



# Our Lady of the Assumption Catholic Primary School



## SINGLE EQUALITY SCHEME AND ACTION PLAN

### Our Mission Statement :

*'Love One Another As I Have Loved You' (John 13:33-35)*

#### *Safeguarding Statement :*

*'Our Lady of the Assumption Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff and volunteers to share this commitment.'*

Approved by governors : March 2012

Signed \_\_\_\_\_ Chair of Governors  
To be reviewed : March 2015

#### **Introduction**

This Single Equality Scheme for schools in Coventry provides a format for addressing the statutory duties of the Equality Act 2010. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- maternity and pregnancy

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

This Scheme sets out:

- information about our school and the local area;
- our plans to meet our general and specific duties;
- how we will promote community cohesion within the school;
- how we have involved people in the development of this scheme;
- what consultation has taken place;
- what our plans are to gather and use information;
- how we intend to ensure our policies are fair;
- how we will report on our progress;
- who is responsible for making our scheme a reality; and,
- an action plan addressing our equality priorities

This scheme is reviewed every three years and is reported on annually.

### **Aims of the single equality scheme**

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

### **Purpose of the Equality Scheme**

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010. It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;

- take proportionate action to address the disadvantage faced by particular groups of pupils.

### **Planning to eliminate discrimination and promote equality of opportunity**

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An action plan accompanies this Equality Scheme which identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need.

We will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. This data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment
- exclusions
- prejudice related incidents

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair well in the education system. We provide both our pupils and staff awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

The scheme encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

### **Monitor, review and reporting**

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors. Equality objectives have been identified through consultation with key stakeholders. It is available in different formats and in different languages on request to the school office.

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. This report will be made available as a separate document, available from our school office on request and on our website.

## **Publication**

This action plan is understood and implemented by all staff and is available. We will ensure that the whole school community is aware of the Single Equality scheme and our published equality information and equality objectives by publishing them on our school website, copies will be available from the school reception area and it will be referenced in school newsletters and through other mediums as identified by the ~Governing Body.

## **Breaches**

Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body

### Our Vision

- **As a Catholic school that puts Christ at the centre, we are committed to developing independent, successful and confident children who have high aspirations, who gain a sense of achievement and leave our school with a wealth of happy memories.**

### Our Values

- We value each child and want the best for every one of them
- We value our catholic faith and also encourage our families to follow their faith
- We value a sense of belonging to our school which embraces our catholic ethos of love and respect
- We value strong partnerships between home, school, parish and the local community
- We value high standards of behaviour with everyone showing kindness, honesty, tolerance, trust and fairness to others

### Our Aims

- To provide a stable and safe environment which reflects an atmosphere of love, where our children can work co-operatively and develop independence.
- To educate our children in the teachings of the Catholic church encouraging them to take an active part in the religious life of the school, parish and wider community.
- To develop every child's gifts and talents to help them reach their full potential.
- To be a happy school where everyone feels welcome and valued
- To develop self respect and respect the differences of others.
- To promote and support the physical and mental well-being of every child
- To offer a rich, relevant and creative curriculum which reflects our local environment, equipping our children for a rapidly changing world.
- To help our children become good citizens and make a positive contribution in all that they do.
- To make special, long- lasting happy memories for every child.

### Equality Objectives 2012-15

Our objectives will detail how we ensure equality is applied to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

### Our Objectives:

- To narrow the gap in girls' attainment in English and Maths by the end of Key Stage Two.
- To promote and foster good relations and a sense of shared belonging in the school and our school community specifically targeting our parents and carers and promoting pupil voice.

### Indicators of progress towards meeting objectives

- We will use a variety of indicators and monitoring strategies to measure our progress towards the above objectives.g RAISE online, Datawatch and pupil progress tracking system.

**The school is well positioned for the equality and diversity agenda.**

#### Training includes:

Meeting the medical needs of pupils; training on new intake for staff (SENCO updates) including medical, faith and belief, language needs; regular staff meetings to update on pupil needs and training opportunities; governor training on fair recruitment practices; use of the Inclusion Managers CPD Programme, equality training, community cohesion training, work on anti bullying etc.

### Examples of reasonable adjustments the school makes as a matter of course:

- We provide information for disabled pupils & parents/carers on request e.g. enlarged text;
- we have translation software for parents and carers and newly arrived families.
- we have strong links with MGSS, this service supports schools and newly arrived families.
- steps that have been taken to create communication and learning friendly environments;
- the school operates a differentiated behaviour policy;
- our school has taken steps to provide training to address different areas of need (e.g. dyslexia, behaviour, autism, English as an additional language...)
- Individual Education Plans are created and reviewed at least twice annually for children who require a plan;
- school is accessible to all users;
- our school works closely with LABSS (Learning and Behaviour Support Service), CAS (Coventry Autism Service) CAMHS (Child and Adolescent Mental Health Service) Educational Psychology Service School Nursing Service, Primary Mental Health, Referral Agencies such as Rainbows and Relate to provide appropriate support and training to our children and staff;
- our school uses a data tracking toolkit to track the progress of vulnerable groups of pupils.

### School provision

<b>Number on roll</b>			
School	222	214	222
National	238	241	245
<b>% girls</b>			
School	57.2	58.4	56.8
National	48.9	48.9	49.0
<b>% of pupils known to be eligible for free school meals (FSM)</b>			
School	35.2	36.0	37.8
National	17.0	18.5	19.2
<b>% of pupils from minority ethnic groups</b>			
School	10.1	11.4	15.7
National	24.5	25.7	26.7
<b>% of pupils first language not / believed not to be English</b>			
School	3.6	3.8	8.4
National	15.3	16.1	16.8
<b>% of pupils supported at school action</b>			
School	-	-	9.9
National	-	-	11.3
<b>% of pupils supported by school action plus or with a statement</b>			
School	-	-	18.0
National	-	-	8.0
<b>% stability</b>			
School	82.8	87.4	85.5
National	84.4	84.6	85.0
<b>School deprivation indicator</b>			
School	0.31	0.31	0.33
National	0.24	0.24	0.23

## **Roles and Responsibilities in Implementing the Single Equality Scheme**

### **The Head Teacher will:**

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

### **The Governing Body will:**

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;
- designate a link governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan yearly.

### **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 CPD 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 Development Plan.

### **People with specific responsibilities:**

- The Head Teacher, Mrs Connelly is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The Head Teacher, Mrs Connelly is responsible for ensuring the specific needs of staff members are addressed;
- The Head Teacher, Mrs Connelly and the SENCO, Mrs Kirby are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;

- The Head Teacher, Mrs Connelly is responsible for monitoring the response to reported incidents of a discriminatory nature.

**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 Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- know procedures for dealing with and reporting prejudice related incidents
- ensure that those with protected characteristics are not discriminated against and are given equality of opportunity;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

**Pupils will:**

- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting prejudiced based bullying/ incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.



## Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents/carers of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the Coventry Children and Young People's Plan.

## Mechanisms for involvement

At this school the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

For example:

- Exit interviews will take place at the end of key stage 2 with pupils;
- School council have a role in gathering views and suggestions of pupils;
- A group of pupils meet 1 per term with SLT to discuss their views on learning;
- SLT conduct pupil interviews;
- Individual interviews with pupils involved in incidents of a discriminatory nature;
- Individual interviews with pupils experiencing reasonable adjustment;

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

For example:

- Exit and entry interviews with staff;
- Meetings with school union representatives;
- Regular SLT meetings with specific agenda items
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management.

At this school the following mechanisms will ensure the views of **parents/carers and the community** inform the Equality Scheme and action plan:

For example:

- Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”
- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings;
- Feedback from adults using the school beyond the school day;
- Meetings with parents and local groups representing a particular theme;
- Induction interviews with parents and carers;
- Termly open parents’/carers’ evening;
- Induction for new parents/carers of EYFS children.

The school’s action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

### **Action Planning**

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected through:

- School Self-evaluation;
- discussions with the Education Improvement Advisor/School Improvement Partner.

Signed  
Headteacher

Signed  
Chair of Governors

Date