



ST MARIE'S SCHOOL, A Catholic Voluntary Academy

Single Equality Scheme

1. INTRODUCTION

St Marie's Catholic Primary School, St Thomas of Canterbury Catholic Primary School and St Wilfrid's Catholic Primary School have developed this Equality Scheme to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2010
- Education and Inspections Act (EIA) 2006

A statutory duty has been placed on all school governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender. It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours.

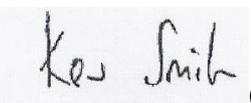
The legal duties on race, disability and gender equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled pupils and the greater levels of exclusions of boys.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting the duty to promote community cohesion on school governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan covering race, disability and gender.

Signature:  Headteacher

Date: March 2016

Signature:  Chair of Governors:..

Date: March 2016

Note

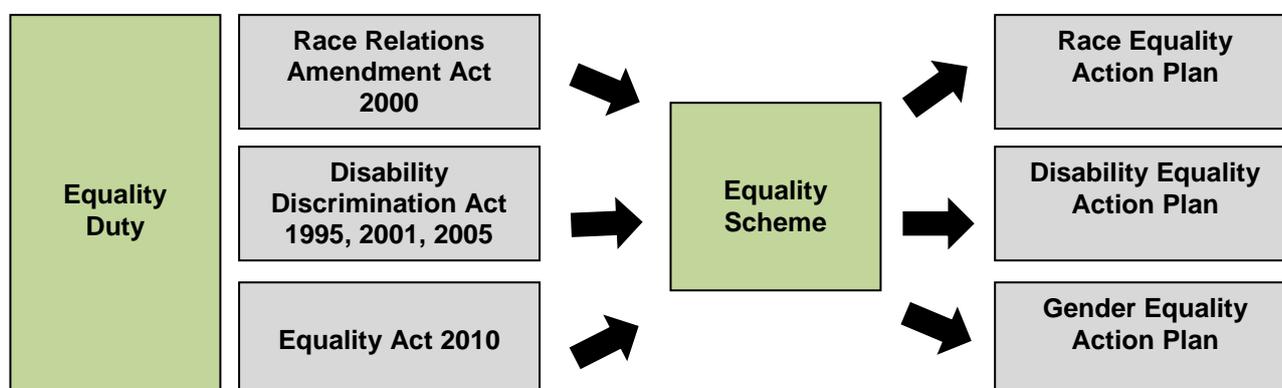
This Equality Scheme and its Actions Plan on race, disability and gender have been developed to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2010

In addition, the Equality Scheme and the Action Plan set out our approach for meeting the requirement on governing bodies of maintained schools of the duty to promote community cohesion as outlined in the Education and Inspections Act (EIA) 2006.

Figure 1 shows how the three public duties inter relate and that the Single Equality Scheme is a tool for schools to ensure that outcomes are improved for different racial groups, disabled persons and women and men as well as girls and boys which supports their contribution towards the promotion of community cohesion.

How the Equality Duties fit together



2. DUTY TO PROMOTE COMMUNITY COHESION

The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in September 2007 and schools contribution to community cohesion will be inspected by Ofsted from September 2008. The community cohesion duty builds on the existing legal duties on school governing bodies under the Race Relations Act as Amended 2000.

From our perspective, '*community*' has a number of dimensions including:

- The school community, our pupils, their families, our staff and governing body.
- Our parishes and the wider community which uses our facilities and services.
- The community within which we are located, including Sheffield.
- The UK and global community.

Our focus on community cohesion work is about promoting cohesion across different cultures, and religious or non-religious, ethnic and socio-economic groups as we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds. Our main contributions to community cohesion can be made in three areas:

- teaching, learning and the curriculum: using the curriculum to value diversity whilst also promoting shared values.
- equity and excellence: ensuring equity and high standards for all and tackling underperformance by any particular group.
- engagement and extended services: engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.
- The teaching of the Church and the ethos of our schools affirms the value of every individual as being in the image of God. This belief underpins that we do and teach. Therefore all our procedures and practices include monitoring of data to identify any potential issues of inequality or discrimination.
- We actively seek to engage with the community through extended services such as work with our parishes, participation in sporting events and adult learning activities to promote social cohesion.

3. HOW WE WILL MEET THE GENERAL DUTY & SPECIFIC DUTY

This Equality Scheme and its Action Plan on race, disability and gender for our school set out the specific actions that will be carried out to meet our duties and are listed in the Action Plan at Pages 22-27.

4. LEADERSHIP

All staff and Governors at the school are responsible for the implementation of the Scheme. Governors are responsible for:

- Ensuring the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed.

The Head Teacher is responsible for:

- Ensuring the school Equality Scheme and its procedures are followed
- Ensuring the Equality Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the Action Plan and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination, including racist bullying

- homophobic bullying and bullying related to gender or disability

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities
- community users/contractors/visitors/link tie up

5. INVOLVEMENT

In developing our Scheme and Action Plan, we have involved stakeholders, for example pupils, parents and carers, staff and trade unions as follows:

- The results of previous consultation where people have told us their priorities
- The views of pupils
- The views of staff
- Parents and carers views
- The views of stakeholders, for example Local authority employees

You will need to ensure that involvement is specific to your school and is proportionate to the size of school and you will need to demonstrate that you have taken all reasonable steps to involve your stakeholders.

6. ELIMINATING HARASSMENT AND BULLYING

The school will not tolerate any form of harassment and bullying of either pupils or our staff.

Our Bullying Policy for Pupils states: That bullying is not tolerated at our school and there is a Code of Practice for dealing with bullying.

Note

Our Anti-bullying Policy and Code of Practice are given to all parents. The anti-bullying message is promoted throughout the year through assemblies, PSHE, participation in the SEALS week, RE and other cross curricular work. Each year our schools participate in the National Anti-bullying week.

Our Violence at Work Policy States that violence towards employees is unacceptable and this includes "not only physical attacks but threats and fear of violence, verbal abuse, racial homophobic and sexual harassment..."

7. IMPACT ASSESSMENT

The specific duty requires us to conduct impact assessments to ensure that due regard is given to race, disability and gender equality in our policies and practices and their likely impact. We will assess all existing policies when they are renewed and any policy developed subsequently. This will be carried out by the governors through our existing subcommittee structure, using the Equality Impact Assessment toolkit Appendix B and recorded on the Equality Impact Assessment template Appendix C.

The findings of our impact assessment will be published on the school website

8. TRAINING

We provide equality training through attendance at relevant courses and staff and governor meetings as identified in our action plan

9. INFORMATION GATHERING

We will monitor our policies and practices with regard to:

- the extent to which equality between pupils is promoted
- the extent to which equality between staff is promoted
- the extent to which the curriculum and other school activities take race, disability and gender into account

Information gathering will include:

- The profile of our workforce.
- Attainment levels.
- Exclusions
- Reports of harassment and bullying of pupils and staff
- The composition of our Governing Body

10. PROCUREMENT AND CONTRACTORS

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices, by using contractors approved by Sheffield City Council and/or the Diocese of Hallam. Otherwise the issue of equality will be raised with the contractor prior to any order placed. We will also challenge any discriminatory behaviour.

11. VISITORS TO THE SCHOOL

We will take steps to ensure that visitors to our school including parents are adhering to our commitment to equality, by prominently displaying an Equality Statement and challenging any discriminatory behaviour.

12. PUBLISHING THE SCHEME

Our Scheme will be published on the schools' VLE. It will also be available by contacting your child's school.

13. ANNUAL REPORTING

We will annually publish a report that will be available to all interested stakeholders. This will be on the schools' VLE. It will also be available by contacting your child's school.

This report will include:

- Progress against the action plan
- the results of information-gathering
- what has been done with the information gathered

14. REVIEWING AND REVISING THE EQUALITY SCHEME

We will review progress against the Scheme every year and we will revise the Scheme in three years time or in line with new legislative developments arising from a Single Equality Act.

Appendix B

1. IMPACT ASSESSMENT TOOLKIT

1.1. What is an Impact Assessment?

An impact assessment is a method by which you can examine your policies and practices to ensure there is no potential for discrimination against a particular group.

An impact assessment examines policies and practice in a structured way to ensure that disproportionately adverse effects on particular groups are avoided.

In a school setting it is important to recognise that impact assessments are as relevant to areas such as teaching practices and the curriculum as they are to policies and procedures at an institutional level.

1.2. When should Impact Assessments be conducted?

An impact assessment should be conducted when developing a new policy, practice or provision or when revising an existing one.

1.3. Mapping policies and practices

Some policies and practices have a greater impact on equality than others and the first stage will be to conduct a mapping exercise of all policies and practices to determine their relevance to racial, disability and gender equality. The mapping exercise enables you to determine whether a policy has High, Medium or Low relevance.

If a mapping exercise has not already been done, the following list of areas may be helpful as a starting point in identifying what to consider:

Policies and practices relating to:

- Access
- Teaching
- Curriculum
- Staff
- Pupils
- Grievance and Disciplinary procedures
- Management, Monitoring and Quality Assurance
- Information and ICT
- Communications and Public Affairs

For each policy or practice, the following information needs to be gathered:

1. What is the purpose of the policy/practice?
2. What are the objectives?
3. Who was responsible for creating the policy/practice?

4. Who is responsible for implementing it?
5. Who are the people affected by the policy/practice?
6. Is there any evidence that there are different needs that your policy/practice needs to take into account?
7. Does this policy/practice contribute to or hinder racial, disability and gender equality in the school?

Prioritising will enable you to list policies and practices by relevance to racial, disability and gender equality as High, Medium or Low.

1.4. Assessing policies and practices

For each policy or practice, a rigorous process of assessment should be followed using all the available evidence and gathering more if it is needed.

St Marie's Catholic Primary School Accessibility Plan – Disability Action Plan (2010 update)

1. Access to the Curriculum including teaching and learning and the wider curriculum of the school, eg after-school clubs, leisure and cultural events or school visits.					
	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Short-Term	<ul style="list-style-type: none"> To refresh staff training in awareness of the school's accessibility strategy with regard to access to the curriculum To ensure all staff hold a shared vision re: Accessibility in all its forms. 	<ul style="list-style-type: none"> Review of the schools newly revised Accessibility Policy Identification of priority areas for review within 2017-18 	<ul style="list-style-type: none"> Staff are able throughout the school year to consider and adapt areas of the curriculum as necessary to ensure we fulfil the requirements of "The Disability Discrimination Act". Reviews of accessibility are carried out in priority areas 	<ul style="list-style-type: none"> Staff meeting Spring 2, 2018 ,to present and consider policy. Reviews carried out in Summer and Autumn 2017, spring 2018, in identified areas 	<ul style="list-style-type: none">
Medium-Term	<ul style="list-style-type: none"> To ensure that the school's CPD programme provides all staff with detailed and updated information of any developments within the area of Inclusion. Rolling timetable of reviews mentioned in policy document to be drawn up to evaluate effectiveness of policy 	<ul style="list-style-type: none"> SLT to work with SENCO to identify priorities within school systems for inclusion CPD for staff Evaluation of effective practice planned for and implemented. 	<ul style="list-style-type: none"> All staff have an appropriate level of knowledge and skill which will enable them to carry out their role effectively. Accessibility reviewed in different contexts according to agreed timetable 	<ul style="list-style-type: none"> Appropriate training to be undertaken by Summer 2 2018 Timetable to be agreed by the end of Summer 2 2018 	<ul style="list-style-type: none">
Long-Term	<ul style="list-style-type: none"> All policies to include statement on ensuring equality throughout the school 	<ul style="list-style-type: none"> Subject Managers to amend policies appropriately when reviewing policies as part of the annual process detailed in the SDP. 	<ul style="list-style-type: none"> All school documentation will ensure the "Equality for Pupils" is included as a specific aim. 	<ul style="list-style-type: none"> Changes to policies completed by Summer 2018 	<ul style="list-style-type: none">

2. Access to the Physical Environment including physical aids to access education.					
	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Short-Term					
Medium-Term	<ul style="list-style-type: none"> • To improve auditory quality within classrooms • To improve disabled access to the rear of the building • To improve access to ICT resources within school 	<ul style="list-style-type: none"> • Doors to replace sliding partitions within Classrooms for Years 1, 2, 3 & 4 • Concrete ramps to be considered for steps at rear of building leading to and from Reception classroom • Review of use of ICT suite; plan for replacement of out-of-date machines, feasibility of using ICT in other areas of school; adjustments to building internally to provide correct environment for ICT. 	<ul style="list-style-type: none"> • Pupils better able to hear within classroom • Ease of access for push-chairs and wheelchairs to rear of school 	<ul style="list-style-type: none"> • By start of Summer 2018 • By start of Autumn 2017 	
Long-Term	<ul style="list-style-type: none"> • To improve disabled access to the hall 	<ul style="list-style-type: none"> • Consideration of a platform lift installation at the rear exit of Y5 classroom 	<ul style="list-style-type: none"> • Wheelchair access to the hall 	<ul style="list-style-type: none"> • By end of Summer 2 2018 	

3. Access to Information including planning to make written information available to pupils and their parents, taking account of pupils' disabilities and pupils' and parents' preferred formats.					
	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Short-Term	<ul style="list-style-type: none"> Improve access to school information for those with English as an additional language 	<ul style="list-style-type: none"> Contact details of the school to be translated into most common languages of school pupils 	<ul style="list-style-type: none"> More parents with EAL have knowledge of school 	<ul style="list-style-type: none"> By end of Summer 2018 	
Medium-Term	<ul style="list-style-type: none"> Evaluate the positive nature of images relating to disability and diversity within resources 	<ul style="list-style-type: none"> Review library resources to ascertain extent of positive reinforcement of disability and diversity 	<ul style="list-style-type: none"> Implement a replacement plan for purchase of new relevant resources where needed. 	<ul style="list-style-type: none"> By end of spring 2018 	
Long-Term	<ul style="list-style-type: none"> Further Improve access to school information for those with English as an additional language 	<ul style="list-style-type: none"> Extend availability of information in different formats, particularly through use of the school's learning platform 	<ul style="list-style-type: none"> All vital school information easily available and adaptable electronically, providing ease of access for all 	<ul style="list-style-type: none"> By end of Summer 2016 	

St Marie's Catholic Primary School Equality Scheme Plan – Gender & Racism (2010 update)

Objectives: To ensure that St Marie's School promotes community cohesion through ensuring awareness of, and adherence to, principles of equality and fairness in all areas of school life					
	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Short-Term	<ul style="list-style-type: none"> • Ensure that more rigorous systems of evaluation are in place to judge the impact of the school equality scheme 	<ul style="list-style-type: none"> • Ensure that evaluations of Parents participation, pupil participation, reward systems and other activities are evaluated for different groups 	<ul style="list-style-type: none"> • Accurate information about equality and community cohesion, and necessary adjustments made to address areas of inequality 	<ul style="list-style-type: none"> • By end of Summer 2018 	
	<ul style="list-style-type: none"> • Renew the membership of the Pupils' Equality Group 	<ul style="list-style-type: none"> • Ensure that pupil voice is represented well through a refreshed membership of the equality group 	<ul style="list-style-type: none"> • Equality Group is able to represent pupil voice with enthusiasm and accuracy 	<ul style="list-style-type: none"> • By end of Summer 2018 	
	<ul style="list-style-type: none"> • Evaluate the balance of diversity of ethnic origin and gender within the Governing body 	<ul style="list-style-type: none"> • Use impending vacancies within the governing body to ensure membership is representative. 	<ul style="list-style-type: none"> • Governing body has a balance of representation from all parishes, balance of gender and diversity 	<ul style="list-style-type: none"> • By end of Autumn 2017 	

St Marie's Catholic Primary School Equality Scheme Plan – Gender & Racism (2010 update cntd)

<p>Medium-Term</p>	<ul style="list-style-type: none"> To plan a revised primary curriculum that offers opportunities to discuss issues and develop understanding regarding gender and race 	<ul style="list-style-type: none"> Revision of new primary curriculum to take place over 2010-11, with a focus on ensuring that every year group is addressing areas such as global issues, anti-bullying, history of variety of ethnic origins, etc 	<ul style="list-style-type: none"> The curriculum is effective in ensuring learning opportunities that help pupils' understanding of community, diversity, equality of opportunity and discrimination 	<ul style="list-style-type: none"> By end of Autumn 2017 	
<p>Long-Term</p>	<ul style="list-style-type: none"> Further Improve access to school information for those with English as an additional language 	<ul style="list-style-type: none"> Extend availability of information in different formats, particularly through use of the school's learning platform 	<ul style="list-style-type: none"> All vital school information easily available and adaptable electronically, providing ease of access for all 	<ul style="list-style-type: none"> By end of Summer 2018 	
	<ul style="list-style-type: none"> Broaden the ethnic diversity of the school staff 	<ul style="list-style-type: none"> Ensure that when vacancies occur, the opportunity is used to encourage applications from prospective staff members from minority ethnic communities 	<ul style="list-style-type: none"> The school staff's membership will reflect better the ethnic diversity of the pupil population 	<ul style="list-style-type: none"> As vacancies occur 	