

St. William of Perth Catholic Primary School

Equality Plan : February 2024

Review: February 2025



(Incorporating the Disability, Gender and Race Equality Schemes)

Mission Statement

Our mission is to nourish the growth of all its members as persons illuminated by the light of Christ as our Catholic values permeate all aspects of school life.

We aim to provide a quality education where high standards of attainment and behaviour are expected. We encourage all our pupils to develop as life-long learners as they strive to reach their full physical, intellectual and social potential.

This happens within an atmosphere of love, respect and tolerance of others in mutual co-operation within our School, Home and Parish family.

To be reviewed annually

Introduction

This Equality Plan is updating the commitment of St William of Perth Catholic Primary School to equality for all members of the school community. The Equality Plan should be read as one policy adhering to the 2010 Equality Act which now replaces the three separate duties on race, disability and gender.

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St William of Perth Catholic Primary School is part of St John Fisher Catholic Parish in Rochester Kent. 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. William of Perth 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, Head teacher and Senior School Management 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.
- Mr Willis is the named member of staff and Ms O'Hara is the nominated governor who 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 the 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, RHSE learning (Life to the full) and PHSE provision 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 inc. travellers/refugees
- Pupils who are gifted and talented
- Pupils with special educational needs
- Pupils on free school meals
- Pupils who are either 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 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.

□ The Head teacher, with the Deputy and SENCO, meet on a termly basis to track the progress of all pupils. 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 form 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.
- Information and meetings for parents are made accessible to all. Support can be offered 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, disability, gender and race equality policies.
- 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 Head teacher 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.
- 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.

School Governors and Head teacher 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 policies are readily available.

□ Ensuring all staff know their responsibilities and receive training and support in carrying these out.

The Head teacher, SLT and SENCO will:

□ Consult members of the school community on developing this policy and how it relates to other school strategies.

□ Co-ordinate an impact assessment on all current school policies.

□ 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.

The Deputy Head will:

□ Respond to and monitor reports of harassment and discrimination (including racist and homophobic incidents)

Subject Leader

□ Other subject leaders will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure 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 Deputy Head.
 - 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
- 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 race 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 in School Council meetings.
- 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 the Equality Plan.

Complaints procedure

- If anyone in the school or member of the community or stakeholder feels that this plan or the related disability, gender or race schemes are not being followed then they should raise the matter with the Head teacher.
- The Head teacher 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 will be used.

Objectives

Our current equality objectives, as agreed with the Governing Body are:

1. To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community
2. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities

3. To actively close gaps in attainment and achievement between students and all groups of students; e.g. gender gaps, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups
4. To provide appropriate and early pastoral interventions for students to promote positive behaviour and inclusion, especially for those groups over-represented in behaviour data (including boys and students with special educational needs)

Monitoring and review

□ The Equality Plan, is a working document and therefore one which will be subject to review and alteration.

Reporting

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

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to scheme