



Holy Family Catholic Primary School

Equality Scheme

2015 to 2018

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 proportion 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
- Leaders in PSHE and RE have 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 2019.

Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter at the end of each school year. Evidence will also 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 2015-18

Equality objectives
To ensure that identified vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.
To raise attainment of the most able pupils throughout the school.
To improve the outcomes for pupils with special educational needs.
To ensure differentiated opportunities within the curriculum take into account differences in life experiences, outlook and background.
To increase the understanding and respect for different cultures and religions from their own.
To improve access and make positive reasonable adjustments for disabled pupils and disabled parents of the school.

Evaluation of Equality objectives July 2015
All pupils, including vulnerable pupils, are set challenging targets. The majority of pupils made good progress in reading, writing and maths and some pupils made outstanding progress. Gaps in attainment are narrowing, especially by the end of KS2.
School identifies the most able pupils in all co-horts and work is planned and differentiated to challenge these children. This remains a focus area for school improvement.
The majority of pupils identified as having an additional need have made good progress in reading, writing and maths.
School works within a cluster of local schools which have different and varied intakes. School works closely with the Diocese and has adopted a new RE scheme of work to be implemented in September 2016. This allows for units of work covering different cultures and religions. Staff also implemented a new sex education scheme 'The journey of Love' that had been recommended by the diocese.
In the Summer of 2016 a new kitchen has been installed in school. Children now use 'Live Kitchen' to order lunches. This has been very successful with parents able to access the system at home enabling them to see what their children are ordering.

Access Plan 2015-18

These objectives are a summary of the main accessibility plan.

	Access Objectives
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 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, blogging and the school website in supporting parental communications.</p>

	Evaluation of access objectives July 2015
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 Recovery• Reading Recovery• Love Writing• Sounds Write <p>These groups will run from September 2016 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>

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 2015-18

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
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 PSHE 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 in the introduction of Caritas in Action within the new RE scheme of work.</p>

	Evaluation of Community Cohesion objectives July 2015
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>
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 and PSHE.</p>