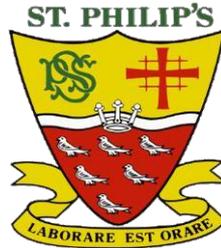


St Philip's Catholic School Single Equality Policy 2018- 2019



St Philip's Catholic Primary School Our Mission Statement

St Philip's is a welcoming community where everyone belongs. With Christ at the centre, we pray together and show our love for God by living the Gospels.

Showing care and compassion for each other, we are kind and sharing; treating each other fairly and with respect. We value everyone as unique children of God.

We create a caring, stimulating environment where everyone feels safe and secure.

We foster a love of learning, embracing challenge and never giving up.

With support and encouragement, we learn from our mistakes and always strive to do our best.

We find the best in everyone, nurturing our individual strengths and developing the confidence to allow everyone to reach their potential, preparing ourselves for the journey ahead.

Why we have developed this Equality Policy

This Equality Policy for St Philip's Catholic School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. At St Philip's we believe that every pupil has an entitlement to develop their talents. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities. We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments. Our equality policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we will engage with and who will be invited to actively contribute to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between groups.

It explains how we are promoting inclusive participatory practice, meeting the needs of and ensuring that those in our community requiring extra support receive it. As well as promoting understanding between people from different groups.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. St. Philip's is an average sized, Voluntary Aided, Catholic primary school in Uckfield, East Sussex. The socio economic background of the pupils is broadly average, slightly above national, and attainment on entry is broadly average. The percentage of pupils from ethnic minority groups is 28%, below the national average but above the East Sussex average. This figure is rising. The number of pupils coming into Reception who do not have English as their first language is increasing and a small number are at an early stage of fluency. The majority of pupils are white British. The majority of remaining pupils are of white heritage together with some pupils of mixed or Asian heritage. The percentage of pupils with special educational needs is around 12%. Three of the pupils in the school currently have Educational Health Care Plans.

St. Philip's is not a school in a deprived, inner city area where children suffer social deprivation. The children come to school usually well-prepared for education having had good pre-school experiences. Pupils are generally from homes where education is valued and where there are high expectations.

Definition of inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To help pupils develop their personalities, skills and abilities.

We make every effort to ensure that equality and inclusive practice are embedded across all aspects of school life.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

Our vision for Equality

At St Philip's we seek to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- arrangements
- behaviour management approach rewards and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- intervention support

- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the scheme
- ensure staff have access to training which helps to implement the scheme
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the Governing Body at least annually on the effectiveness of the policy
- ensure that the Senior Leadership team (SLT) is kept up to date with any development affecting the policy or actions arising from it

Our Governing Body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the action plans arising from the policy are part of the School Development Plan (SDP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the scheme
- evaluate and review this scheme every two years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the SIP

Our pupils/students will:

- appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we will develop our Policy - Engagement and Involvement

The development of this scheme will involve the whole of our school community. We will engage with them and listen to what they have to say including people from broad and diverse backgrounds and of different abilities and taking account of all the protected characteristics listed under the Equality Act 2010.

Our pupils will be given opportunities to contribute to the policy through:

- The School Council
- Pupil Voice
- The EPR curriculum

Our staff will be given opportunities to contribute to the policy through:

- Staff meetings
- INSET
- Support staff meetings

Our governors will be given opportunities to contribute to the policy through:

- Dedicated agenda items at FGB meetings
- Invitations to staff meetings

Parents/ Carers will be given opportunities to contribute to the policy through:

- The school website
- Newsletters
- Parent consultation meetings
- Structured conversation meetings
- Questionnaires

Minority, marginalised and potentially vulnerable groups will be given opportunities to contribute to the policy through:

- Pupil voice
- Questionnaires

What have we done so far?

OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

We also complete a Self-Evaluation Framework (SEF) which means we are constantly monitoring the make-up and needs of our staff and pupils/students – and assessing how well we are meeting those needs.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action. We have worked with the behaviour and attendance team (ESBAS) to support pupils whose attendance is a concern.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school. We work with our alliance and deanery schools on shared projects such as the Healthy Schools and Anti- Bullying initiatives.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required. We have very strong links with the parish and the parish priest.

Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively, take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team will undertake training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We will ensure that we have mechanisms in place to identify areas for development.

Responding to equality-related incidents

We recognise that prejudice-based harassment or bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, ageism or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all incidents that are motivated by **racism** and report to the Local Authority as requested. We and the County Council will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. We ensure that our policies comply with LA guidance and protocol.

Implementation, monitoring and reviewing

This policy was published May 2018. It will be actively promoted on our school website. Parents and pupils will be canvassed on the promotion of our policy.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these within the detailed action plan.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Objectives

Using the engagement and analysis of the information as outlined above we have developed an action plan that sets specific and measurable objectives that will help us achieve the aims of the general equality duty. See Section 3.

**St. Philip's Catholic Primary School
Accessibility Action Plan 2017 - 2020**

Targets	Actions	Timescale	Responsibility	Outcomes	Review
The curriculum					
<p>To further develop staff awareness of range of disabilities and accessibility issues.</p> <p>To ensure that staff know how to access support when necessary.</p> <p>To provide support from external services.</p>	<p>To provide comprehensive information on disability equality.</p> <p>To recognise “accessibility as a spectrum” and how that includes those who have:</p> <ul style="list-style-type: none"> • Autistic spectrum disorder • Dyslexia • Dyspraxia • Additional Learning Needs and others who may experience hidden barriers such as • Bereavement • Divorce • Mental, physical or sexual abuse <p>To provide training opportunities for all staff including support staff.</p> <p>To make necessary referrals to external agencies.</p>	Ongoing	Headteacher Governing Body SENCo	<p>Raise confidence of staff with training to support the needs of all children.</p> <p>Children making progress with programmes delivered by teachers / TAs, planned by specialists.</p>	

<p>To ensure provision is matched to need.</p>	<ul style="list-style-type: none"> • All teachers to provide TAs with plans and resources for interventions for those pupils who require extra, or different support. • Staff to access training to understand and support the needs of all our children. • To review deployment of TAs, as required. • Monitor data with termly termly Pupil Progress meetings. 	<p>Ongoing</p>	<p>Headteacher Governing body SENco SLT</p>	<p>Maximum support provided where required.</p>	
<p>To ensure shared areas are accessible to all learners.</p>	<p>Shared areas to be clear of clutter. Rearrange furniture/ resources so areas are accessible for all school users.</p>	<p>Ongoing</p>	<p>All teaching and non-teaching school staff</p>	<p>Layouts of shared areas optimise teaching and learning experiences. Shared areas are free of clutter.</p>	
<p>To increase the confidence and ability of all staff to deliver a differentiated and rich curriculum.</p>	<p>Monitor planning of core and foundation lessons. Learning Walks. Lesson observations. Seek views of all learners and respond to pupil voice.</p>	<p>Ongoing</p>	<p>Headteacher SLT SENco Co-ordinators</p>	<p>Increased pupil participation in all lessons. All learners access a differentiated curriculum and make at least good progress. All learners can elicit</p>	

				how they learn best and use this to inform improved planning and teaching.	
To provide all necessary resources for children to access the widest curriculum.	Audit by teachers of curriculum equipment, wordbanks, visual timetables, sports resources etc .	Ongoing	Co-ordinators	Full participation by all pupils in all subjects.	
To increase social and emotional skills for vulnerable pupils	Provide training for teachers and TAs. Provide nurture groups. Employ trained counsellor.		Headteacher SENco SLT	Vulnerable pupils have better self esteem and coping skills in challenging situations.	
Raise awareness of different disabilities through curriculum materials and assemblies.	Assemblies PHSE lessons Invited guests	Ongoing	Headteacher SENco PHSE Co-ordinator	For children to have a positive understanding of disability.	
Improving access to information					
To ensure that parents/carers have access to all relevant information.	SENco to attend Parent Consultation evenings. SENco regularly available to consult with parents. SENco available to attend meetings with external agencies. Parents of children on the SEN register will receive an updated document outlining short term targets, support and progress,	Ongoing	Headteacher SENCo	All parents to be informed of curriculum. All parents of children with SEN to be fully informed of provision and progress. Private and confidential letters will be handed to parents.	

	<p>three times a year.</p> <p>Documents delivered “by hand” when appropriate. This will include consent forms, letters from outside agencies.</p>				
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Keeping Safe					
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<p>To prevent all hate incidents and prejudiced based bullying.</p>	<p>To respond to all hate incidents and prejudiced based bullying. (Following relevant policies) Involve parents. To ensure racist incidents are reported to LA.</p>	Ongoing	Headteacher SLT SENco	<p>Pupils to feel safe in school and know who to talk to when they have a problem. To know that action will be taken.</p>	
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Equality of Opportunity					
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<p>To improve the attainment of pupils eligible for free school meals.</p>	<p>Collate and analyse data relating to attainment by target group. Use of Pupil Premium. Target interventions and deploy staff appropriately. Increase the confidence and ability of all staff to deliver a differentiated curriculum.</p>	Ongoing	All staff	<p>Improved attainment and well- being of these children.</p>	
<p>Sex Equality of opportunity. Eliminating discrimination</p>	<p>To analyse data to ensure that outcomes for boys and girls are similar.</p>	Ongoing	Headteacher All staff	<p>Boys and girls have equal access to the whole curriculum.</p>	

Appendix A Key legislation

Area	Legislation
All protected characteristics	Equality Act 2010
Age	Employment Equality (Age) Regulations 2006
Disability	Disability Discrimination Act (DDA) 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Gender	Sex Discrimination Act 1975, as amended Equality Act 2006 Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended Race Relations Amendment Act 2000
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006

Equality Act 2010

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on ‘protected characteristics’:

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

Accessibility planning

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality policy. A comprehensive Access Resource Pack to support schools with accessibility has been developed by the Development Planning Team at ESCC and sent out to all schools. Schools should contact Darren Guyett (01273 481314) if they require a copy.

Community Cohesion – Education and Inspection Act 2006

General duty

- To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

