



Holy Family Catholic Primary School

Equality Scheme

We are a caring family, we pray, learn and grow together

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| Approved by: | Governing body | Date: September 2018 |
| Last reviewed on: | July 2018 | |
| Next review due by: | July 2021 | |

Policy Statement

At Holy Family, we will work together to achieve our aim of being a fully inclusive and accessible school where all pupils can engage in a curriculum that meets their needs and where governors, staff, parents and carers contribute to achieving this aim.

As a school we ensure that all pupils and staff are treated fairly and equally. All pupils have equal rights to access all areas of the curriculum, regardless of race, gender and disability. The leadership and all staff endeavour to provide the appropriate provision for this to occur.

- a) In accordance with our Mission Statement, school values and school ethos we will:
 - respect the equal human rights of all our pupils;
 - educate them about equality; and
 - respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school policies and practices implementing all necessary resulting actions in relation to:
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
 - ethnicity,
 - religion or belief, and
 - socio-economic background.

Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

Community cohesion

This is a smaller than average school situated between town and country to the north east of Wigan. The children come from a wide range of socio-economic backgrounds. Nearly all of our pupils are from a White British background and a high number are of the Catholic faith therefore we have adopted a more explicit approach to multicultural teaching and learning in order to prepare them for their diverse world, with many cultures and beliefs. The number of children entitled to free school meals is well below the national average.

Responsibilities

One named governor – Anne Loftus – takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Mr Gallagher and Mrs Summerton are responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

Staff development

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

- Training is provided for all staff on Safeguarding and Child Protection
- Staff meetings have agenda items, within a cycle, relating to equality, safeguarding, racist incidents and policy review
- The RE lead has access to subject training which they disseminate to staff

Publication and review

This equality scheme fulfils statutory requirements under the terms of legislation. As a public document, the school governors publish it by making it available on request and by being available for viewing on the school website.

The scheme will be kept under regular review for three years and then replaced in September 2021.

Reporting on progress and impact

Progress is updated annually and the scheme published on the website. Evidence will be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

How we conduct equality impact assessment

As a school we carry out rigorous monitoring and analysis of all pupils and their progress half termly, termly and annually so the Head teacher, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis by the Head teacher, SLT, SENCO and subject leaders we are aware of any groups or individuals who are not making at least expected progress.

Evidence of this process can be found in the Head teacher's office.

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- from the monitoring and analysis of pupil progress including the monitoring of all identified groups.
- from the following data- Raise on Line, schools own tracking system, pupil progress and teacher assessment records, pupil files. SEN and behaviour files
- from involving relevant people (including disabled people) from the start in consultation and discussion

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

Equality Objectives 2018. To be reviewed in July 2021

| Objectives: 2018 To be REVIEWED 2021 | Actions: |
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| <p>To maintain a high focus on the well-being of pupils linked to healthy lifestyles, mental health and spiritual development. To increase the understanding between religious groups.</p> | <ul style="list-style-type: none"> • Focus days throughout the school year to cover topics such as British Values, anti-bullying and e-safety • Education caravan (approximately every 3 years) • Embed ‘Journey of Love@ RSE (Relationships and Sex Education) scheme • Annual parent questionnaires carried out and evaluated for action • Staff and Governor training on the Prevent Strategy carried out • Visits and visitors will be carefully planned to help pupils understand other faiths and cultures. E.g. visit to a mosque • Links maintained with other primary schools where the demographic is multi-cultural • To maintain a wide range of lunchtime and after school clubs • All children to take part in ‘The Daily Mile’ |
| <p>To embed the roles of pupil leaders so that pupil voice remains a high priority.</p> <p>Develop the roles of Pupil Chaplain’s, Peacemakers, Stewards of Creation, Caritas Ambassadors and the School Council</p> | <ul style="list-style-type: none"> • Ensure pupils views are well represented and reviewed through holding termly meetings, action plans reviews and sharing of targets • Children to take the lead in assemblies promoting their roles and taking a lead on new initiatives. E.g. Cornerstone involvement with Caritas Ambassadors |
| <p>To ensure that there is equality between groups in school where appropriate by analysing data relating to vulnerable groups and share this at termly pupil progress meetings to inform future planning and provision. E.g EAL, gender, FSM, S.E.N. socio-economic</p> | <ul style="list-style-type: none"> • Hold regular pupil progress meetings with the Headteacher and SENDCO to highlight any further needs to monitor progress and attainment • Involve TESS team to support individual need • Provide staff inset, as appropriate • Provide provision mapping charting the progress of children in intervention groups to show impact • Monitor pupil attendance on a half-termly basis and report to the LA on a termly basis to facilitate parent support where needed. • Enrol the services of Empathy North West to provide counselling services for children when required • Work with the Early Help team to provide additional support for families as required • Work with the CAMHNs team to support children as necessary |

Access Plan 2018. To be reviewed 2021

These objectives are a summary of the main accessibility plan.

| | Access Objectives |
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| i. Improvements in access to the curriculum | <p>The school recognises and values all forms of achievement. We will monitor and analyse pupil performance half termly and termly to ensure that no pupils are disadvantaged. Regular and planned CPD will be provided to ensure consistent good practice.</p> <p>Disparities which are identified will be addressed through targeted curriculum planning, teaching, intervention and support.</p> |
| ii. Physical improvements to increase access to education and associated services | <p>To improve access and make positive adjustments for disabled pupils.</p> <p>Regular contact with both the Diocese and LA to discuss appropriate teaching spaces for classes.</p> |
| iii. Improvements in the provision of information in a range of formats for disabled pupils | <p>To further develop all information given to pupils ensuring it is accessible.</p> <p>Increase the use of text messaging, social media and the school website in supporting parental communications.</p> |

| | Evaluation of access objectives July 2018 |
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| i. Improvements in access to the curriculum | <p>All pupils, including vulnerable pupils, are set challenging targets. The majority of pupils made good progress in reading, writing and maths.</p> <p>School has now set up intervention groups in:</p> <ul style="list-style-type: none">• Maths intervention• Reading intervention• Love Writing• Sounds Write• IDL spelling <p>These groups will run 3 x weekly and will be reviewed half-termly</p> |
| ii. Physical improvements to increase access to education and associated services | <p>Any improvements to the school building, environment will take into account the need to increase access for those with disabilities.</p> <p>There are currently no children on roll with a physical disability requiring alternative access arrangements.</p> |

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| iii. Improvements in the provision of information in a range of formats for disabled pupils | A new TLR has been appointed with responsibilities that include the running and updating of the School Website. Work alongside Benchmark, who are the providers of the website, is on-going. |
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Community Cohesion Plan 2018. To be reviewed 2021

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

| | Community Cohesion Objectives |
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| i. Teaching, learning and the curriculum | <p>Planning a curriculum that meets the needs of our pupils and builds on their experiences and backgrounds will continue to be a priority.</p> <p>RE, Science and SMSC will have key roles in developing awareness of ethical issues, making judgements on moral dilemmas and respecting the opinions and beliefs of others.</p> <p>Visits and visitors will enhance these learning opportunities and a whole school calendar of events will be accessible to parents/carers through newsletters and on the school website.</p> |
| ii. Equity between groups in school, where appropriate | <p>Equity occurs where schools prioritise teaching and learning and the school ethos is one that values respect for others.</p> <p>All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.</p> <p>Analysis of data relating to vulnerable groups will be a key focus for pupil progress meetings on a termly basis.</p> |
| iii. Engagement with people from different backgrounds, including extended services | <p>Pupil premium funding provides opportunities for pupils from disadvantaged socio-economic backgrounds to engage in a broader range of activities.</p> <p>To increase the understanding and respect for different cultures and religions from their own through the work of the Diocese in curriculum coverage and through the Caritas in Action scheme of work.</p> |

| | Evaluation of Community Cohesion objectives July 2018 |
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| i. Teaching, learning and the curriculum | <p>All pupils, including vulnerable pupils, are set challenging targets.</p> <p>The school plans provision and support for pupils who need it.</p> <p>Regular visits are planned to link with the curriculum to enhance the learning experiences.</p> <p>Disadvantaged pupils and vulnerable families are offered support, where needed, for extracurricular activities</p> |
| ii. Equity between groups in school, where appropriate | <p>The school has formed the behaviour policy with these rights at the core.</p> <p>Each class has displayed rules and values which are permeated into all lessons and assemblies.</p> <p>The school has robust systems for reporting all homophobic, racist and discriminatory comments.</p> |
| iii. Engagement with people from different backgrounds, including extended services | <p>School uses the RE curriculum and appropriate topic coverage to teach SMSC.</p> <p>Children have access to external support from counselling services when appropriate.</p> <p>Children are encouraged to learn about other cultures and religions. Trips to enhance their learning also take place. EG Mosque visit.</p> |