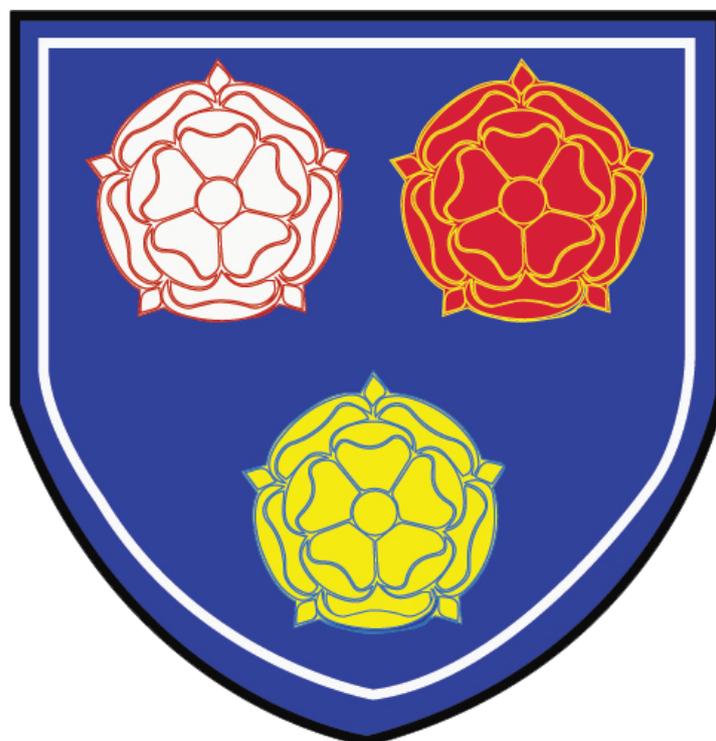


Our Lady of the Most Holy Rosary RC Primary School



Equality Statement and Single Equality Scheme 2016-2020

Approved by the Governing Body: March 2016

Review Date: Spring Term 2020

Holy Rosary Primary School is committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the ‘intersectionality’ (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

Holy Rosary Primary School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework on the importance of narrowing the gaps in achievement which affect: pupil premium children, children from other cultures and children with special educational needs.

The School Context

Holy Rosary School is an inclusive catholic school serving the parish of St Thomas of Canterbury, Billingham. Most pupils are white British and the % of pupils with special educational needs is below local and national averages. The % of pupils eligible for Pupil Premium Funding is below the national average. Pupil mobility is stable. Attendance is good and is above local and national averages.

Geographical Location

The school is sited in Billingham which is within the boundary of Stockton-on-Tees.

Community Served

SECTION ONE: School Context					
KEY FACTORS	National Average *2014 average	School Data	Above	In Line	Below
NOR	263*	173			√
% Ever 6 FSM pupils	26.6*	19.1			√
% SEN including statements/EHCs**	14.4	17.1	√		
% pupils at SEN support**	13.0 SA 8.9* SA+/ statement 7.7*	16.6	√		
% pupils for whom English is not their first language	19.4	8.1			√
% ethnic minority pupils	30.4	1.7			√
% School stability	85.9	<small>RAISE 2015</small> 88.8	√		
School Deprivation Factor	0.24	<small>RAISE 2015</small> 0.17			√

School Outcomes

% pupils achieving each level in 2015	Level 4	Level 5	Level 6
Reading	100	59	5
Writing	45	5	0
Mathematics	86	50	9
Grammar, Spelling and Punctuation	95	64	9
CRWM	45	5	

% of pupils making 2+ levels progress in 2015	2 levels	3 levels
Reading	95	36
Writing	45	0
Mathematics	100	32

Incidents

Incidents involving bullying and racism tend to be rare. Racist incidents tend to arise due to a lack of understanding about what it means. All incidents are recorded on an electronic system, CPOMS and all parties are informed of the incident and the actions taken to resolve them.

Staff Training

- Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.
- All staff have regular training in safeguarding.
- All new staff have an induction pack and are allocated a mentor to ensure that they are aware of policies and procedures in school
- All staff have training in first aid and safeguarding. All teachers, teaching assistants and office staff have been trained in Prevent Duty.
- Both the Executive Headteacher and Head of School are trained in Safer Recruitment.

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed.

Policy	Review Date
Behaviour and Anti Bullying	Annually
Safeguarding	Annually
SEND	Annually

Curriculum Adjustments

In our School there is curriculum coverage of equalities issues, through our Catholic ethos and the direct and indirect teaching of PSHCE and through assemblies.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. Activities are developed through assemblies and through class topics.

In curriculum materials across all subjects, there are positive images of children and people from different cultures and societies. Children are taught about respect for all.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments. In this respect we have provided access for the disabled and toilet provision.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.

Mechanisms for involvement

At Holy Rosary Primary School, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- Exit interviews with pupils
- Pupil Voice
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Pupil engagement in auditing provision

At Holy Rosary Primary School the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Exit interviews with staff
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management

At Holy Rosary Primary School, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and objectives:

- Text to be inserted into communication with parents: “Your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter.”
- Feedback through Governing Body meetings

The school’s objectives will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Executive Head Teacher and Head of School

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school’s actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as C.E.S.C.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Supports the Head Teacher in implementing any objectives necessary.
- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team

- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

People with specific responsibilities

Mary Tate (Executive Headteacher) and Bev Tester (Head of School) are responsible for:

- maintaining and sharing with all staff, the specific needs of vulnerable pupils and how their needs will be met (e.g. Pupil Premium)
- ensuring the specific needs of staff members are addressed
- gathering and analysing the information on outcomes for vulnerable pupils and staff including Pupil Premium
- monitoring the response to reported incidents of a discriminatory nature
- The Senior Leadership Team are responsible for overseeing interventions (e.g. Pupil Premium)

Parents/Carers

- Have access to the Scheme.
- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published annually.

School Staff

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Support the implementation of objectives through key action points.

Pupils

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives (where relevant).

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.