

St. Pius X RC Primary School

SINGLE EQUALITY SCHEME

Introduction:

We welcome the equality duties on schools, and regard these as essential for achieving good outcomes for children. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and play within in our school. We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. Throughout this Scheme, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by:

- Active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
- Proactive leadership
- Prioritising activities that produce specific, tangible improved outcomes
- Removal of attitudinal and cultural barriers.

We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all.

National and Legal Context for Diversity:

All schools have duties to promote race, disability and gender equality. The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote quality of opportunity
- Promote good relations between people of different racial groups.

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

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people’s disabilities, even where that involves treating disabled people more favourable than other people

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

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

- Eliminate unlawful discrimination and harassment and
- Promote quality of opportunity between men and women

Schools also have specific duties under these three promotional duties, which are explained in the DDA Policy. This Scheme demonstrates our response to both the general and specific duties.

Schools have a duty to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. There are no statutory requirements for schools to have a policy or action plan for promoting community cohesion. However, we have incorporated our priorities into our Single Equality Scheme and Equality to make it easier to monitor our progress and performance in meeting the requirements of this duty. Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas. Appendix A provides further details of the requirements of equality legislation.

School Context:

Pupils

- The school is smaller than the average-sized primary school. 183 pupils on roll excluding Nursery and 229 including Nursery. Currently 46 children have part time places in Nursery.
- Pupils in the school attain well and make good progress.
- The school's deprivation indicator is high at 0.55 compared to the national of 0.21.
- 69.47% of pupils live in the Berwick Hills and Pallister ward which is in the top 1% most deprived wards nationally. 27.88% of pupils live in a Park End and Beckfield ward which is in the top 3% most deprived wards nationally.
- The proportion of pupils known to be eligible for free school meals is high, 59%. Reception – Year 6. 'Ever 6' figure for 2016-2017 £141,900. The percentage of pupils known to be eligible for early years pupil premium is high, 68%.
- Most pupils are from White British background with 92.2%.
- The proportion of pupils who speak English as a first language is high with 99.3%.
- The proportion of pupils who receive SEN support is above the national average(12.1%). Current percentage of SEN support is 18% (N-Y6 39 children), children with a statement/or EHC plan is 0.4% (1.3%).
- Stability is 88.9% as compared to national 85.7% in 2016.

Staff

- One Teacher appointment to teaching staff from September 2017.
- One 0.4 teacher returning from maternity leave.
- School Chaplain currently on maternity leave

Specific Equality Areas:

This section of our Scheme highlights what we have already achieved for specific aspects of equality, and further action that we intend to take.

a) Race Equality

What we have already achieved:

- Recording and reporting of all racist incidents
- Appointing male staff
- Regular celebration of diverse cultural achievements and well known people

We want to do more by:

- Continuing to enriching our curriculum to incorporate opportunities to learn about different cultures and races.

b) Community Cohesion

What we have achieved already:

- A broad range of cultures studied across the curriculum and age ranges
- Whole school events to celebrate diversity
- Charity group and fund raising promotions (led by pupils)

Equality and excellence:

- Robust analysis of performance data
- Early intervention for learning support

Engagement and extended services:

- Financial support to participate in offsite trips and visits
- Financial support to subsidise access to before and after school clubs.

We want to do more by:

- Develop a stronger awareness of cultural diversity in the UK
- Develop greater global awareness with school community through our work to support Cafod

c) Disability Equality

What we have already achieved:

Curriculum

- Inclusion of diverse role models/significant figures with the curriculum.
- Inclusion of opportunities to experience what life is like for those with a disability (e.g. wheelchair basketball)

Aids & Equipment

- Laptops, I pads, Wi-Fi, additional staff, specialist equipment etc.

Written information

- Greater use of electronic typed documents

We want to do more by:

- Promote visits by disabled visitors and adults

d) Gender Equality

What we have already achieved:

- Increased number of male role models on staff body

We want to do more by:

- Maintaining a positive gender balance within the staff body
- Continue to identify gender performance and curriculum adaptations to achieve equality of opportunity

e) Other Equality Areas

What we have already achieved:

- Following the guidance provided by the government to ensure that sex and relationship advice is sensitively managed and discussed by staff with pupils
- Reviewed the use of our 'Behaviour Logs' to ensure they contain details of all incidents of unacceptable behaviour (including race, disability, gender {including gender identity}, age, sexual orientation, religion and belief.).

- Use of CPOMs

What want to do more by:

- Further enriching our 'Other Faiths' R.E curriculum with the provision of trips, visits and visitors.

Impact Assessment:

We will carry out equality impact assessments on our policy and practice which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment. We have a programme of carrying out impact assessment process into all new policy development and decision making activities.

We will do this through:

- Reviews of policies by staff and governors (in line with policy review timetable).
- Termly reviews of progress and attainment for all pupils and vulnerable groups
- Termly pupil progress meetings and class teacher challenge meetings, resulting in Personal Professional Development Plans for all teaching staff.

Working in Partnership:

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

We will always aim to reschedule consultations and meetings to accommodate the needs of parents where possible.

Evaluating the Single Equality Scheme and Equality Action Plan:

We will formally review, evaluate and revise this Single Equality Scheme every three years.

Links with other School Policies

School policies that link with, and have informed this Scheme include:

- SEND Policy
- Behaviour Policy
- Pay Policy
- Admissions Policy

Roles and Responsibilities

The governing body will

- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Check that implementation of the Scheme and the impact it is having in terms of improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief

The Headteacher will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- Monitor to ensure effective implementation of the Scheme
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme.

The senior leadership team will:

- Drive forward implementation of the Scheme
- Support staff to carry out their role in implementing this Scheme
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Scheme is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation

All staff will:

- Recognise that they have a role and responsibility in their day-to-day work to
 - Promote equality, inclusion and good community relations
 - Challenge inappropriate language and behaviour
 - Tackle bias and stereotyping
 - Respond appropriately to incidents of discrimination and harassment and report these
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

All staff will also ensure that pupils are encouraged to:

- Recognise that they have a role and responsibility to themselves and others so that they understand and are able to make the right choices