

St. Peter's Catholic Primary School Equality Scheme 2020-23

St. Peter's Catholic Primary School is at the heart of a Christ centred community where every person's uniqueness is celebrated & truly valued.

We promote caring, supportive relationships based on mutual respect, and nurture the partnership between home, school and parish. When we welcome the child, we welcome the family.

We aim for excellence in all we do; to be the best that we can be.

1. Statement

This scheme outlines the commitment of the staff and Governors of St. Peter's Catholic Primary School to promote equality. We will work to ensure that groups with the protected characteristics of gender, race, disability, age, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from discrimination and harassment. Our school will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

- a) In accordance with our Mission Statement and Inclusion Policy we pledge:
- to respect the equal human rights of all our pupils
 - to positively promote equality and diversity
 - to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
 - to educate pupils about equality
 - to respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices through Equality Impact Assessment, and implement all necessary resulting actions in relation to:
- Gender
 - Gender re-assignment
 - Race
 - Disability
 - Religious belief
 - Age
 - Sexual orientation
 - Marriage & civil partnership
 - Pregnancy & Maternity

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Tameside Council procedure for recording incidents involving pupils in schools.

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

3. Responsibilities

One named governor Honor Murray 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 carers 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.
- anticipating and 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.

The Headteacher is responsible overall for: dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for: following relevant school policy

5. **Staff development**

School Policies are reviewed collaboratively so that all staff are aware of their responsibilities and have ownership of School Policy.

School staff have annual allergy and EpiPen training when necessary as well as training arranged on a needs basis for specific conditions such as epilepsy, sensory impairment, ASC and ADHD. Care Plans are put into place for all children with high level health needs which require the regular or specialist administration of medication.

Our school SENDCo attends regular Networks and LA training programmes and cascades information to staff at regular staff meetings.

Designated annual staff training time to use DFE CPD on making reasonable adjustments.

6. **Publication and review**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available as paper document on request and on the school website and by sending an electronic copy for monitoring purposes to the local authority.

The scheme will be kept under regular review for three years and then replaced in September 2023

7. **How we report 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 etc at the end of each school year, i.e. July 2020, 2021 and 2022.

8. **How we conduct equality impact assessment**

We recognise the importance of assessing the impact of our current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

St. Peter's Catholic Primary School therefore regularly monitors the impact of school's policies. This is captured by means of the school's equalities monitoring process which involves

- Consultation with disabled stakeholders, in order that areas for change can be identified
- Analysis of information from data collection relating to disability.

This Disability Equality Scheme is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled

members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

Equality objectives identified by this process are included in the three-year plan in Section 10 below. Evidence of this process can be found: in minutes from school staff meetings and Governing Body Meetings; records of discussions with governors and parents including disabled parents; School Council minutes; Pupil and Parent Questionnaires.

9. How we chose our equality objectives

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

- i. from the equality impact assessments listed in Section 8 above,
- ii. And from analysis of the following data

Pupil Achievement: Pupils are tracked individually and our assessment system is capable of providing assessment data on individuals and a range of different groups, including children with SEND.

Learning opportunities: Learning opportunities are delivered to all children to ensure that every child should have an equal opportunity to succeed. This means that we do not treat everyone the same but rather that we personalise our provision to meet individual needs.

Admissions, Transitions, Exclusions (including Behaviour cases)

St. Peter's Catholic Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

We regularly seek the views of our pupils. Class Councils and circle times provide an opportunity for everyone's views to be heard and for everyone to play a part in the decision making process. Through our School ethos, we engage children in developing a democratic approach which actively fosters representation for disabled pupils on the School's Council as the main discussion and decision making forum for pupils.

We regularly seek the views of our parents/carers and stakeholders: A representative group of stakeholders, including, parents, children and staff, discussed the School's position at the outset. As a result of previous collaboration when writing the School's Inclusion policy, it was felt that the school's policy as expressed in the Inclusion and Equal Opportunities Policies reflected what actually happens in school. Helpful suggestions of ways in which further developments could be incorporated were also made.

We have identified our disabled pupils and involve children in the setting of their learning targets. Parent and pupil involvement in meetings directly relating to them is recognised and appreciated.

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 protected characteristics

10. Three-year equality objectives 2020-23

(to be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
To continue to narrow the attainment gap for children within the Free School Meals cohort.
To close the gap in EYFS between boys' and girls' achievement of good level of development
To close the gap between boys' and girls' achievement in school where boys are the majority in all the BARE groups across all classes and most subjects.
To continue to promote the involvement of male carers in school life by proactively encouraging participation in school trips, and volunteering in school.

To improve the Global dimension in the curriculum by achieving The International School's Bronze award.
To improve the attendance and punctuality of Pupil Premium children

11. Three-year access plan 2020-23

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
i. improvements in access to the curriculum	Children with disabilities have increased access to the curriculum, through development of a range of learning resources that are accessible for students with different disabilities. eg hearing impaired child with a care plan in the Infant department. Staff to have greater understanding of disability issues through the development of skills to deal with children with specific difficulties. All of the above to be ensured as needs arrive.
ii. physical improvements to increase access to education and associated services	Ensure that the development and improvement of access to school building for children with disabilities is incorporated into any future building projects.
iii. improvements in the provision of information in a range of formats for disabled pupils	To ensure that children with disabilities have greater access to information and are able to respond quickly to requests for information in alternative formats – eg. with coloured overlay/ on coloured paper/ with Widget or PECS symbols, rather than print. To provide SATS papers with enlarged print for children with Specific Learning Difficulties

12. Three-year community cohesion plan 2020-23

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

	Actions (focused on outcomes rather than processes)
i. teaching, learning and the curriculum	Continue to promote understanding of other faiths by ensuring adequate coverage of other faiths in the R.E curriculum. To develop the PSHE curriculum to develop a sense of identity and understanding of diversity. To continue to develop and promote Philosophy for Children.

ii. equity between groups in school, where appropriate	To reflect the protected nature of the religion or beliefs of staff, children and parents in School Policies where necessary.
iii. engagement with people from different backgrounds, including extended services	To encourage visitors from other faiths and cultures into school. To develop links with a Local School with a contrasting cultural intake to develop a sense of otherness. To develop a programme of Educational Visits to promote understanding of differing cultures and customs. To develop links with the local community and parents.

12 Links with other school plans and policies:

This Scheme is to be read in conjunction with and is intrinsic to:

1. The School Improvement Plan
2. The Equal Opportunities Policy
3. Equalities Monitoring procedure
4. The Inclusion Policy
5. Anti-Bullying Policy
6. Protection of Employees and associated documents (including Bullying and Harassment)

Review Date: January 2023

Senior Member of Staff Responsible: Katherine Ryan, Headteacher

Designated Member of Staff: Rachel Russell, SENDCO and Inclusion Manager

Governor Responsible: Honour Murray, SEND Governor