

St Joseph's RC Primary School



Equality Scheme

2018-2022



St Joseph's Catholic Primary School

Equality Scheme 2018 - 2022

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1. Foreword

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. At St Joseph's our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is a revised single Equalities Scheme for St Joseph's School. This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected.

It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific priorities and how the school will monitor progress towards their achievement within its day-to-day life.

Our scheme includes our whole school; that is, pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010. The three areas which we are required to address are:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics¹ - between people who share a protected characteristic and people who do not share it.

3. School Values, Ethos/Mission Statement

'I came so that you may have life - and have it to the full' John 10:10

At St Joseph's we recognise the uniqueness of each child and adult, we celebrate differences and promote respect and tolerance for all. We provide opportunities and experiences so that they may become the best that they can be.

We endeavour to raise the aspirations of our children and teach them how to become responsible and productive members of both their local and wider communities.

We encourage children to recognise their value and place in God's diverse world and teach them to reach out, through prayers and actions, to those in need whatever their culture or beliefs.

St Joseph's is a happy and safe place in which to learn. We provide this environment knowing that children learn, grow and develop best when they are secure in their surroundings.

We do all this under the safety of God's love and protection.

The promotion of 'British values' is central to Catholic education because British values have their origin in the Christian values of our nation.

'We are proud that Catholic schools promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. Our school promote cohesion by serving more ethnically diverse and poorer communities. Catholic schools provide high standards of education which are popular with parents from all social, economic and faith backgrounds'

Paul Barber (Catholic Education Service 15 December 2014)

At St Joseph's RC Primary School we recognise, not only the importance of helping students to flourish academically, but also spiritually, morally, socially and culturally, so they are fully prepared for life in British society and for their role as citizens, able to make the strongest possible contribution to the common good of all. We teach the importance of

¹ Groups of people are referred to having the following 9 protected characteristics: disability, age, sex), race, religion or belief, sexual orientation, pregnancy and maternity [applies to schools for staff], marital status & civil partnership, and gender reassignment or identity.

British Values by going much deeper into the meaning of what it means to live a good life within a framework of Catholic Christian Values. This provides the context and meaning for understanding why British values are important. Our framework for understanding British Values draws on the example of Jesus and his welcome and inclusion of all, which is developed in Catholic social teaching. At St Joseph's RC Primary School we provide an education which focuses on the formation of the whole person and on our vocation and purpose in life. We are guided by our mission statement 'I came so that you may have life - and have it to the full' and by the Christian values of honourable purpose (that is, vocation and service), respect, compassion, co-operation and stewardship as we reflect on our place and purpose in the world. We place a significant emphasis on the celebration of individuality and difference within our communities and our calling to work for the common good, in the service of others. Our Catholic ethos, which includes explicit reference to Christian and British values makes a tangible difference to the way we work together and with our wider communities. Within the framework it would be impossible to overlook the government's view of British values expressed as 'democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs

4. School Profile

St Joseph's is a Voluntary Aided RC primary school in Ordsall, Salford and in 2018 the number of children on roll is 189. Since 2004, the number of children in Ordsall of primary school age has increased by 35% and this growth is forecasted to continue to increase in the immediate future with an associated increasing demand for primary school places as the city currently has the fastest growing economy in Greater Manchester.

94% of our pupils live in families that are described (by ACORN) as 'financially stretched or in Urban Adversity'. The school's IDACI – Income Deprivation Affecting Children Index - score is 0.49 has put Ordsall as the 3rd most deprived ward in Salford. However, recent results from the Index of Multiple Deprivation indicate that overall, Ordsall ranking within Salford, is showing signs of improving its ranking.

The school has an almost equal mix of boys 52% and girls 48%.

The percentage of pupils taking free school meals (FSM) is 49%, well above the national average.

The percentage of pupils with SEN Support is 20%, well above national average.

The percentage of pupils with an SEN statement or an Education, Health and Care (EHC) plan is 1% in line with national average.

The percentage of pupils who have English as an Additional Language (EAL) is 28%, above the national average.

5. Equalities Objectives

Our previous Equality Scheme was developed in 2016 when we identified our main priorities as being

- To ensure that children with protected characteristics achieve in line with other groups of pupils in the school and that they are able to fully participate in the life of the school having the same opportunities to experience achievement as their peers
- To continue to meet the needs of those with disabilities, by ensuring all reasonable adjustments are made, so that all children have the chance to reach their full potential
- To ensure that staff recognise their own roles and responsibilities towards the equality scheme and implement the school policies
- To continue to foster close links with other ethnic and faith groups within our local community

Progress towards achieving these priorities has been monitored on a going basis by school leaders and by the Governing Board via its Monitoring Group and its Effectiveness Committee and is recorded in their minutes.

Having outlined our school's current strengths and challenges by reviewing current data available, we have identified the three priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

We identified these objectives based on the current profile of children in and applying to join our school, the changing environment in which we are situated and the internal and external data available to us available to us

Our Equality Priorities, as agreed with our Governing Board are to:

- ensure pupils within the protected characteristics achieve in line with other groups of pupils.
- meet the needs of those with disabilities, by ensuring all reasonable adjustments are made, so that all children have the chance to meet their full potential
- improve attendance rates of SEND pupils year on year to meet target of 90% by end 2022

Progress towards addressing these priorities will continue to be monitored by school leaders and by the Governing Board via its Monitoring Group and its Effectiveness Committee and will be recorded in their minutes.

6. Accessibility Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have updated our accessibility plan. This outlines our plans and commitment to increase accessibility of our school environment. Please refer to Appendix 1

Furthermore we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

7. Community Impact Assessments

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments.

8. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

9. Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach by fostering

- *An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation*
- *A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them*
- *Empowerment of students, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies*
- *A rich learning experiences about human rights inside and outside of the classroom*

10. Engagement and Involvement

We involved pupils, staff, governors, parents as part of our wider school community in creating this Equality Scheme. We did this via a range of involvement and engagement processes: which included discussions and consultations. This helped to ensure that the views of the wider community, but especially potentially disadvantaged groups, were incorporated in the development of the Scheme.

11. Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

12. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Board, Headteacher, Senior Management Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Staff and governors are asked to sign to confirm that they have read and understand the scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- encourage staff to give their individual equalities information in monitoring forms annually
- through knowing the composition of the workforce, aim to identify any areas for development
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board annually, on its progress and effectiveness
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing Board will:

- designate a Governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the school improvement plan

- support the headteacher in implementing any actions necessary
- inform and consult with parents about the Scheme
- ensure that the action plans arising from the Scheme are part of the school development plan
- evaluate and review this scheme on a termly basis

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this Scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the Scheme
- be encouraged to support the Scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this Scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them ,including participating in workforce equalities monitoring
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will:

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

13. Annual Report and Review

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice.

14. Information, Feedback and Complaints

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact;

Mrs L Byrne, Business Manager

Telephone 01619211890,

Email stjosephsordsall.rcprimaryschol@salford.gov.uk .

Accessibility Plan

Introduction

Appendix 1

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every three years by the School Effectives Committee and subsequently and approved by the Governing Board.

St Joseph’s RC Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

St Joseph’s RC Primary School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school’s last access audit which took place in October 2017 and should be read in conjunction with the Access Audit which is available from the School Business Manager. The School’s special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school’s publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil’s development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period.

Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school

- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

A detailed plan has been developed and is reviewed and updated on an ongoing basis. This plan identifies priorities, any costs, dates for achievement and actual achievement dates

Summary

The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

Training for teachers and support staff and differentiating the curriculum
All out of School activities are planned and risk assessed to ensure participation for all
Training for Awareness
Raising of Disability issues
Information to know your students' needs

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The key objective is to ensure that school premises are adapted so that disabled pupils are not prevented from attending the school of their choice because the premises are inaccessible and/or cannot meet the needs of the pupils.
Making sure clear procedures are implemented to ensure that disabled pupils who are starting school have their needs assessed and that necessary adaptations at the school of their choice are carried out in time for the start of term.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Availability of written material in alternative formats as required
Raise the awareness of adults working at or for the School on good communications
If required arrange for visual impaired students to be able to access documentation
Review all policies to ensure that they do not discriminate the needs of staff, students or visitors