

St. John the Baptist RC Primary School



Equality Policy Equality Action Plan

St John the Baptist Roman Catholic Primary School

Milton Lane

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Approved	Autumn 16	L Hamilton
Renew	Autumn 17	

Introduction

This policy has been written taking into account our school's very strong nurturing Catholic ethos and vision based upon Gospel values in which each child is respected and valued as made in the image of Christ. We want all our children to become the very best that they can be and to feel special and unique.

As a school we take pride in developing each child's Independence, Creativity, Resilience and Collaborative work with others. These core values and skills are promoted and celebrated where possible and underpin our Catholic ethos. We also believe in promoting moral, spiritual, social and cultural development by providing positive experiences within the curriculum and through the local community and within our CAST academy of 35 schools spanning the South west.

This policy sets out St John the Baptist approach to promoting equality, as defined within the Equality Act (2010). It covers age*, sex, race, disability, religion or belief.

In addition to this The School has a Single Equality

The School Context

Aims and Values

The school aims to provide equality and excellence for all in order to promote the highest possible standards.

The core Catholic values on which the policy is based include:

- a culture of respect for others
- promoting equality by recognising and celebrating differences between people
- a community where pupils are well prepared for life in a diverse society

The School's overall approach to promoting Equality

The School's Equality Policy provides a framework to pursue its equality duties to have due regard to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- foster good relations and positive attitudes between all characteristics and different groups in all of its activities.

Through the Equality Policy, the school will seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment. This includes the protected characteristics identified within the Equality

Act (2010)

A Catholic Community

The Schools seeks to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities

- tackle discrimination
 - increase life opportunities for all
 - ensure that learning, teaching and the curriculum explore and address issues of diversity
- Currently the school serves a variety of communities e.g.

- an extended community (e.g. part of Dartmouth learning community, work we do with local charities)
- academy community (e.g. Plymouth CAST)
- the community of Britain, (Challenge Partners, faith groups, ethnic groups,)
- the global community, (e.g. work with international charities eg. CAFOD)
- communities of friends (e.g. local clergy, local businesses, arts, sports, voluntary and support groups)

Roles and Responsibilities

School Governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and the single equality scheme are properly implemented
- making sure related procedures are followed
- assigning a named governor.

The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working
- providing training for them on the policy
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination.

All school staff are responsible for:

- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to:
- recognise and tackle bias and stereotyping
- promote equality and avoid discrimination against anyone
- keep up to date with the law on discrimination and take training and learning opportunities.

Pupils are responsible for:

- supporting the schools equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the School Council agenda, which will recognise good practice and enable review and development.

This may include:

- the anti-bullying policy and specifically racist and homophobic bullying
- developing school/class rules which challenge discriminatory behaviour.

Parents/Carers are responsible for:

- supporting the schools equality ethos

- sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

- following our expectations regarding equality.

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.

Responsibilities include:

- co-ordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment
- monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled pupils etc.)
- monitoring exclusions.

Monitoring, Reviewing and Assessing Impact.

The School's Equality Policy is supported by a Single Equality Scheme which is linked to the school development plan and include targets determined by the governing body for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

The named member of staff and governor responsible for equality will monitor specific Outcomes. The member of staff is Liz Hamilton and the named Governor is Karen Innocent.

Concerns or complaints

In the first instance the class teacher should be contacted. If issues or concerns remain unresolved these should be raised with Mrs Hamilton. Following this if the concern remains then procedures should be followed in accordance with the schools Complaints Policy.

Equality Action Plan 2016-2019

Objective	Target Group	Action	Timescale	Monitoring and evidence
To improve the achievement of children from disadvantaged families	Pupil Premium Children including free school meals, adopted premium and Service children	Track children carefully <ul style="list-style-type: none"> • Plan effective quality first teaching • Introduce pre learning tasks and specific interventions • Enrich curriculum through visits/visitors and 	Sept 15 Termly data	Tracking data Intervention Summaries Pupil Premium Trackers Case Studies Blink observations
To improve the achievement of children with SEN	Pupils on the SEN register	Track children carefully <ul style="list-style-type: none"> • Plan effective quality first teaching • Staff training into effective teaching of SEN children • Provide interventions/resources 	Sept 15 Termly data	Tracking Data IEPs Intervention tracking Provision maps Attendance information Blink observations Case studies SEN class files
To improve the provision for children for whom English is an additional language	EAL children	Identify barriers to learning <ul style="list-style-type: none"> • Look at best practice in other schools • Utilise expertise of Devon EAL service when needed • Provide resources and appropriate support 	Sept 15 Termly data	Tracking data Planning Provision maps Case studies
To improve the attainment of boys in reading	Boys	Track boys carefully <ul style="list-style-type: none"> • Identify barriers to learning 	Sept 15 Termly data	Planning Termly tracking

and writing		<ul style="list-style-type: none"> • Plan specific interventions • Ensure curriculum engages boys and meets their needs 		Pupil progress meetings
To improve the attainment of girls in maths and ensure more girls attain above ARE in maths	Girls	<p>Track girls carefully</p> <ul style="list-style-type: none"> • Identify barriers to learning • Plan pre learning tasks to boost self esteem/ confidence • Accelerate girls progress through intervention and quality first teaching 	Sept 15 Termly data	<p>Planning</p> <p>Termly tracking</p> <p>Pupil progress meetings</p>