

St Patrick's Catholic Primary School



Single Equality Scheme & Policy

Date: Sept 2021
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St Patrick's Catholic Primary School Single Equality Scheme & Policy

We strive for excellence within a caring and diverse community, nurturing the Catholic faith, respecting each other, living, working and growing together as part of God's family

Ethos:

St Patrick's Catholic Primary promotes the equality of all people in our community and is committed to the promotion of well-being and achievement for all its pupils and staff. We therefore aim to enhance the culture of inclusion and celebrate the diversity of all who attend this faith community.

For through the baptism of the one Spirit we were all formed into one body ... So that there might be no division in the body; but all the parts might have the same care for one another.'

1 Corinthians 12: 13, 25

1. General

- 1.1 The Governors of the School are firmly committed to the concept of equality of opportunity in relation to their employment practices and the provision of education. They oppose all forms of unlawful discrimination, and seek to provide a working and learning environment which is free from discrimination.
- 1.2 The Governors have a duty under the Education Act 1944 to secure, preserve and develop the character of the school as a Catholic voluntary aided school and to conduct the school in accordance with the provisions of its Rules. As part of this duty, preference in relation to recruitment and employment will be given to professionally competent Catholic teachers who are committed to the practice and teachings of that faith. Similarly, the Governors have formulated criteria for pupil admissions based largely on commitment to Christian beliefs.

2. Employment Policy

- 2.1 It is the Governors' intention to comply with any legislative or other lawful requirements including relating to the number of any disabled persons to be employed and to adopt the CES standard contract of employment.
- 2.2 Taking into account Paragraph 1.2 above, the application of recruitment, training, redeployment/ transfer and promotion policies to all individuals will be on the basis of job requirements and the individual's ability and suitability for the post in question.
- 2.3 All persons responsible for, or involved in, the advertising of vacancies, the short-listing and interviewing of candidates, and the making of appointments will be made aware of and act in accordance with the employment policy set out above.

3. Guidance and Training

- 3.1 Governors and employees involved in interviewing and selection or in other aspects of the implementation of the Equal Opportunities Policy will be given guidance and training in relation to the law, school policy, their own personal liability under law and the nature of discrimination to ensure that procedures are carried out with full regard to the school's Equal Opportunities Policy and current relevant legislation.
- 3.2 Within the resources available, appropriate training will be provided to enable employees to perform their jobs effectively and to progress within the school.

4. Promulgation and Enforcement of the Policy

- 4.1 This Policy Statement will be brought to the attention of all employees of the school.
- 4.2 The Governors will treat seriously any breaches of the Policy and all instances of actual, or alleged, inappropriate behaviour will be fully investigated and may be subject to the school's disciplinary procedures.
- 4.3. Personnel and education policies and procedures will be monitored and will be kept under review by the Governors with a view to ensuring that they do not operate against equal opportunities.

- 4.4 If any member of staff feels that discrimination has occurred he/she should contact the Head either informally in the first instance or in writing if it is more appropriate. The Head will keep a distinct line between informal and formal situations. If a formal complaint emerges, the Head will set up an Enquiry Panel.

5. Education Policy

In the provision of education at the school, individual ability will be fostered and developed so that each student can fulfill his or her full potential regardless of race or sex, ability, disability or social circumstances.

This means equality of opportunity and equal access to all areas of learning and school life. Staff are role models, and awareness of indicating equal worth is important in pursuing and promoting equal opportunities throughout the community.

The Curriculum should reflect and offer an awareness of issues surrounding ethnicity, gender, social circumstances, disability and religion.

6. Gender Equality Policy

To promote the aims of this policy :-

- 6.1. The schemes of work should have equal emphasis on the achievements of boys and girls.
- 6.2. They should challenge traditional attitudes towards gender. The curriculum should offer equal opportunity.
- 6.3. Access to all resources should be equal. Positive action should be taken where necessary.
- 6.4. A wide range of teaching strategies and assessments should be used to nurture and aid individual development.
- 6.5. Boys and girls should be positively encouraged in non-stereotypical choice of options.
- 6.6. Allocation to teaching sets should not be on the basis of gender. Where an imbalance occurs, strategies should be considered to compensate for any inequalities.
- 6.7. Inappropriate materials can undermine the implementation of equal opportunities. Posters and other visual aids should be checked for this. If material is biased, it can and should be turned to positive use by class discussion.
- 6.8 *Strategies for Monitoring Boys and Girls Achievement*

1. There should be the collection and analysis of performance data at year group and whole school level.

This includes use of :-

National Curriculum and SATs data

Any issues arising should be addressed in school and within development plans and through appropriate INSET sessions.

2. Specific groups of pupils should be targeted and monitored and suitable interventions put in place. Guidance on target setting and action planning should be given.
3. One staff observation per term should take a gender issue as its specific focus e.g. looking at teacher response to boys' and girls' behaviour in class, and in multi-cultural education looking at classroom strategies which appear to be particularly effective with certain groups etc.
4. When monitoring, staff should identify and feedback amongst themselves any gender, cultural and ethnic bias. Truancy and exclusion rates should also be monitored for gender and cultural bias.

7. Race Equality Policy

7.1 In line with the overall Equal Opportunities Policy the School community is committed to respecting people from all different racial groups. As a Christian community any form of prejudice or discrimination, including racial discrimination, fundamentally contradicts Christ's law of love (*The Church & Racism 1989*)

As St. Paul stated to the early church encountering its own race equality problems; *"In Christ there is no difference between Jews and Gentiles, between slaves and freemen, between men and women. We are all one in Christ"* (Galatians 3v24). The Catholic Church also states that "the roots of racism, discrimination and intolerance are found in prejudice and ignorance, which are first of all the fruits of sin, but also of faulty and inadequate education". The school community contains a variety of different ethnic groups, the largest ethnic minority group being white Eastern European at 17.5% of the whole school community. This cultural, religious and linguistic diversity of students which exists at St Patrick's should be promoted positively. Recognising racial and ethnic diversity within our own community prepares our pupils for life and work by enabling them to recognise and overcome discrimination and prejudice.

7.2 Aims of the Policy

As stated above the aims of this policy are ultimately ethical and theological protecting the dignity of all human beings. The school also embraces its statutory duties under the Equality Act 2010 and so, we are committed to:-

- Promoting equality of opportunity;
- Promoting good relations between members of different racial, cultural and religious groups and communities;
- Eliminating unlawful discrimination.

7.3 Leadership, Management and Governance

The policy acknowledges the responsibility of governors, head teacher, staff, pupils and parents to:-

- actively tackle racial discrimination and to promote equal opportunities and good race relations;
- encourage all members of the community to reach their potential;
- enable all members of the community to develop a confident sense of personal and cultural identity that is open and receptive towards others;

- work together to tackle racial discrimination and promote good practice;
- ensure that the Equal Opportunities and the Race Equality Policy is followed; in accordance with the Equality Act 2010 or any consequent, relevant legislation.

All staff employed by the school are responsible for: -

- dealing with racist incidents and being able to tackle racial bias and stereotyping
- promoting race equality and good relations and avoiding any form of discrimination on the basis of race, colour, ethnic or national origin.
- keeping up to date with the law on race relations, and taking up training and learning opportunities.

In addition, staff may have responsibility for addressing race equality issues through areas of the curriculum such as RE, PSHE and /or Citizenship.

Relevant leaders, are responsible for putting the policy and its strategies and procedures into practice. This includes making sure that all staff know their responsibilities, and receive support and training in carrying these out.

This includes :-

7.3.1 *Admissions and Attendance*

- a) As a Voluntary Aided school, admissions criteria are based solely on Catholic/Christian denominational affiliation (See Admissions Criteria). Ethnicity is absent from the application process.
- b) Attendance rates are monitored generally by ethnic group. This information is used to identify any disparity between ethnic groups which are then investigated. Action to address any disparities is undertaken in partnership with parents, ethnic minority community representatives and the LA.

7.3.2 *Pupil Progress, Attainment and Assessment*

- a) The collection and analysis of performance data for different ethnic groups takes place at class and whole school level on a regular basis. This includes use of SATS data and other relevant sources
- b) Any issue arising is addressed in whole school development plans. Any disparities between ethnic groups uncovered through monitoring are examined for linguistic and cultural bias. Ethnic data on assessment are then used to set priorities and allocate resources.

7.3.3 *Behaviour Discipline and Exclusions*

- a) The school has a general policy of encouraging attendance and avoiding exclusion. The school encourages good practices such as first day calling.
- b) The use of rewards and sanctions is monitored by ethnic group by SLT.

- c) Parents of pupils displaying difficult or disruptive behaviour are always involved at an early stage in the disciplinary process. Translation and interpreting services are used, where needed, to communicate with and to involve parents of a child who is being disciplined.
- d) The school is aware of cultural differences in expressing emotions, and procedures for dealing with disruptive behaviour taking account of those differences.
- e) The procedures for excluding a pupil are publicly available and staff involved in managing exclusions adhere to these procedures. Exclusions are monitored by ethnic group by relevant staff.

7.3.4 Pupil Personal Development and Pastoral Care

- a) Every pupil is offered support and advice. Individual support and guidance takes account of personal and cultural needs specific to particular ethnic groups. Where possible, ethnic minority pupils have access to advisors or counsellors who can provide sensitive and appropriate support in dealing with experiences of racial prejudice and discrimination.
- b) As well as the analysis of quantitative assessment data, the periodic collection and analysis of qualitative data from specific pupil groups via small group interviews may also take place.

7.3.5 Curriculum, Teaching and Learning

- a) The allocation of classroom resources ensures that pupils from all ethnic groups have equal access to the curriculum.

Schemes of work include opportunities for pupils to study the curriculum in the context of our multi-cultural society. The schemes of work reflect the Christian ethos of the school and is founded on the Christian principle of inclusivity in Christ.
- b) The language and learning needs of ethnic minority students are acknowledged in all subject areas, particularly where English is an additional language.
- c) The periodic collection and analysis of qualitative data from specific pupil groups.
- d) Prejudice, bias and discrimination are challenged across the curriculum. The curriculum encourages and equips all students to identify, challenge and deal with racism, prejudice and stereotyping, particularly through RE, PSHE and Citizenship and through Assemblies and Circle time.

7.3.6 Partnerships with Parents and Communities

- a) All parents are informed regularly of their child's progress. Where needed, the school makes use of interpreting and translation services.
- b) The school seeks to work closely with local ethnic minority community organisations.

7.3.7 Staff Recruitment and Professional Development

- a) Recruitment and selection procedures are consistent with the statutory race relations Code of Practice in Employment and the Equality Act 2010.

- b) The school monitors the employment and professional development of all staff. The school is aware of national, regional and local employment trends for ethnic minority teaching and non-teaching staff and uses this information to evaluate the staff profile.

7.3.8 Dealing with Racial Harassment

St Patrick's does not accept racist attitudes or behaviour directed at pupils, visitors or staff. Such behaviour is not only unlawful, it attacks the basis of Christian community.

**{ A racist incident is any incident which is perceived to be racist by the victim or any other person. It may be perpetrated against individuals on the basis of their race, colour, nationality, culture, language or religion. }
Macpherson Report 1999 (following Stephen Lawrence Inquiry) }**

Pupils

Staff responses to racial harassment are:

1. Deal with the incident (intervene, explain appropriateness of behaviour, etc.)
2. Report the incident and action taken to the relevant Senior teacher.
3. Senior teachers take any appropriate further action and contact the offender's parents/guardian in writing.
4. A copy of the letter will go to the Head Teacher where a school (internal) racial harassment form will be completed and logged on file.
5. If the Senior teacher judges the incident to be of a particularly serious nature then an (external) Racist Incident Report Form should be completed, with the victims/witnesses permission.

{This form is emailed termly to the LA. }.

Both the internal school incident form and the external Racist Incident Form are kept centrally in the Head Teachers' office.

We do not equate racial harassment with bullying; however, the staged approach of sanctions with advice or counselling is appropriate in supporting the complainant and the offender. The first step of "no blame" would not usually be direct enough in dealing with racial harassment. Conflict resolution supports the re-education of perpetrators more fully.

In the case of racial harassment the victims/witnesses perception of the incident are crucial and so the victim/witness must always be believed. The various strategies for responding follow closely the school's behaviour policy on bullying. Depending on the severity of the incident, staff should respond at the appropriate level using sanctions and advice or counselling. In addition to this, however, a school racial harassment form should be completed. This enables the school to monitor the extent of racial harassment within the school. A member of staff will review incidents each term. An analysis will be published annually and made available to staff, the governing body and the LA.

Staff

If a member of staff feels that they have been the victim of a racist incident, the same procedure should be followed. The member of staff should report the matter to their immediate line manager.

Monitoring and Evaluation

This policy will be monitored and reviewed on an annual basis to ensure the appropriateness and effectiveness of its provision. The Assistant Head responsible for the policy will report to the Head and the governors. This will include a review of each of the areas stated above and the annual figures of reported racist incidents in the school.

8. **Special Educational Needs and Disabilities (SEND)**

Refer also to the school's SEND policy.

We believe that, in accordance with the fundamental principles of the SEND Code of Practice (2015), all children are entitled to a broad, balanced relevant and differentiated curriculum.

We believe that all pupils should be valued for their individuality and that they should be treated with respect and tolerance and educated in an environment that promotes self-esteem and openness to growth.

In this context, all our teachers are teachers of children with Special Educational Needs and Disabilities. A child is recognised as having SEND if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A learning difficulty means that a child has:

- significantly greater difficulty in learning than the majority of children of the same age or
- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or
- are under compulsory school age and fall within the definition of (a) or (b) above or would do if special educational provision was not made for them.

We believe in promoting the partnership between parents, pupils and teachers to develop the best learning environment for pupils to progress.

8.1 *Practice*

- * To endeavour to identify and assess, as early as possible, those pupils who may have special educational needs by adopting a graduated response.
- * To provide prompt and appropriate support for those pupils identified as having special educational needs.
- * To develop, monitor and review regularly, interventions, in order to assess their impact, the pupil's progress and the views of the pupil, their teachers and their parents.

- * To ensure that the needs of pupils with Statements/EHC plans are met.
- * To develop strategies to enable pupils with learning difficulties equal opportunities to achieve in the school's system of examinations.
- * To maintain records of pupils with special educational needs and disabilities.
- * To promote effective channels of communication between the SENCO and staff.
- * To tell parents when special educational provision is made for their child.
- * To promote the strongest possible partnership between home and school.
- * To take the wishes of the pupil into account.
- * To work in partnership with other agencies.
- * To promote appropriate liaison with Nursery settings, other primary schools and secondary schools to ensure smooth transition between settings.
- * To provide opportunities for staff development to ensure high quality teaching for pupils with special educational needs.
- * To provide all staff with information about the pupils with special education needs.

8.2 *The Governing Body Will:*

- * Do their best to secure that the necessary provision is made for any pupil who has Special Educational Needs;
- * Ensure that where the "responsible person" has been informed by the LA that a pupil has Special Educational Needs, these needs are made known to all who are likely to teach the pupil;
- * Secure that teachers are aware of the importance of their role in identifying and providing for pupils with special education needs;
- * Consult the LA as appropriate, and the governing bodies of other schools, when it seems to them necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole;
- * Ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs and disabilities, so far as that is reasonably practicable and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources;
- * Have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs;

In Addition The Governing Body Should:

- * Ensure that our SEND policy is rooted in the teaching of the Church related to the Mission Statement and to any Diocesan policy relating to special needs;

8.3 *Admission Arrangements*

St Patrick's Catholic Primary School endeavours to be a fully inclusive school.

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice (2015).

In accordance with the Special Educational Needs and Disability Act 2001 and the SEND Code of Practice 2015 there is no discrimination against disabled children. 85% is fully accessible to wheelchair users.

8.4 *Identification, Assessment and Provision*

Pupils with Special Educational Needs will be included in the school assessment, monitoring, recording and reporting procedures. (*.)

We have adopted a whole school approach to SEND Policy and practice. Pupils identified with SEND are fully integrated into mainstream classes. All teachers are responsible for identifying pupils with SEND and in collaboration with the SENCO will ensure that pupils requiring different or additional support are identified early.

Identification and assessment may take into account:

1. National Curriculum levels of attainment
2. Nursery/Primary school records and recommendations
3. Staff observation and recommendations
4. Ongoing assessments and observation
5. Other professionals' concern
6. Parental information / concern
7. Pupil concern
8. Appropriate diagnostic tests
9. Standardised screening and assessment tests
11. Evidence of medical problems
12. Attendance
13. Termly analysis of attainment and progress of SEND pupils

The range of SEN Provision:

- * Full-time education in mainstream classes with help and support by class teacher/subject teachers through differentiation (High Quality teaching).
- * Planned interventions
- * In-class adult support.

8.5 *SEN Support*

SEN concerns maybe triggered by the concerns of teachers or others that a pupil who despite having received a differentiated curriculum and targeted support;

- * makes little or no progress;
- * has difficulty in the development of basic skills in literacy or numeracy;
- * has persistent social, emotional and mental health difficulties
- * has physical or sensory difficulties which inhibit progress despite the use of specialist equipment;
- * has communication difficulties and makes little progress despite the delivery of a differentiated curriculum and targeted support.

Further assessment of the pupil's needs will be arranged by the SENCO who will also plan support, monitor and review the provision made.

The SENCO will, in consultation with staff, parents, pupils and other professionals where appropriate, oversee provision. Although strategies to access the curriculum and the progress of pupils with SEND will remain the responsibility of individual teachers, many pupils will receive additional support, through planned interventions, IEPs, Behaviour Plans, etc.

8.6 *School Request for Additional Support from the LA*

Following an assessment by the other professionals e.g. Educational Psychologist in which the parents will have been involved, it may be decided to submit a request for additional funding or an EHC Plan to the LA SEND Team.

Whilst the EHC Plan referral is taking place the pupil will continue to be supported through SEN support.

8.7 *Education Health and Care Plans*

Following an EHC Plan referral initiated by the SENCO or other professionals, or by request of the parents the LA may issue an EHC Plan. This is issued when the needs of the pupil cannot be met through the school's existing resources.

These pupils will receive support at least at the level prescribed on their EHC Plans.

All EHC Plans will be reviewed annually in order to monitor and evaluate the effectiveness and appropriateness of the statement.

If the Panel agrees that extra funding is required to meet the child's needs. Individual Education Plans will record provision that is different or additional to differentiated curriculum provision.

8.8 *Partnerships with External Agencies* **HIPS WITH EXTERNAL AGENCIES**

In order to provide integrated, high quality, holistic support focused on the needs of the children well established links exist between the school and external agencies, including EP Service, Speech and Language Therapy Service, Social Inclusion team etc.

Health Services

Regular liaison meetings take place with health service practitioners in order to ensure that the school contributes to the physical and mental well-being of individual pupils.

Where appropriate, health service practitioners are asked to contribute to annual Person Centred Reviews (PCRs).

Social Services

Contact with Social Services is made as necessary.

8.9 *Evaluation of Success* **ON**

The effectiveness of our policy for Special Educational Needs may be evaluated using a range of quantitative and qualitative indicators.

8.10 *Partnership With Parents* **WITH PARENTS**

The partnership between home and school is essential for the well being and progress of all pupils.

The relationship between parents of pupils with Special Educational Needs and Disabilities and the school will significantly contribute to the pupil's progress and the impact of any action taken by the school.

Parents will be told when their child is identified as having special educational needs.

We will provide parents with information about our SEND Policy and the SEND Information Report via the school website.

We will provide information about local and national voluntary organisations which could offer advice, information or counselling.

Parents will be actively encouraged to share their unique knowledge and information about their child.

The school will listen to all parental requests and parents should contact school if they have a concern about their child. That concern will be registered and we will endeavour to identify any learning difficulties and provide a prompt response once special educational needs are identified.

When a teacher or other professional expresses a concern, parents will be contacted, their views will be sought and recorded. The SENCO and class teacher will discuss the Individual Education Plans provision with their parents. Parents, and pupils, will be invited to contribute to individual action plans.

If the school is considering involving an outside specialist (e.g. the Educational Psychologist) parents' permission will always be sought. They will always be consulted and invited to discuss their child's needs with the Specialist.

Parents of pupils with an EHC Plan are expected to attend and contribute to the annual PCR. Where appropriate we will arrange for an interpreter to be present at review meetings.

8.11 *Transition Links*

Links With Special Schools

Established links exist between Whitefield School and St Patrick's in order to support our pupils.

Links With Secondary Schools

The SENCO liaises with secondary school colleagues about the special needs of transferring pupils.

8.12 *Staff Development*

Training in SEND issues is a priority for whole school development and is addressed in a variety of ways including:

- * Attendance at local and national courses for teaching and non-teaching staff.
- * In-house training.
- * LA INSET provision.
- * Provision of training by Educational Psychology Service.
- * Provision of training by Speech and Language Therapy Service.

For further information please see SEND Policy.

Review of progress and impact

The school has a rolling programme for reviewing school policies and their impact. In line with legislative requirements the Equality plan will be reviewed annually and the entire plan on a three year cycle. Heads of Learning, the Deputy Head Teacher SENCO will review progress during the year.

The school regularly monitors achievement by ethnicity and sets out to ensure all groups of pupils are making progress and take appropriate action to redress any gaps.

Publishing the plan

In order to meet statutory requirements we will publish our plan on the school website and raise awareness of the plan through the school website and staff meetings.