



Single Equality Scheme

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Single Equality Scheme

Our Lady's Catholic Primary School

This Single Equality Scheme has safeguarding children and the school's Mission Statement and Aims at its heart.

STATEMENT OF SAFEGUARDING CHILDREN

At Our Lady's Catholic Primary School, our school community has a duty to safeguard and promote the welfare of our pupils. This means that we have a Safeguarding Policy and procedures in place. All staff, including our volunteers and supply staff, must ensure that they are aware of our procedures.

Our Designated Officer is: Rob Meech, Principal

Mission Statement

The Mission of Our Lady's School is 'to educate and care for our children in a way that brings the message of Jesus Christ to the centre of the community'.

Our Lady's aims to serve its community by providing an education of the highest quality within the context of Catholic belief and practice.

It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all.

We value the trust placed in us by parents of the children in our care and we strive to ensure that all our children prosper and thrive.

The environment we create is one where the children feel confident, secure, valued and able to express their views and opinions whilst understanding the importance of listening to others.

This Mission applies to all children and adults regardless of race, gender, disability, faith or religion, or socio-economic background.

At Our Lady's we value each child as unique individual whose full potential can be developed in a community which has Christ at its heart. The school is built on British values that are rooted in Gospel values:

Humility - seeing life as a gift

Compassion - empathy

Kindness - gentleness

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Justice- working for a fairer world

Forgiveness - reconciliation

Integrity - do what you say

Peace - committed to peace making, non violence

Courage - standing up for the truth

"GOD IS LOVE"

1 John 4:8

We are an inclusive school, serving the most vulnerable of our community whilst ensuring that all children reach their potential and are ready for their next stage of their learning. We welcome visits so we can show more about our ethos and values.

Equality Act 2010

The Equality Act 2010 came into force on 1st October 2010. The Bill 'brings together' all discrimination legislation under one Act. Discrimination is defined as less favourable treatment because of a protected characteristic: age, disability, gender, gender reassignment, marriage, civil partnership, race, religion or belief, pregnancy and maternity, sex and sexual orientation.

As part of our general duty of the Equality Act 2010, Our Lady's will give due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct
- Advance equality of opportunity
- Foster good relations between people

The Equality Act 2010 makes provisions relating to schools of a religious character. The legal protections for schools with a religious character i.e. Admissions, Curriculum, Acts of Worship, and giving preference in relation to employment of staff, still exist.

2. Single Equality Scheme

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day to day practices and interactions with the whole school community.

Our Single Equality Scheme integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils, parents and carers,

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extended service providers and others using the services of the school.

It also addresses the legislation relating to religion or belief, sexual orientation and age. Our policy will be reviewed annually.

2.1. School's Strategic Priorities

The school's priorities centre on achievement for all and our commitment to inclusion recognises that all people have individual needs, and barriers to learning may be varied and wide ranging. The school has an annual Development Plan and Safeguarding Audit which reflects the following key elements:

- to develop a curriculum that meets the needs of every pupil
- to improve the physical environment of the school site so that it is accessible for the whole community
- to work with the school community to help every pupil to develop into confident and responsible young people
- to safeguard and promote the welfare of all our children

The obligations under the Disability Discrimination Act are in keeping with our commitment to offer a fully inclusive, accessible and welcoming learning environment.

3. Meeting our duties

The views of parents/carers, members of staff, pupils and governors of the school will continue to be collected via a questionnaire. The subsequent Action Plan will be included in the School Improvement Plan.

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality. This school will address problems of bullying, racist, sexist, disablist and homophobic or any other abusive or inappropriate behaviour as soon as they are notified and incorporate policy in this area into safeguarding (child protection) and behaviour policies.

3.1. Race equality

The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

3.2. Dealing with racist incidents

We will follow Plymouth CAST procedures for dealing with racist actions. As part of our duty to safeguard and promote the welfare of children, racist incidents may also be dealt with through the following safeguarding policies: Positive Pupil Welfare; Behaviour; Safeguarding.

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3.3. Disability Equality

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“ A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day – to – day activities.”

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment and bullying
- Promote positive attitudes, accepting and celebrating differences
- Provide support which encourages individuals to fully participate at an appropriate level
- To be sensitive to the needs of individuals

3.4. Developing a voice for disabled pupils, staff and parents/carers

It is the school’s policy to involve parents/carers in review meetings and transition planning. Parents, carers, members of staff and pupils were encouraged to take part in the developing of the scheme and will continue to be involved in the development of the plan. (see action plan)

3.5. Removing barriers

Over the last few years the school has worked to remove ‘barriers’ that may not have made school life accessible to all. This has included the building of more disabled toilets, a shower room, and the implementation of a soundfield system in many classes. The school is currently improving outside learning area in order for all children to access a fuller and richer curriculum.

Where appropriate, staff receive training to promote inclusion. Areas of training will include THRIVE (www.thriveftc.com), EAL (English as an Additional Language) and children with impaired vision. Training is on-going and is tailored to the needs of the school community at any given time.

Use resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.

The points raised in the general duty are actively promoted through relevant policies, direct teaching and high expectations of behaviour and attitude.

We take necessary steps to ensure that every young person is given an equality of opportunity to learn, develop socially and emotionally, and enjoy community life through THRIVE assessment, individual action plans and the embedding of THRIVE principles in our classrooms.

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3.6. Disability in the Curriculum, including teaching and learning

The school aims to develop positive attitudes to inclusion and accessibility through the curriculum. SEAL (Social and Emotional Aspects of Learning) is used across the school. In addition the school runs a variety of nurture and friendship groups in order to develop positive attitudes.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate to the whole school population, which are inclusive and reflective of our pupils.

3.7. Accessibility

There is specific disability legislation in relation to disability and accessibility which means we must plan strategically over time to:

- Ensure access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible in a range of different ways
- Make reasonable adjustments to ensure that users of the services of the school do not receive less favourable treatment.

3.8. Gender equality

The general duty to promote gender equality means that we will have due regard to:

- Eliminate unlawful discrimination and harassment
- Understand the different needs and experiences of boys and girls
- Promote equality of opportunity between men and women, boys and girls

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3.9. Community cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious, and non-religious and socio-economic groups.

We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same.

The school has a Positive Pupil Welfare policy in place, which clearly sets out how the school deals with discrimination, bullying and harassment of children.

The School Council has helped the children become more aware of their contribution to the school community.

3.10. Promoting equality

Through the Single Equality Scheme, the school seeks to ensure that no member of the school community, or any other person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or any other dependents, disability, sexual orientation, gender reassignment, or age.

3.11. Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

4. Success criteria

The school will be successful in making reasonable adjustments when:

All pupils, wherever possible –

- Participate fully in the school curriculum
- Take full advantage of extra-curriculum activities
- Have the confidence to be fully involved at all times
- Feel part of the school life
- Are included by their peers in all parts of the school life
- Parents/carers of all pupils feel their child is part of the life of the school
- Staff feel confident and supported in working with all pupils regardless of need

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and when –

Parents/careers, staff, governors and visitors are able to be fully involved in and make a full contribution to the life of the school

4.1. Information, Performance and Evidence

The school will use data to help monitor the impact of its policies. Data collected will include information on:

a) Pupil achievement

The achievement of pupils will be monitored by race, gender, disability and socio-economic background, and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all.

b) Learning Opportunities

The school monitors the involvement of children in learning opportunities offered to the school community. The school will use this monitoring to identify and develop appropriate opportunities in the future.

c) Admissions, Transitions, Exclusions

The Local Governing Board controls admissions – please see Plymouth CAST Admissions Policy. The school has robust transition systems in place to ensure the smooth transition of pupils; in particular, there is excellent sharing of appropriate information across the learning community. We liaise with the local secondary schools to ensure a smooth transition for the Y6 children. Children attend induction days and if the children have an LSA (Learning Support Assistant) attached, they will attend.

The school carries out interviews with parents of children starting in the reception class. Throughout the reception year the children have a 'home-school' folder.

The school's SENCO (Special Educational Need Coordinator) attends the annual reviews of pupils with SEN (Special Educational Needs) statements and transition workers from secondary schools are invited in years 5/6 to assist with the preparation for transition.

Exclusion figures are carefully analysed to ensure that all available steps were taken to support individual children.

The school sends out an annual questionnaire to parents and carers.

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5. Making it happen

5.1. Implementation

This Disability Equality Scheme represents the school's vision backed up by key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified time-scale for process and review:

The school's Local Governing Board will monitor and review this scheme. The school's Local Governing Board will present significant findings to all members of the school community and make them available in alternative forms of communication which are appropriate to the needs of its disabled members.

5.2. Publication

Policies are available on the school's website, in hard copy and in the form of alternative communication where necessary.

5.3. Links with other school plans and policies:

This Scheme is to be read in conjunction with other existing Plymouth CAST and school policies (OLCS) and documents, including:

- The School Improvement Plan
- OLCS Accessibility Plan
- Plymouth CAST Child Protection and Safeguarding Policy
- Plymouth CAST Positive Pupil Welfare Policy
- Plymouth CAST SEND Policy
- Plymouth CAST Whistleblowing Policy
- Plymouth CAST Equal Opportunities Policy
- Plymouth CAST Equality Information and Objectives