

**ST JOSEPH'S  
CATHOLIC PRIMARY SCHOOL**



**Love Learning**

**Love Life**

**Single Equality Scheme**

**Mission Statement**

As a Catholic School it is our mission to provide a safe, nurturing and happy environment in which to educate our children to share their witness through Christian values; to instil a love of learning, of self and of others; enabling all to develop their God given gifts and to achieve their potential.

# **St. Joseph's Catholic Primary School**

## **Single Equality Scheme**

### **Principles/Aims**

This policy builds upon the Mission Statement, core values and ethos of the whole school community.

### **Love Jesus, Love Learning, Love Life**

As a Catholic School it is our mission to provide a safe, nurturing and happy environment in which to educate our children to share their witness through Christian values; to instil a love of learning, of self and of others; enabling all to develop their God given gifts and to achieve their potential.

### **Equality Statement**

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At St Joseph's Catholic school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

This policy will be an integral part of our school life. It outlines the commitment of the staff, pupils and governors of St Joseph's Catholic school to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school including all contractors
- Students on placement

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## 1. School in Context

- St Joseph's is a small Catholic school which, at the request of the Local Authority, has undergone a build project to increase its PAN from 17 to 30. At present the first five year groups have a PAN of 30 and the older year groups 17. There were 172 children on roll at the beginning of the 2016-17 year. Most year groups are full with waiting lists, mobility is limited.
- The school converted to Academy status in April 2014 as part of the CAST Multi Academy Trust.
- There is a gender imbalance with 56% of the school being male.
- 16.5 % of the children have English as an additional language. The majority of these children are in the first three years of the school.
- There is one Looked After Child on roll at present
- Two children have a statement of SEN at the moment. Two others have been diagnosed with Autism in the last year. 6.8% are School Action Plus and 7.6% are School Action. The most common need is in the area of behaviour and emotional needs and communication and interaction.
- The school is situated in the Devonport area of Plymouth. The ward was identified as an area of high deprivation and benefitted from being a 'New Deals for Communities' regeneration area. The IDACI rating is well above the national average at 0.43 and has risen over the last three years. 38% of children in Devonport live in conditions of poverty, this is equivalent to the sixth most deprived LA in the country. ( End Child Poverty figures)

## 2. Ethos and Atmosphere

- At St Joseph's Catholic School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- Exclusions from school are only used as a last resort. Three children have had fixed term exclusions in the last 3 academic years. Any racist or bullying incident is acted on immediately. The governing body receive a report relating to exclusions and other incidents through the headteacher's report to governors
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of liturgies, classroom based and externally based activities

## 3. Policy Development

This policy applies to the whole school community. It has been drawn up as a result of consultation with: staff, governors, parents and pupils.

## 4. Monitoring and Review

St Joseph's Catholic School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our pupils/students.

- attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment,

- on-going data is analysed by ethnicity, disability, gender, free school meals (FSM), EAL, pupil premium and service families and this analysis informs the action plan. This data is collated from Raise Online and Target Tracker.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St Joseph's Catholic School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

St Joseph's School staffing: one headteacher, one deputy headteacher, six full time teachers, two part-time teacher, ten teaching assistants, a senior administrator, and an administrative assistant, a caretaker, two cleaners, and six meal-time assistants. Twenty Five are female and four male. One member of staff is Black or black British, African; one is Asian or Asian British, or any other Asian Background; one is white Irish others who disclosed their ethnicity are all White British.

Due regard is given to the promotion of equality in the School Development Plan.

The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher.

His/her role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that ensure the impact and success of this policy

## 5. Developing Best Practice

### Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Set clear and high expectations
- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Celebrate the cultural diversity of our society and show respect for all minority groups
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias and challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

### Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for Special Educational Needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources and pupils can contribute fully and feel valued in the learning environment
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

## **Curriculum**

At St Joseph's Catholic School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

## **Resources and Materials**

The provision of good quality resources and materials within St Joseph's Catholic School is a high priority. When auditing and ordering new resources and materials we ensure these resources:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Promote a good understanding of diversity
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

## **Language**

We recognise that it is important at our school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

## **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from an early age. The policy is made accessible to all.

- We undertake responsibility for making contributions to extended learning opportunities including after school clubs, musical and sporting events and are aware of the school's commitment to equality of opportunity.
- We try to ensure that all such non staff members who have contact with children adhere to the policy.

## **Provision for Bi-lingual Pupils**

We undertake at St Joseph's Catholic school to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

## **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

## **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

## **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note: Using Bishop's Conference guidelines the governors require a practising Catholic for the position of Head teacher and Deputy Headteacher.

(Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role).

## Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential and develop positive attitudes to diversity.

- All parents/carers are encouraged to participate in the full life of the school
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

## 6. Current Issues to be addressed following consultation

- EAL children attained lower levels than others in Foundation Stage.  
Action
  - 1- Extra intervention to be available for these children whilst in Year 1
  - 2- New Foundation teacher to monitor in-year progress of EAL children and put in place support where necessary
- Boys attained higher in the Year 1 phonics screening than girls  
Action
  - 1- Introduce consistent delivery of Read Write Inc phonics sessions across first three year groups
  - 2- Monitor progress and provide intervention for those children needing to retake phonics screening test
- Girls attained higher than boys in English subjects at the end of Key Stage 1  
Action
  - 1- Group Education Plan provision to be improved and monitored more closely
  - 2- Purchase of reading books more likely to appeal to boys
- Introduce children of both genders to sports opportunities before stereotypical attitudes can be formed  
Action
  - 1- introduce more lunchtime clubs open to younger children
  - 2- Introduce a multi skills after school club for Key Stage 1 children
- Offer opportunities for children to interact in bilingual environment  
Action
  - 1- Investigate setting up of a bi-lingual after school club with parental involvement
- Look for opportunities for disabled people to be seen as role models within school  
Action
  - 1- Liaise with School Sports Co-ordinator to include input from disabled athletes
  - 2- Take part in at least one Boccia competition held at a SEND school
- For access to be disability friendly when secure gates are installed  
Action
  - 1- Caretaker and builders to ensure that any installation is disability friendly
- Website development to ensure its accessibility to all  
Action
  - 1- Check that the website in development meets accessibility requirements

## **7. Roles and Responsibilities**

Our governing body will ensure that the school complies with statutory requirements in respect of this policy

- Our governing body expect all staff, pupils and parents to support us in this work
- The governors will develop their knowledge and understanding of equality
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

## **8. The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. Progress towards actions in this policy to be reported in the Headteacher's Report to Governors.

## **9. Publicising the Policy and Plan**

This policy will be published on the school website and a copy will be available to view in the school office upon request.

## **10. Annual Review of Progress**

The headteacher will provide an annual report to the governors covering ethnicity, disability and gender including access to the curriculum, physical access and access to information. It is the findings of this annual review that will formulate the basis for the annual action plan.

## **11. Equality Impact Analysis**

All policies are considered in relation to implications for different groups and adapted accordingly.

## **Appendix 1 – for information only**

### **(Note: The duties outlined below have been 'incorporated' into the Equality Act 2010)**

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

#### **The Race Equality Duty**

##### **What is it?**

- The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976
- It came into effect from April 2001

##### **Who is covered?**

- Pupils, parents/carers, prospective pupils and parents/carers, staff, job applicants, governors and others using school facilities

##### **General duties**

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

##### **Specific duties**

- From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on pupils' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the Local Authority

#### **Reporting racist incidents in schools**

Schools in Plymouth are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing a quarterly summary of racist incidents to Plymouth Local Authority.

#### **Disability**

##### **What is a disability?**

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
  - substantial (more than minor or trivial)
  - adverse
  - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected). There is no need for a person to have a specific, medically diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, and facial disfigurement).

##### **General duties**

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people

- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

### **What is the difference between sex and gender?**

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

### **Sexual Orientation**

**Heterosexism** is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use. Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

**Sexual orientation** is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

### **General duties**

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female pupils and between men and women
- Promote good relations

### **Transgenderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.