



Single Equality Scheme

Autumn 2017



"Shine like a lantern in the presence of the Lord."

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Vision Statement

At St Bede's Catholic Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff and parents irrespective of race, gender, disability, faith or socioeconomic background.

As well as the specific actions highlighted in this plan, we operate equality of opportunity in our day-to-day practice in the following ways:

Teaching and Learning

We aim to provide all pupils with the opportunity to succeed and we will do this by using contextual data to improve ways we support groups; monitor achievement by gender, language spoken and socioeconomic background; take account of the achievement of all pupils when planning future challenges; ensure equality of access; use materials that reflect diversity; promote attitudes and values that challenge discriminatory behaviour; and seek to involve all parents in their education.

(A) Disability

Involvement of disabled pupils, staff and parents

In developing its Disability Equality Scheme, our school consults with staff and pupils with disabilities, parents who themselves have disabilities and other adults with disabilities. The views expressed inform priorities within our Action Plan.

We send a questionnaire about school life to all parents, staff and governors annually. We include a question for parents with disabilities asking them if they are involved in consultation about their child. We develop a questionnaire for pupils, Year 2 and above and hold discussions in each class. This aims to empower our pupils to become lifelong learners and to breakdown any barriers to their learning. The voices of pupils with disabilities are noted and these in turn, inform our action plan.

This consultation process is used to evaluate the impact of existing policies and when new policies are developed in the future.

Information gathering

We undertake to gather information and analyse the data so that opportunities for disabled pupils and staff can be monitored. This data will particularly inform the school on the effects of its policies on:

The recruitment, development and retention of disabled employees

The School collates information on all our employees to identify the number of people with disabilities and the roles they play within our school, using information from the Diocese. We analyse this information and use it to identify areas for improvement and to ensure that our disabled employees are participating in training courses, performance assessments and promotion opportunities. We also look at reasons for leaving in case a person's disability has been a factor through the governor's exit questionnaire.

The educational opportunities available to, and the achievements of disabled pupils.

Our school has identified all pupils with special educational needs on The School's SEN Register as potentially having a disability. In addition, pupils with long-term medical conditions are regarded as being disabled.

We analyse our performance data for all of these pupils, and further analyse it to take account of their different disabilities, to help us understand their opportunities and achievements as well as identifying any barriers they may face that we can try and overcome.

We pass on the relevant data to our pupils' secondary schools to ensure that the impact of their individual disabilities and circumstances are taken into account from the start of their secondary school careers.

Using the Information

Using the information gathered to review the effectiveness of the school's Action Plan and to

prepare subsequent Schemes.

- The SENCO holds responsibility for ensuring data on our disabled pupils informs planning at all times. A key factor in reviewing the effectiveness of all the school's development plans is to evaluate the impact on our pupils with disabilities. The Head teacher reports annually to the Governing Body on the extent to which the school's policies have reduced the impact of a pupil's disability on their ability to access school activities.
- Assessing the impact of the school's policies and practices on disability equality and where improvements can be made.
- We use our annual consultation process to monitor the impact of the school's policies and practices on disability equality.

The Disability Equality Scheme

Our school:

- promotes equality of opportunity for disabled staff and pupils by:
 - collecting and analysing data so we can understand and address potential barriers
 - using this data to establish priorities within our Action Plan
 - working proactively to incorporate adjustments for disabled pupils, staff and parents into policy and whole school practices
 - ensuring increasing access to the school's curriculum, the physical environment and to written information through the Accessibility Plan. The Disability Equality Scheme will be reviewed simultaneously with the Accessibility Plan to ensure the principles of disability equality are fulfilled.
- eliminates discrimination that is unlawful under the Equality Act 2010 by:
 - raising awareness of disability issues, providing training on relevant adjustments and encouraging sharing of good practice
 - reviewing and adjusting the school's policy and practice
 - raising expectations amongst all those working with disabled pupils and staff;
- eliminates harassment of disabled staff and pupils that is related to their disability by:
 - raising awareness amongst staff and pupils of disability-related harassment
 - raise awareness of the importance of reporting possible bullying, however apparently mild it may seem to people without a disability
 - involving pupils themselves in combating bullying
- promotes positive attitudes towards disabled staff and pupils:
 - through assemblies and the PSHE curriculum
 - through staff meetings
 - at parents' evenings
 - displaying positive images of disabled people throughout the school
- encourages participation by disabled staff and pupils in school life by:
 - proactively seeking representation of disabled pupils and staff on the school council and any of its committees
 - supporting disabled people who are involved in offering feedback to disabled pupils and staff so they feel more confident in putting themselves forward for future participation
 - including a feature about involvement of disabled people in the school's prospectus

and newsletters

- and take steps to meet disabled people's needs, even if this requires more favourable treatment.

Implementation of the Disability Equality Scheme:

Overall responsibility for the scheme will rest with the Governing Body.

The Inclusion Governor considers progress of the scheme and reports on an annual basis to the Governing Body.

The governors ensure that current and future policies and plans are reviewed to ensure that they fulfil the six principles of the Disability Equality Duty to:

- promote equality of opportunity for disabled pupils and staff so as to eliminate discrimination that is unlawful under the Equality Act 2010
- eliminate harassment of disabled staff and pupils that is related to their disability
- promote positive attitudes towards disabled staff and pupils
- encourage participation by disabled staff and pupils in school life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The head teacher, together with senior members of staff takes responsibility for ensuring that relevant aspects of the scheme are incorporated into the school's policies and development plans and acted on. They will take steps to meet the needs of disabled staff, pupils and parents, even if this requires more favourable treatment.

In reviewing policies and the development plan the school considers whether

- there is any evidence to show higher or lower take up or participation by different groups
- there is any evidence that different groups have different needs, experiences, issues and priorities in relation to the particular policy
- there are opportunities to promote equality of opportunity or good relations by altering the policy and will have consultations with relevant groups, organisations or individuals where particular policies or functions create problems that are specific to them.

Publication and review

The vision statement at the beginning of our school's Disability Equality Scheme is published in the school's prospectus. It is published in full on the school's website. People wanting a paper copy may obtain from the school office. Requests may also be made for alternative formats.

The Disability Equality Scheme is reviewed at the same time as the school's Accessibility Plan which sets out how the school intends to:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled.

How data is used to ensure staff, parents and pupils with disabilities are not disadvantaged

- Pupils with disabilities have their views evaluated to ensure they feel that their needs are met and that they are met. Where this is not the case, the school makes reasonable adjustments to ensure needs are met and pupils are not disadvantaged and do not feel that they are disadvantaged
- Parents and staff are consulted to ensure data is correct and to provide the opportunity for them to make suggestions that will help to meet their child's and their own needs to ensure they are not disadvantaged. The school acts on the views of the parents and makes reasonable adjustments
- Parents with disabilities are communicated within an appropriate form that they are able to access the information
- Disabilities of pupils are taken into account when planning trips, indoor activities and outdoor activities to ensure every pupil has equal opportunity to participate and access a broad and balanced curriculum. This is met through differentiated activities, adapted equipment, adult support or any other reasonable means
- For physical activities during PE lessons and break times pupils with disabilities have been assessed as part of the EHCP process to determine whether adult support is required. Where an EHCP is not in place, individual needs will be met through differentiated activities.

(b) Gender Equality

Legislative Context

The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality. The Equality Act 2006 puts all public authorities in Great Britain under a statutory duty, while carrying out their functions, to *'have due regard to the need to eliminate unlawful [sex] discrimination and harassment and to promote equality of opportunity between women and men'*.

Social Context

We understand that despite thirty years of individual legal rights to sex equality, there is still widespread discrimination and persistent gender inequality. Both sexes suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome. In some instances, sexual stereotyping, inequality and attitudes to individuals of different gender are integral to the culture/heritage of an ethnic group. This is particularly important to understand in a school such as ours with a multicultural population.

The General Duty

In accordance with our schools' mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, St. Bede's Primary School & Nursery has due regard for the need to, and will work to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By **unlawful sexual discrimination** we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage.

By **sexual harassment** we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. (Refer to our school's Behaviour and discipline policy/Anti-Bullying policy).

We understand 'sex' to refer to the biological differences between males and females and 'gender' to refer to the wider social roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage, which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances, it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment, however, we recognise that the majority of qualified primary teachers are female (National Data).

We understand the three parts of the duty to be different but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard, we will exercise the principles of proportionality and relevance. By this, we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

The Help Children Achieve More framework seeks to ensure that every child is supported and enabled to achieve. This means having regard to their physical, emotional and mental well being, and providing children and young people with opportunities to make positive contributions to their local communities.

The framework is structured around five outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

All of these outcomes have significantly different dimensions for girls and for boys. By examining these differences we can better deliver on the outcomes of our gender equality objectives.

We promote positive attitudes towards gender equality for pupils and staff through a range of measures, which include any or all of the following:

- assemblies and the PSHE curriculum
- images that are displayed will represent a balance of genders
- resources and materials used in the school curriculum challenges sexual discrimination
- staff meetings
- opportunities offered equally to both male and female members of the school community.

The Specific Duties

The specific duties are not an objective in themselves, but a means of meeting the general duty. We welcome the responsibility to think and act more strategically about gender equality. To meet the specific duties and guided by the Code of Practice prepared by the Equal Opportunities Commission (EOC), is now known as The Equality and Human Rights Commission, through the merging in October 2007, of the Equal Opportunities Commission (EOC) the Commission for Racial Equality (CRE), the Disability Rights Commission (DRC) and the Equal Opportunities Commission (EOC).

We are continually working to develop and improve our understanding of the major gender equality issues in our school's functions and services. In order to do this, we:

- collect and analyse data and other gender equality relevant information
- assess and monitor gender equality amongst pupils
- consult all staff, pupils, parents and relevant local communities
- review all our school policies and practices to assess the ways in which they might impact on gender equality
- ensure governors, staff, pupils and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- assess and address the cause of any gender pay gap
- publish and implement the Action Plan with our proposed objectives and actions

We will:

- review and revise the Policy at least every four years
- report on progress annually and set further objectives where necessary
- set our results or reviews, consultations and impact assessments

Responsibilities

All governors, staff, volunteers, visitors, pupils and their families need to develop an appropriate understanding of and act in accordance with, the school's Gender Equality Policy and Action Plan. In addition:

The school governors are responsible for ensuring that the school prepares, publishes, implements, reports on and reviews the Gender Equality Policy (including budget requirements) and in particular the employment implications of meeting the Duty.

The Head teacher works with Senior Leadership Team to ensure that:

- the policy and action plan are implemented;
- staff recruitment, training opportunities and conditions promote gender equality;
- all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet the Gender Equality Duty;
- existing and planned policies are assessed for the ways in which they impact on gender equality;
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality;
- incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour and Discipline/Anti-bullying policy;
- visitors to the school or those who use the premises are aware of the Gender Equality policy.

All staff have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended schools activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

Pupils and parents have a proportionate responsibility to understand and act in accordance with the policy, as do visitors to the school.

These and other responsibilities are outlined in detail in our Gender Equality Action Plan which is attached to and forms part of this policy.

We believe that even having the Equal Pay Act of 1970 and the Sex Discrimination Act of 1975, there is still widespread discrimination and gender inequality in society. We believe that having this gender equality policy will:

- support us in our decision making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men can experience different forms of discrimination depending on among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between men and women and boys and girls within our school and the wider community.

Breaches of the Gender Equality Policy

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an educational function and a matter appropriate to the level of the breach and with the intention of bringing about the relevant changes. More serious breaches of this policy

will be dealt with in accordance with our school's anti-bullying and harassment procedures and the disciplinary procedures for staff.

Where safeguarding issues, based on sex and gender, come to the attention of the school these will be dealt with according to our child protection procedures.

Publishing

On request copies of this policy will be made available from the office. The school prospectus will also make it clear that the school has a gender equality policy.

We will continue, as outlined in our action plan, to develop awareness of what constitutes unlawful gender discrimination and harassment and of the need to eliminate this and to promote gender equality.

(C) Racial Equality

Why do we need to address race equality issues?

Legal Requirements

- The Race Relations Act 1976 prohibits schools from discriminating on grounds of race, colour, nationality or ethnic or national origin.
- The Race relations (Amendment) Act 2000 places a general duty on schools to:
 - eliminate racial discrimination
 - promote equality of opportunity
 - promote good relations between people of different racial groups
- The specific duties require us to:
 - prepare a written policy on racial equality
 - assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils
 - monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

The National Curriculum

- Within the section on values and aims and purposes in the National Curriculum handbook great importance is given to the need for schools to address issues related to racial equality.

Racial Equality Statement

St Bede's Catholic Primary School acknowledges its duties under the Race Relations (Amendment) Act 2000. 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.

Statement of Intent

The school is committed to addressing racial discrimination in all its forms. This is reflected in our policy for appointing staff and governors and supporting pupils and parents.

Recruitment and selection procedures are consistent with the statutory race relations code of practice in employment.

Curriculum planning takes into account the background and language needs of all its pupils.

Teaching methods encourage positive attitudes towards ethnic difference, cultural diversity

and racial equality. The school actively ensures that all resources are inclusive.

All staff have equal access to training.

The school recognises the importance of language to a pupil's sense of identity and esteem and celebrates the home languages of all pupils.

The school values the achievements and progress of all pupils including those from minority ethnic groups. Procedures are in place for monitoring all pupils' progress through tracking.

All pupil's attendance is monitored and steps are taken to deal sensitively with any issues causing concern.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the needs of all pupils to ensure inclusion for all and that pupils are prepared for full participation in a multi- ethnic society.

Definition of Terms from the Stephen Lawrence Inquiry Report

Racism

The Stephen Lawrence Inquiry Report defines racism as:

Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as its more overt form.

Racist Incident

The Stephen Lawrence Inquiry Report defines a racist incident as:

“Any incident which is perceived to be racist by the victim or any other person”.

Examples of racial harassment include:

- Physical assault
- Verbal abuse and threats including derogatory name calling, insults and racist jokes
- Refusal to co-operate with people because of their ethnic origins
- Damage to property which is racially motivated
- Racist graffiti, other written abuse or the display of offensive material eg leaflets and literature
- Incitement of others to behave in a racist way.

Dealing with Racist Incidents

The context in which racial harassment occurs will influence the school's response, which will range from gentle correction and explanation to disciplinary procedures. The following list may be adapted according to the particular circumstance:

- Acknowledge the incident and express disapproval. To not ignore racist remarks or you will be condoning the behaviour and therefore complying with the remarks.
- Support, comfort and reassure the victim. Schools should consider the particular vulnerability of pupils with special educational needs who may also be prey to racism within the school but find communication on their position and feelings difficult.
- Identify the racist behaviour. Response to behaviour which may have prompted alleged abuse or harassment, should be completely removed from the investigation of the issue and dealt with separately.
- Counsel the perpetrator and impose sanctions if appropriate.
- Explain to those responsible, as well as to any onlookers, what is unacceptable about the

incident.

- Inform the Head teacher and the member of the Staff responsible for recording and reporting racist incidents.
- Contact both sets of parents, if appropriate, to explain the action taken.
- Involve other agencies if appropriate eg the police, victim support.
- Remove all graffiti and racist material immediately.
- Educate against racism by exploring issues of discrimination, abuse, prejudice, stereotyping etc through the curriculum.

Roles and Responsibilities:

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
- The SENCO and Head teacher are responsible for implementing, monitoring and evaluating the policy; for ensuring that all staff are aware of their responsibilities and are given relevant training and support; and for taking appropriate action in any cases of unlawful discrimination.
- All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

School Policies and practice

We will ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Curriculum, teaching and assessment;
- Admission, attendance, discipline and exclusion;
- Pupils - personal development, attainment and progress;
- Attitudes and environment;
- Parents, governors and community partnership;
- Staffing, recruitment, training and professional development.

Action Plan

The school is committed to implementing this policy through its action plan linked to the School Development Plan.

Recording and Monitoring

Clear procedures are in place to ensure that racial incidents, discrimination and harassment are dealt with promptly, firmly and consistently.

In order to monitor adherence to our Inclusion and Racial Equality policies a book is left in the staff room for staff to record any cause of concern. Once an incident occurs, the member of staff involved will record the incident in the monitoring book or on the Confidential School Racial Incident Report Form. (Appendix 1).

Once a member of staff has completed this form, it will be given to the Head teacher and filed confidentially. Local Education Authorities are charged to monitor the number and frequency of incidents and offer support if necessary. The teacher involved will then deal with the incident in an appropriate way, and parents of all pupils involved will be contacted if necessary. The outcomes of the monitoring process will indicate the effectiveness of the policy and will inform future action.

When reviewing all other school policies, we will use the Racial Equality Policy to underpin and

inform future editions.

Curriculum

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

There are many strategies which teachers use and adopt in their classrooms to deal with and address racism with their pupils. These would include:

- Developing topics and using stories and materials which raise issues of racial similarities and differences.
- Providing positive images and role models in resources and displays which reflect the experiences and backgrounds of pupils in the school and in society at large.
- Developing global dimensions to the curriculum which value contributions from all cultures.
- Encouraging pupils to critically address issues of world development.
- Involving people from diverse and varied backgrounds in the community to support the school in developing an inclusive curriculum.
- Regularly examining resources critically to ensure that they do not present biased or stereotyped images and viewpoints.
- Encouraging pupils to discuss and develop strategies for dealing with conflict, racist incidents and racial harassment.
- Encouraging pupils to work co-operatively and collaboratively in their learning.
- Encouraging pupils to listen to each other's opinions in a positive manner.

The curriculum ensures that each pupil's cultural and linguistic background/experience is valued. The school has high expectations of all pupils to achieve to their fullest potential.

Collective Worship

Our assemblies encourage the pupils to live their lives according to the values of the Gospel and reinforce racial equality issues.

Behaviour, Discipline and Exclusions

The school expects and encourages high standards of behaviour from all pupils.

The school's pastoral procedures enable all pupils to be supported and develop skills of self-discipline.

All staff operate consistent systems of rewards and sanctions.

Partnership with Parents and the Community

All parents are encouraged to actively participate within the school community.

The school works in partnership with parents and the wider community to enhance a working relationship that celebrates diversity and promotes equality for all.

Range of Consultation

Race and equality provision in this school are assessed and monitored annually according to legal requirements.

The result of the findings of the assessment and monitoring process are reported annually to governors.

SINGLE EQUALITY ACTION PLAN: OCTOBER 2017 – OCTOBER 2020

Target	Action	By when	by whom	Resources	Success criteria	Evidence
Policies and practices	Review policies, practices and the impact of these with regards gender, disability, racial, socio-economic equality	As policies are reviewed	Head teacher		Policies amended to promote equality	
	Analyse data for differences and consider action required	Termly	Head teacher			Data Analysis
	Consult pupils, parents, staff and governors on perceptions re: equality	Annually	Head teacher,		Awareness of perception	Record of questionnaires/feedback
	Encourage underrepresented groups to apply for posts (but note that selection will not depend on gender).	Ongoing	Head teacher			
	Give annual staff training in possible gender related teaching/learning styles	Ongoing	CPD Leader to organise		Staff avoid gender inequality practices and promote equality of gender learning	CPD record Lesson observations
	Specifically record any gender/sexual bullying incidents in record file: plus bullying incident book	On-going	All staff as appropriate		Gender/sexual related incidents reduced	
	Review PSMCH scheme of work to promote understanding of what constitutes sexual harassment and helps promote gender equality	Autumn 18	Katherine Roberts		Sexual/gender related incidents reduce	
Clubs/activities	Monitor by groups.	On-going	Michael Newman			