



St Thomas of Canterbury Catholic Primary School

Where every child is special

Single Equality Policy and Scheme

Policy compiled by:

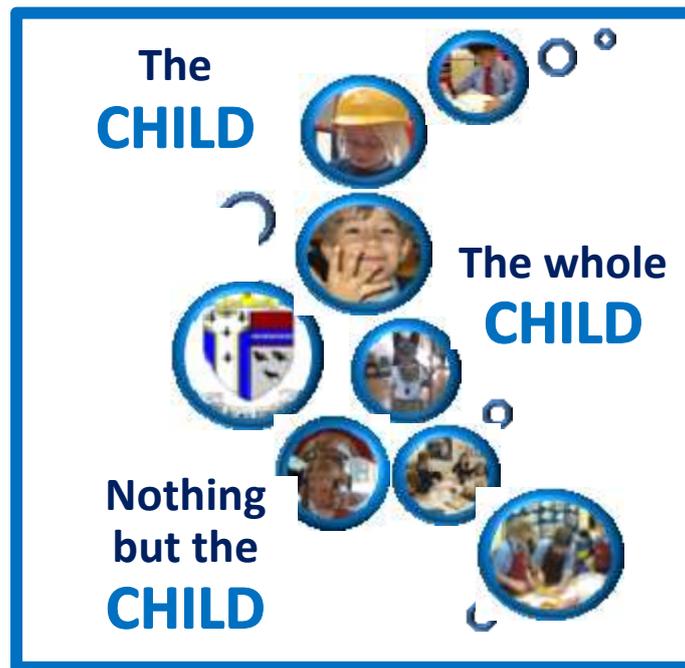
Inclusion Leader

Date of last review:

Spring 2017

Review Date:

Spring 2019



OUR MISSION STATEMENT

God's love is at the heart of our Catholic School family. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone to be the best that we can be.

OUR AIMS

- To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.
- To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.
- To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.
- To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.
- To nurture a strong partnership between home and school.
- To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

OUR GOLDEN RULE

We treat others as we would like to be treated



Introduction

This Single Equality Policy and Scheme reflects the commitment of St Thomas of Canterbury Catholic Primary School to equality for all members of our school community. The Scheme should be read as one policy adhering to the 2010 Equality Act which now replaces the three separate duties on race, disability and gender.

This Policy and Scheme, based on our Mission Statement, is the responsibility of the whole school community. It must impact on the organisation of the school and delivery of the curriculum. All members of the St Thomas' School community will be involved in developing, implementing and monitoring this Policy and Scheme.

St Thomas of Canterbury Catholic Primary School is part of the Catholic Parish of Guildford. It is a Voluntary Aided School for Catholic children aged 4 - 11 years. The school is:

- A Catholic community where children are happy, strong in faith and strive for high academic and personal achievement.
- A place where all governors, staff, pupils, parents/carers and visitors to the school, regardless of race, ethnicity, disability, gender or socio economic background, are welcome and will be encouraged to participate in the life of the school.
- Where 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 or unfair discrimination, and seek to provide a working and learning environment which is free from any form of discrimination.

Ethos and values

To fulfil our mission statement, St. Thomas of Canterbury Catholic Primary School will:

- Provide an education which is based on Gospel values, recognising the unique worth of each individual.
- Provide a disciplined, challenging and caring atmosphere enabled through the commitment and enthusiasm of a dedicated team of teaching and support staff.
- Ensure all children have equality of opportunity, regardless of ability/disability, gender or race, to achieve their potential.
- Enable all children to develop confidence, moral awareness and a sense of responsibility.
- Enable children to develop critical thinking skills, enquiring and discovering how best to learn.
- Enable all children to acquire the knowledge, skills and understanding they need to lead confident, healthy, safe and independent lives.
- Enable children to be responsible citizens developing a sense of self-respect, respect for others and to recognise and value differences between people.
- Prepare all pupils for life in a diverse society.
- Encourage parental support and involvement in the education of their children.

Leadership and management

- The Governing body, Headteacher and School Leadership Team set a clear ethos which reflects the school's commitment to equality for all members of the school community.
- The school will ensure the appropriate steps to involve all members of the school community in the development of this policy.
- The Headteacher and Chair of Governors have responsibility for equality in the school.

Staffing

- The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LEA guidelines.



- Steps will be taken to ensure that everyone associated with the school is informed of the contents of this policy. It is part of the induction programme for new staff.
- The skills and abilities of all staff, including non-teaching staff are recognised and valued. All staff are respected, supported and encouraged to share their knowledge.
- The school seeks to develop and empower staff to fulfil their potential and be supported with continuing professional development.
- Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.
- Staff and visitors to the school provide a wide range of role models and reflect the diversity of the local and wider community.
- The school creates and maintains an environment which attracts and retains staff who possess the necessary skills to meet the needs of all our children.
- All staff contribute to the development and review of this policy document.

Curriculum

Within the context of our Mission Statement, the school believes that:

- The whole curriculum including Mass, liturgies and prayer is an integral part in the development of our Catholic community.
- Every child is entitled to a broad, balanced and coherent curriculum. All children have access to the mainstream curriculum, with support if deemed necessary.
- Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.
- The school links social relationships between disabled pupils and non-disabled pupils through R.E. curriculum, PHSE provision and EPR materials throughout the school.
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive areas of diversity. All subjects contribute to the spiritual, moral and cultural development of all pupils. We care for the interests and capabilities of all pupils and take account of parental preferences related to religion and cultures.
- The curriculum builds on pupils' starting points and is differentiated to ensure the inclusion of:
 - Boys and girls
 - Pupils learning English as an additional language
 - Pupils from minority ethnic groups including travellers/refugees
 - Pupils who are gifted and talented
 - Pupils with special educational needs
 - Pupils on free school meals
 - Pupils who come from disadvantaged backgrounds (socially or financially)
 - Pupils who are at risk of disaffection and exclusion.

Learning and Teaching

- Teachers ensure that the classroom is an inclusive environment in which all pupils know their contributions are valued and positive steps are taken to allow all to participate.
- Teaching is responsive to pupils' different learning styles and takes account of their experiences and starting points, in order to engage all children.
- Pupil grouping within the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.
- Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Learning opportunities are planned to ensure that every child has an equal opportunity to succeed. Staff personalise provision to meet individual needs.



- Resources and displays reflect the experience and background of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Assessment, Pupil Achievement and Progress

- Pupil performance is monitored by formal and informal procedures and is analysed by disability, gender and ethnicity.
- Pupils are tracked individually and our assessment system is capable of providing assessment data on individuals and a range of different groups.
- Pupil Progress meetings are held half termly to monitor progress of all groups.
- The Senior Leadership Team and Inclusion Team carry out monitoring at regular intervals. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, intervention strategies, teaching and support.
- The school ensures, where possible, that assessment is free of gender, cultural and social bias. Staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children.
- Staff have very high expectations of all pupils and they continually challenge and support them to reach high standards. The school recognises and values all forms of achievement.
- Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

Behaviour, Discipline and Exclusion

- The school expects high standards of behaviour from all pupils.
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.
- It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
- All staff operate consistent systems of rewards and sanctions.
- Pupils, staff and parents are aware of policies and procedures for dealing with bullying and harassment. They know that any language or behaviour which is racist, sexist or potentially damaging to any minority group, is always unacceptable.

Admissions and Attendance

- Steps are taken to ensure that the schools' admissions process is fair and equitable to all pupils.
- Comprehensive information about pupil's ethnicity, first language, religion, physical needs, and diet is included in all admissions forms.
- The school and families are aware of their rights and responsibilities in relation to pupil attendance and appropriate staff will always follow up absence.
- Attendance is monitored by gender, ethnicity, special educational need and social/economic background and action is taken in order to address any disparities between different groups of pupils.

Partnership with parents

- All parents/carers are encouraged to participate, at all levels, in the life of the school. The school takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.
- Information and meetings for parents are made accessible to all. Support is given to read and interpret newsletters, reports and other documents when this is required.
- Progress reports to parents/carers are accessible and appropriate, in order that all parents/carers have the opportunity to participate fully.



- Information material for parents/carers is easily accessible in user-friendly language and could be made available in languages and formats other than English, if requested.
- The school works in partnership with the parents to address specific incidents and to develop positive attitudes to difference.

Roles and responsibilities

- Promoting equality, including disability, gender and race equality is the responsibility of the whole school community, including support staff and parents.
- School induction procedures will highlight the duties implied by the equality policies covering disability, gender and race equality.
- New and temporary staff to the school will be made aware of the school policy.
- All children will be reminded of their roles and responsibilities regarding equality.
- Parents will be made aware of their roles and responsibilities through the school prospectus and newsletters.
- The governing body has responsibility for monitoring this policy and have designated a governor for equality.

The Headteacher and Leadership Team will:

- Demonstrate, through their personal leadership, the importance of this policy.
- Implement the policy and its strategies and procedures.
- Deal with reported incidents of harassment in line with LEA guidance; this includes racist incidents on the Racist Incident Monitoring Form (RIMF).
- Ensure visitors and contractors are aware of, and comply with, the school's policy.
- Ensure that all staff are aware of the policy and understand their role and responsibility in relation to it, given appropriate training and support and take appropriate action in any cases of discrimination.
- Develop an action plan to assess and monitor the impact of the policy and report outcomes to the school governors annually.
- Consult members of the school community on developing this policy and how it relates to other school strategies.
- Respond to and monitor reports of harassment and discrimination (including racist and homophobic incidents).
- Monitor progress and attainment of potentially vulnerable groups of pupils (e.g. children in care, children from minority ethnic/language communities, disabled pupils etc).
- Monitor exclusions.
- Keep up to date with current thinking, be familiar with literature and resources, attend appropriate training courses and feed back to colleagues.

School Governors and Headteacher are responsible for:

- Ensuring the school complies with all current statutory equality legislation.
- Ensuring this policy and its procedures are implemented and additional resources used appropriately and targeted on the basis of identified need.
- Ensuring the policy is readily available.
- Ensuring all staff know their responsibilities and receive training and support in carrying these out.
- Ensuring that the school's policy and its procedures and strategies are carried out.
- Scrutinising the recording and reporting procedures at least annually.
- Being involved in dealing with breaches of policy.



Subject Leaders are responsible for:

- Reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted.

All school staff are responsible for:

- Understanding this policy and knowing what their responsibilities are.
- Knowing the implications of the policy for their planning, teaching and learning strategies as well as behavioural issues.
- Dealing with any incidents of discrimination that may occur according to this policy; know how to identify and challenge cultural bias and stereotyping within the school's curriculum.
- Supporting children in their class for whom English is an additional language.
- Promoting an inclusive curriculum, that reflects the multi ethnic nature of society.
- Reporting any racial incidents to the Headteacher or Deputy Headteacher.
- Embedding principles of equality and diversity into all aspects of their work.
- Highlighting good practice in promoting equality of opportunity.
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Administrative, ancillary, supervisory and support staff

- All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils are responsible for:

- Sharing in the development of the equality policy and being aware of how it applies to them.
- Learning to treat each other fairly and with respect at all times and reporting incidents of a discriminatory nature to an adult.
- Raising equality and diversity issues through School Council.
- Sharing with staff on developing ways to tackle inequality, bullying, racism and discrimination.

Parents/Carers/Visitors and Contractors are responsible for:

- Ensuring their activities are in line/in keeping with this policy.

Complaints procedure

- If anyone in the school or member of the community or stakeholder feels that this Policy and Scheme is not being followed then they should raise the matter with the Headteacher.
- The Headteacher will facilitate appropriate action, which may include an investigation and report on the matter. If there is a formal complaint then the school's complaints procedure should be used.

Monitoring and evaluation

This Single Equality Policy and Scheme is a working document and therefore one which will be subject to review and alteration, in any event it will be reviewed annually, along with the effectiveness of the systems that are in place.

Reporting

There will be annual reporting to the Governing Body on the scheme demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the Scheme



Appendix

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- As a school we should consider age as a relevant characteristic in their role as employers, but not in relation to pupils

The General Duty

Our School, as a public body has a 'General Duty' to

- Eliminate conduct that is prohibited by the Equality Act (2010)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Specific Duties

Our School needs to

- Publish information annually showing that we have complied with the General Duty
- Publish evidence annually of the equality analysis undertaken.
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality Objectives



1. General Duty

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	<ul style="list-style-type: none"> ○ We have reviewed the whole school profile ensuring class composition lists are up to date. ○ We have revisited and underlined the centrality of equality and inclusion in our Catholic school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural. ○ The school focuses on values based around our Catholic faith which promotes an understanding and acceptance of others: we look to be part of the wider community through taking part in local school and community events. ○ There are very few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities. ○ The school has an Equality Policy in place and the current required Equality Schemes and Disability Accessibility Plan.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> ○ Pupils who have particular needs are well supported in our school and they make progress in line with expectations. Their progress and participation is tracked and monitored and intervention programmes are implemented where necessary to support them in their progress. ○ There are established and effective monitoring systems in place to track pupil attainment. ○ Pastoral care, guidance and support for all children in our School is extremely good. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. ○ All staff are proactive in developing good choices for pupil behaviour. ○ Our Anti-Bullying and Behaviour Policies are regularly reviewed with pupil engagement.
Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.	<ul style="list-style-type: none"> ○ Equality and Inclusion are central to our school ethos. ○ There are opportunities in worship, RE and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension. ○ Pupils and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year. ○ We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media: Newsletters, Schoolcoms, our website, open afternoons and parent information and consultation evenings. ○ The School’s School Council and Eco-warrior committees are both democratically appointed and broadly reflective of the existing diversity of the school community.



2. Equality Analysis

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	This policy is annually reviewed by SLT and Governors. Engagement from pupils and parents through School Council and ultimately through our new Parent Voice is vital.	Behaviour around the School is good. Children understand the rewards and sanctions that are in place across the School. Following the review, information will be shared with parents.
Anti-Bullying	This policy is annually reviewed by SLT and Governors. Engagement from pupils and parents through School Council and ultimately through our new Parent Voice is vital.	Bullying incidents are recorded and dealt with.
Equal Opportunities (within our Equality Policy and Scheme)	Reviewed annually by SLT, staff and Governors.	Policy to be reviewed to comply with the requirements of the Equality Act 2010, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education & PSHE Policies	These policies are reviewed bi-annually by Subject leaders and reflect our wider aims and values, as well as our philosophy of learning and education. The RE policy follows Diocese guidance. Our PSHE (EPR) policy has been ratified by Governors.	Need to consider how to more widely reflect the diversity of the Equality Act in our curriculum models.
Learning and Teaching	Learning and Teaching is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed annually by staff, SLT and ratified by Governors. There are regular lesson observations by teachers and peers.	This is a continually evolving policy, underpinned by our Mission Statement and Values, as well as our commitment to Equality and Inclusion. Lesson observations should have a regular focus on equality issues.
Safeguarding	A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. The Child Protection Policy and procedures are annually reviewed by Governors and updated where necessary to reflect changes in legislation and practice.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality. Parent Volunteers all given safeguarding code.
Recruitment	Reviewed annually by Governors and the changes to ensure compliance with the new requirements of the Equalities Act have been implemented in practice.	Policy review should link closely to the Equal Opportunities policy and reflect the new requirements around Health Related questions in applications etc. (already implemented in practice)



3. Engagement Undertaken

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the school. Primarily through the democratically appointed School Council (represented from all year groups, including EYFS) and Eco-Council (Eco-warriors), but also through class and group consultation and questionnaires etc.	Pupils report feeling safe and well-looked after in school. There are virtually no reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils are engaged in the life of the School and their ideas are listened to.
Staff	Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being.	Staff identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity. All staff receive regular safeguarding training and updates.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings. The Headteacher reports any incidents of racist behaviour or prejudice related behaviour to Governors.	Governors are fully committed to the vision of ensuring equality within our Catholic primary School.
Parents	<p>The School has a very active and engaged PTA which works very closely with the School staff.</p> <p>The school invites parent involvement and has a number of Parent volunteers working in the School each day. All Parent Volunteers meet with the Headteacher to discuss the role and safeguarding issues. Parent feedback is welcomed.</p> <p>Parent teacher consultations are very well attended and any parents that do not attend are contacted to make alternative arrangements.</p> <p>There are monthly open afternoons giving all parents an opportunity to come in to school and see their child’s work and discuss general issues with the class teacher.</p> <p>Communication with parents is effective via Newsletters, Parentmail email and texting and the website and Learning Platform.</p> <p>Parents’ views, opinions and feedback are sought through questionnaires and our new Parent Voice.</p>	We will seek to strengthen our commitment to full and quality communications with all parents and promote opportunities for further involvement, inclusivity and diversity.



4. Our Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Continue to review all policies. Look at Inclusion Quality Mark. Look at anti-bullying charter marks	All policies reviewed and updated in light of the Equalities Act. Potential award of Inclusion Quality Mark, anti-bullying charter mark	April 2018	HT / Chair of Governors
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.	April 2018	SLT/ Subject Leaders
Gender	To monitor and where applicable narrow any gaps in attainment between boys and girls. To monitor and identify trends of attainment for particular groups eg based on race / disability etc.	Established and effective system for monitoring and tracking attainment for particular groups in place. Intervention and support provided where necessary.	Ongoing	SLT/ Subject Leaders
Disability	Steps are taken to reduce and / or eliminate negative stereotypes of disability across the school and to promote positive understanding.	Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.	April 2018	SLT/SENCO
All	Pupils more involved in ensuring equality provided in learning	School Council initiative to look at inclusion and enjoyment in teaching and learning across the school (questionnaires and NPQH involvement)	Ongoing	SLT/AG
All	Further develop our community links locally, nationally and internationally to further increase our community cohesion and ensure that children learn and understand difference and diversity in the global dimension	Involvement community events as appropriate including Harvest celebrations. Positive and sustainable link made with Busenya Primary School, Mukono District, Uganda as part of Guildford Link	April 2018	SLT
All	Interested stakeholders receive requisite training in a range of equalities / diversities issues.	CPD/INSET delivered to staff/governors/parents as required to promote confidence in challenging	April 2018	DHT/SLT



		prejudice and promoting equality.		
All	Seek to broaden and strengthen further our commitment to inclusive and effective communication with all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need as arises. Appropriate support and resources identified eg Braille / community languages etc.	April 2016	HT / Governors