

ST. FRANCIS' CATHOLIC PRIMARY SCHOOL

Whyteleafe Road
Caterham
Surrey
CR3 5ED

Single Equality Scheme

Incorporating Accessibility Plan



For Review Spring 2022

St Francis' Catholic Primary School's Single Equality Scheme – Spring 2019

The Single Equality Scheme takes into consideration the 'General' and 'Specific' statutory 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
- The school considers age as a relevant characteristic in its role as employer, but not in relations to pupils

The General Duty

The school recognises its '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

- Publish information showing that the school has complied with the General Duty (annually – to Governing Body's – public document)
- Publish evidence of the equality analysis undertaken (annually– to Governing Body's – public document)
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement it undertook in developing their Equality Objectives
- Set and publish Equality Objectives

The Specific Duties – Information Showing the School has complied with the General Duty

| Duty | Actions Taken |
|---|--|
| <p>Eliminate conduct that is prohibited by the Act</p> | <ul style="list-style-type: none"> • The centrality of equality and inclusion in our school is very evident in our daily work, our policies and procedures. We recognise that our children and staff belong to a society and world that is diverse and multi-cultural. • Monitoring indicates that any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) are very rare 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 Access Plan. |
| <p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> | <p>Pupils who have particular needs are well supported in our school and our data they make progress in line with, or exceeding expectations.</p> <p>There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is outstanding. Vulnerable groups are tracked where appropriate and teachers are careful to intervene to prevent incidents of poor behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened to.</p> <p>Our Behaviour (including anti-bullying) Policy has recently been reviewed with pupil and parent engagement, and is reviewed annually by staff; a summary published to parents annually and policy available permanently online on school website.</p> |
| <p>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</p> | <p>Equality and Inclusion are central to our faith and to our school Mission Statement and ethos. Pupils focus on identifying and developing shared beliefs and values. There are opportunities to learn about difference and diversity, both in our own community and others, including the global dimension. Assemblies, RE and PSHE focus on relationships; class topics, extra-curricular activities and school activities and links also reinforce learning about relationships.</p> <p>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, mostly chosen by pupils.</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media (this is made known to parents face to face and through our communications, including text, email and website.).</p> <p>As a school we believe in leadership at all levels. Our School Council and Eco Committee are democratically appointed and broadly reflective of the existing diversity of the school community. Teachers monitor rewards, leadership opportunities and displays to try to ensure equality.</p> |

The Specific Duties – Evidence of Equality Analysis Undertaken

| Policy / Practice Considered | Outline how the policy / practice was evaluated | Outcome of analysis |
|--|--|---|
| Behaviour Management (including anti-bullying) | <p>The policy is reviewed annually with staff, pupils and parents, through school rules, class agreements, parent questionnaires and staff meetings.</p> <p>An ongoing Behaviour Log is kept for playground behavior and sanctions are monitored.</p> <p>Rewards are given in classes and at playtime and lunch. These can contribute to the House Point system.</p> | <p>Monitoring does not indicate any adverse trends.</p> <p>Continue to review policy annually to ensure compliance with best practice and wider school policies and practice</p> |
| Equality Policy | <p>Single Equality Scheme and full Policy is reviewed every three years by the Governing Body, or earlier if monitoring or legislation shows a need.</p> | <p>Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.</p> |
| Religious Education & Sex and Relationships Education Policies | <p>These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. There is a focus on Inclusion.</p> <p>The RE policy reflects the requirements of the Diocese of Arundel & Brighton within which our Catholic voluntary-aided school is situated.</p> <p>Our Sex and Relationships Education (SRE) Policy has been ratified by the Governing Body and agreed in consultation with parents and staff through staff and parent Governing Body meetings, and consultation with parents, face to face and other communications.</p> | <p>Consider how to more widely reflect the diversity of the Equality Act in our curriculum models.</p> <p>Need to ensure that protected groups are not viewed in a negative or discriminatory manner</p> |
| Learning and Teaching | <p>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.</p> <p>Lesson observations and pupil interviews focus on the progress and views of all year groups</p> <p>Policy is reviewed annually by Senior and Middle Leaderships and every three years by Governing Body.</p> <p>Lesson observations are carried out regularly.</p> | <p>This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion.</p> <p>Lesson observations focus on learning needs and progress of all pupils.</p> |
| Safeguarding | <p>A core policy reviewed annually reviewed by Staff and Governing Body which is updated to reflect changes in legislation and practice.</p> <p>There is a nominated Governing Body who reviews safeguarding termly and an annual report reviewed annually by the Governing Body</p> <p>Prevent Training is provided for parents and staff</p> | <p>Safeguarding training for all staff is updated every 3 years.</p> <p>Prevent training updated as advised</p> <p>Training reflects issues pertaining to Equality</p> |
| Recruitment, Promotion and Retention | <p>Reviewed annually by the Governing Body, changes to ensure compliance with the new requirements of the Equalities Act are already underway.</p> | <p>Policy should link closely to the Equalities policy and reflect the new requirements around Health Related questions in applications etc.</p> |

The Specific Duties – Details of 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, but also through class and group consultation and questionnaires etc. | Pupils report feeling safe and well-looked after in school. Pupils know what to do if they have an issue with bullying or behaviour. There are established and effective policies and procedures for dealing with poor behaviour Pupils report feeling engaged in the life of the school and their ideas are listened to attentively Their ideas are brought to the school council and, where possible, incorporated into the school policy and practice. |
| Staff | Staff are regularly consulted with and a culture of openness and shared accountability enables all staff to contribute to improving pupil outcomes and well-being. Staff are aware of and protected by the Equality Act | Staff identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity. Staff are proactive about seeking support and guidance when unsure, eg for more uncharted areas of diversity such as particularly managing homophobic and transphobic language and behaviour. Staff receive Prevent Training and Safeguarding Training which provide details about vulnerable groups in our society |
| Governing Body | Governing Body regularly review issues related to equality and inclusion at meetings and actively support the school's Inclusive ethos. There is a link Governor for SEND and Inclusion who works closely with the Inclusion Manager | Governing Body is fully committed to the vision of establishing and maintaining a fully inclusive school by ensuring the Gospel values of our faith find embodiment in our policies and practices. Governing Body makes every effort to ensure that the Governing Body is open and inclusive through their recruitment practices. |
| Parents and other stakeholders | Parents regularly liaise with the school through PTA events, Class Rep system, parent consultation and curriculum evenings, workshops, annual questionnaires (online or paper versions), annual Induction and Meet the Teacher meetings, and face-to-face informal meetings in the school grounds. Almost no parents are hard to reach. | Parents value the inclusive ethos of the school. We seek to develop varied methods of communication and 'plain English' to reduce educational jargon (eg in pupil progress reports) and to engage with all parents. |

The Specific Duties – Equality Objectives

| Characteristic | Objective | Success criteria | Date for review | Responsibility |
|----------------|---|---|--|---|
| All | Continue to review all policies and practice, including audit of equalities issues and impact. | All policies remain up to date in light of the Equalities Act and practices audited. | As each Policy is reviewed, following set timetable | SLT / Chairs of Governing Body and Committees |
| Race | Pupils continue to gain awareness of racial diversity through the curriculum and extended learning opportunities. | Lesson resources, school links and assemblies etc., provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own. | On review of Equalities Policy | SLT/ Subject Leaders/Teachers |
| Gender | To monitor and address any gender gaps in attainment and to identify trends of attainment for particular sub-groups based on race / disability etc. | Trends for attainment and progress of girls and boys is relatively equal and in line with local / national norm. | Termly data review; annual analysis; when reviewing Single Equality Scheme | HT |
| Disability | Steps are taken to reduce and / or eliminate negative stereotypes of disability across the school and to promote positive understanding. Children are closely monitored to ensure progress and access | Assemblies, RE, PSHE and other lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping. Curricular activities and clubs are open to all. | On review of Equalities Policy | SLT |
| All | Interested stakeholders receive required training in a range of equalities / diversities issues. | CPD / INSET delivered to staff / Governing Body / parents as required to promote confidence in challenging prejudice and promoting equality. | On review of Equalities Policy | HT |
| All | Seek to broaden and strengthen further our commitment to quality communications with all stakeholders. | Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources eg Braille / community languages etc. where appropriate | Annually when reviewing Single Equality Scheme | SLT / Governing Body/Admin Officer |