

St. Peter's Catholic Primary School Equality Scheme 2023-6

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 (Mr Phil Murphy) 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, 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, with regards to children, 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 policies

5. Staff development

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

School staff have annual asthma and Epipen administration training 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 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.

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 January 2026.

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 2024, 2025 and 2026.

8. How we conduct equality impact assessment

We recognise the importance of assessing the impact of our current policies and practices on equality, in order to ensure that they do not have an adverse impact on 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 stakeholders, in order that areas for change can be identified
- Analysis of information from attainment data collection relating to disability, age, additional educational need, gender, ethnicity and economic background.

This 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 members, and will be used to drive forward the promotion of 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. 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, children entitled to the Pupil Premium, and children who have/ have had a social worker. We also analyse progress and attainment data in terms of age and gender. At the time of writing, the vast majority (88.4%) of our school population are children of White English heritage of whom 92.7% speak English as their first language. However, we have the means to analyse attainment in terms of cultural ethnicity and in terms of speakers of English as an additional language to ensure that all groups are supported to achieve as highly as possible.

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 our stakeholders fully in the development of our Equality Scheme. We have involved people in the following ways:

We wish for everyone's views to be heard and for everyone to play a part in the decision-making process. Through our School ethos and our promotion of British Values, we engage children in developing a democratic approach. This approach actively fosters representation for pupils on the Pupil Leadership Team who do and do not share a protected characteristic 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. In 2023, a group of parents, carers and stakeholders met again to discuss school's position and to generate suggestions for inclusion and equality.

We have identified our disabled pupils and we involve all of our SEND children in the setting of their targets on their 4+1 statements. 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 who share a protected characteristic
- 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 2023-6
(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 Pupil Premium cohort. |
| To improve the attendance and punctuality of Pupil Premium children, so that they are in school and ready to learn at the beginning of each day. |
| To increase the number of younger children (year groups 1, 2 and 3) who are on track to exceed end of year expectations in reading and maths. |
| To increase the number of girls achieving above age-related expectations in maths. |

11. Three-year access plan 2023-6

| | Actions (focused on outcomes rather than processes) |
|--|--|
| i. improvements in access to the curriculum | <p>Children with additional educational needs and disabilities have increased access to the curriculum, through quality-first teaching and the development of a range of learning resources that are accessible for students with different disabilities; for example, children with a hearing impairment, children on the autism spectrum, and children with attention deficit and hyperactivity disorder.</p> <p>Staff to have greater understanding of disability issues through the development of skills to support children with specific needs. Our SENDCO has taken the lead on this, and has cascaded information and recommendations from the Educational Endowment Foundation.</p> <p>All of the above to be ensured as and when needs emerge amongst our children.</p> |
| ii. physical improvements to increase access to education and associated services | <p>Ensure that the development and improvement of access to the school building for people with disabilities is incorporated into any future building projects. In 2023, a project will be undertaken to ensure the safety of children with social, emotional and behavioural needs as well as access to the site for people who are wheelchair users.</p> |
| iii. improvements in the provision of information in a range of formats for pupils and families with SEND. | <p>To ensure that children with SEND have greater access to information and are able to respond quickly to requests for information and to complete daily learning tasks. School staff will provide information in alternative formats – eg. with coloured overlay/ on coloured paper/ with Widget or PECS symbols, rather than print.</p> <p>To provide adapted SATS papers for children with Specific Learning Difficulties</p> <p>To provide written communication with parents in accessible formats – eg. the spoken word, on coloured paper or in alternative languages.</p> |

12. Three-year community cohesion plan 2023-6

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 | <p>Continue to promote understanding of other faiths by ensuring adequate coverage of other faiths in addition to our R.E curriculum (The Way, The Truth and The Life).</p> <p>To develop the PSHE curriculum to develop a sense of identity and understanding of diversity, as well as to celebrate similarities and differences.</p> <p>To continue to develop and promote Philosophy for Children.</p> |
| ii. equity between groups in school, where appropriate | <p>Ensure that the curriculum promotes role models and heroes with whom our children positively identify and who reflect the diversity in terms of race, gender and disability.</p> <p>Ensure that displays and resources in classrooms, the library and corridors promote diversity in terms of race, faith, gender and ethnicity.</p> |
| iii. engagement with people from different backgrounds, including extended services | <p>To encourage visitors from other faiths and cultures into school.</p> <p>Mayor of Tameside – sharing prayers</p> <p>Multifaith Week visitor (Islam)</p> <p>Miss Galvis</p> <p>Gethin – Welsh speaker</p> <p>Mrs Meola – Mothers’ Day in Italy</p> <p>Mrs Malacrino</p> <p>Mr Xu – Chinese New Year</p> <p>Polish greeting card to say goodbye and thank you</p> <p>To develop links with a Local School with a contrasting cultural intake to develop a sense of otherness.</p> <p>Trinity – Christmas and Pentecost</p> <p>To develop a programme of Educational Visits to promote understanding of differing cultures and customs.</p> <p>EYFS welly walk to churches</p> <p>Y5 mosque</p> <p>To develop links with the parish, the local community and families.</p> <p>SVP and Mini Vinnies. Linking our parish with one in India</p> <p>Prayer sponsors</p> <p>Children’s Liturgy</p> <p>Parish ambassadors to communicate links between school and parish</p> <p>Food bank</p> <p>Stalybridge Town of Culture – choir</p> <p>Big Sing with 5 other schools</p> <p>Mrs Wills, local councillor Y5 stewardship</p> <p>Toastie Tuesday</p> |

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)
7. The Human Rights Act (1998), the Equality Act (2010) and the Public Sector Equality Duty

Review Date: February 2026

Senior Member of Staff Responsible: Katherine Ryan, Headteacher

Designated Member of Staff: Rachel Russell, Inclusion Manager (SENDCO)

Governor Responsible: Phil Murphy, SEND Governor