and Class Teacher	Ongoing	ongoing	

Monitoring

Who	What	Where	When	How	External Validation
<i>Staff member responsible</i>	<i>Specific outcomes</i>	<i>Staff mtg /progress mtgs termly</i>	<i>Oct/Feb/June</i>	<i>Scrutiny of data/Lesson Observations/ termly report to govs</i>	<i>Any external validation</i>

Impact: What will the outcomes be?	Evidenced by/ through	Evaluation Have the intended outcomes been achieved?
All staff induction includes annual training on how to address Prejudice based bullying	Training records	Staff are confident to recognise incidents and are able to confidently address them effectively.
School has invested in resources to address tolerance and diversity and it has formed a part of the curriculum base delivery	Stone wall recommended reading books in reading areas, curriculum topics based around recommended literature, visual inclusive displays on different kinds of families	Practices within school have been effective. Very few negative issues that arise with children or parents. Children and parents present well with understanding of diversity
Regular pupil voice audits address the use of appropriate choices of language to train and raise awareness of prejudice based languages	Pupil voice audits	Practices within school have been effective. Any issues that arise from time to time are addressed quickly with positive feedback from parents. Children demonstrate understanding of diversity

Pupil progress meetings identify pupils do make accelerated progress and the mapping of resources has been successful to ensure pupils attain and make progress against their targets.	School tracking	Practices within school have been effective
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**OUR LADY OF PITY R.C. PRIMARY COMMUNITY COHESION
ACTION PLAN 2021-2024**

Key Principles: Belonging, valuing diversity, equity, strong and positive relationships

Lead person (s): Head of School

<u>Standard</u>	<u>Action</u>	<u>How will it be monitored</u>	<u>Who is responsible</u>	<u>Time frames</u>
The school maintains regular, proactive consultation with all parents/carers, pupils and community groups aimed at closing the attainment gap.	track attendance at parents evening Target 100%	Register numbers who attend. Follow up missed appointments Letter home for non-attenders	Class teachers/ Admin SLT/ class teachers/ admin	Every parents' evening – 3x per year plus drop in Every parents' evening – 2x per year
Plan additional opportunities through the curriculum that help children to find out about the customs and traditions of different cultural backgrounds	<ul style="list-style-type: none"> National and International topics Religious festivals/ celebrations Themed assemblies Educational visits 	Parents invited to events Displays	Whole school	All Ongoing

<p>School curriculum and resources actively contribute to the development of pupils' sense of identity through knowledge and understanding of diversity</p>	<ul style="list-style-type: none">• Use appropriate relevant resources that are representative of diverse community	<p>SLT monitoring</p> <p>Parent/ children surveys</p>	<p>SLT Governors</p> <p>Class teachers</p>	<p>Ongoing</p>
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<p>Governors and staff know their responsibilities under relevant legislation</p>	<ul style="list-style-type: none"> • Meeting with SLT to discuss issues of equality • All staff have copy of staff handbook • All staff to attend initial and refresher training in regards to safeguarding and inclusion. • Discriminatory practice challenged • Governors to read and understand Equalities policy annually 	<p>Induction check lists completed</p> <p>Governing body meetings minutes</p>	<p>SLT and class teacher</p> <p>All Staff</p> <p>Govs</p>	<p>Ongoing</p>
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