

Sacred Heart Catholic Primary School

Equality Policy and

Objectives



PROUD of our children: **PROUD** of our school: **PROUD** of our faith

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Governor Lead	
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Headteacher signature	
Chair of Governors signature	

DOCUMENT PURPOSE

This document is relevant to all staff, pupils, parents, visitors, Governors, trainees and helpers.

At Sacred Heart Catholic Primary School we aim to provide equality of opportunity for all people, whatever their age, ability, gender, sexual orientation, race or background. We want all our children and adults to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices do not prevent any child or adult from reaching their potential.

Equality of opportunity is a fundamental aspect of Sacred Heart Catholic Primary School. In accordance with our mission statement, school aims and objectives we pledge to respect the human rights of all our pupils and to educate them about equality. We respect the equal rights of all our staff and all other members of our school community.

At Sacred Heart Catholic Primary School our mission statement is at the heart of everything we do and hope to achieve. It is at the centre of everything and everyone and determines our approach to all aspects of school life. Our Mission Statement is:

PROUD of our children; **PROUD** of our school; **PROUD** of our faith

Our school's mission statement is supported by a school motto which explains the word **PROUD**.

At Sacred Heart we:

Make Progress
show Resilience
display Openness
are Unique
Demonstrate our Faith

We fulfil our Mission through the following school aims:

School Aims

To live as a Christian family inspired by the values of Jesus.

To develop and celebrate every child's full potential through a rich and enjoyable learning environment.

To promote and encourage an effective partnership between home, school, parish and community.

Through the practical objectives which underpin these aims and our equality objectives contained within this document we strive to ensure that everyone is **PROUD** of their personal achievements and fulfilled by their life experience at Sacred Heart.

This document should be read alongside our Mission Statement and School Aims. Other Policies which further determine areas related to the Equality Policy and Objectives include: Inclusion Policy (SEN) and the Policy for Teaching and Learning.

Good relations are fostered at school, local, national and global levels, especially in relations to groups under-represented in the school community.

Statutory requirements

The 2010 Equality Act protects people from discrimination on the basis of the following protected characteristics:

- age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

We recognise our general responsibilities under the Equality Act 2010 (“the Act”) to avoid direct and indirect discrimination on the grounds of any of the protected characteristics listed above.

As a public body, we are also covered by the public sector equality duty under Section 149 of the Act to take positive steps to:

- (a) eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by this Act
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Discrimination means treating someone less (or more) favourably than a ‘comparator’.

Harassment (which is one form of discrimination) means violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation means discrimination because of a previous complaint.

The Equality Objectives below, together with impact assessment and the equality information we publish, address this duty.

The Access Plan

The Access Plan addresses our duty under Section 88 of the Equality Act 2010 (this is currently being updated Sept 2017 and will be published on the school’s website during the Autumn Term 2017).

The percentage of pupils with an additional or special need or disability is in line with the national statistics. The access plan outlines how reasonable adjustments are made to remove barriers to learning to enable these pupils to succeed.

Context of our school in relation to promoting equality

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates how our school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning actions to promote equality.

- **Ethnicity/culture context of the school (local and national)**

The majority of pupils at Sacred Heart are White British (92%) which is well above the National figure of 69%.

There are very small numbers of pupils with other ethnic backgrounds. We have a small percentage of pupils with English as an additional language (5.6% EAL) compared to the national 20%. This is a gradually increasing picture. Our school makes very good provision for these pupils and for the small numbers of pupils from refugee/asylum seeker backgrounds. We work in partnership with Wigan Council's Ethnic Minority Achievement Service (EMAS), to support these pupils and ensure equality of opportunity. Pupils with EAL perform very well according to the school's tracking system.

- **Religion/belief context of the school (local and national)**

Sacred Heart is a Catholic School, which has 69% of baptised Catholics on role with 17% of pupils from other Christian traditions, 3% who are of other religions and 12% of pupils with no identified faith background.

There are strong links with Sacred Heart RC Church and Parish which enrich pupils' religious, spiritual, moral and social education. As a Catholic School our curriculum is built on the examples and teachings of Jesus Christ and our RE Curriculum 'Come and See' gives opportunities for exploration of the differences and similarities between people and the contributions they make to our community. A variety of religions and beliefs are shared and celebrated in lessons and assemblies. Through the curriculum and collective worship and at all times in the school day, children learn about rights and responsibilities and they are aware of the seriousness of discrimination and unequal treatment and the repercussions that arise from them.

- **Socio-economic context of the school (local and national)**

The percentage of pupils claiming their entitlement to free school meals is in line with the national average. The percentage of children who are entitled to free school meals is similar to the National picture (22%) and disadvantaged pupils make up 20% of the school population. The IDACI Score (Income Deprivation Affecting Children Index) shows that the Sacred Heart is similar to other schools nationally.

ACORN data is used to indicate the breakdown of the schools population in terms of prosperity. ACORN data for Sacred Heart shows that 69% of families with children at Sacred Heart have financial pressures, with only 6% of families described as affluent achievers. In comparison with the local Wigan context, there are more families at Sacred Heart who experience financial hardship.

- **Current issues affecting cohesion at school, local and national level**

Sacred Heart Catholic Primary School provides excellent opportunities for pupils to contribute to the school and wider community. Pupils are proud of their school and committed to enriching the school community. Their involvement is valued and it contributes to the quality and ethos of the school. Pupils have a growing appreciation of wider issues affecting the local and global communities and understand what it means to be a citizen in Britain.

Pupils are encouraged to participate in charity work and fund raising in school at local, national and international contexts. E.g. Joseph's Goal, Macmillan, Nugent Care, Joining Jack, The Brick, NSPCC, CAFOD, Sal's Shoes, etc.

Partnership with parents is crucial in ensuring equality for all. Parent workshops are offered at different times throughout the year. They include 'Meet the Teacher', pupil progress meetings, and workshops to support their child's learning and development through the school's 'Curriculum Information Meetings'.

Induction for new parents and their children is well planned to ensure new children are able to settle quickly and their individual needs are understood before admission to our school.

There is successful support for parents through the involvement of a range of services including, the School's Learning Mentor, the Children and Families Support Workers, Startwell, the School Nurse etc. These services are available to families who may experience difficulties and become vulnerable for one reason or another.

The school website is used for information and communication with Parents/Carers, local and wider communities. Our weekly 'Heart Beat' bulletin and termly 'From the Heart' magazine provide information for parents/carers and the local and wider communities.

We have successfully put into place effective policies and strategies to promote community cohesion. These include: positive Behaviour Policy, Anti-bullying Policy, Sex and Relationships Policy, SEND Policy, etc.

In assemblies and through Religious Education we promote positive attitudes and develop learners' understanding of other faiths, beliefs and cultures. Monitoring of lessons shows that through the curriculum, teaching and learning, pupils gain knowledge and understanding about life and cultures in other places.

Through the 'Learning Challenge' curriculum, we are successful in promoting community cohesiveness by learning about common identity and values.

Parents/carers and our local community are invited to school events e.g. Class Collective Worship, Concerts, Masses, Christmas Markets etc. Our Collective Worship comments book shows how our community values this special time to reflect and share experiences with their children.

The Governors as a whole are responsible for:

- Ensuring that the school complies with the pupil sector equality duty under the Equality Act 2010
- Ensuring that the school complies with the anti-discrimination provisions of the Equality Act 2010
- Ensuring that Governor Training is current and in line with relevant Equality legislation.
- Ensuring the school complies with the requirements of the Equality Act 2010 (Statutory Duties) Regulations 2011 by:
 - Gathering and publishing the required equality information.
 - Drawing up, publishing and implementing the school's equality objectives

The Headteacher (Mrs C. Mason) is responsible for:

- Ensuring that measurable steps are taken to address the school's stated equality objectives;
- Ensuring that the Governors, staff, pupils, and their parents / carers are aware of equality issues, as relevant.
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to pupils, staff, parents / carers and visitors to the school.
- Dealing with reports of prejudice-related incidents.

All staff are responsible for:

- Avoiding unlawful discrimination against anyone.
- Promoting equality and community cohesion in their work.

- Fostering good relations between groups;
- Dealing with prejudice-related incidents;
- Recognising and tackling bias and stereotyping.
- Attending relevant training with regard to Equality legislation.

Visitors and contractors are responsible for following relevant school policy.

Publication of Equality Information

At the end of each school year, under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will publish our Equality Objectives and information relating to our performance of the public sector equality duty in a manner that is reasonably accessible to the public e.g. website, prospectus, newsletter etc. This will be information on pupils and staff regarding protected characteristics, who may be affected by policies and practices. The purposes of analysing this information is to ensure that we are furthering the three aims of the public sector equality duty. The source of this information may be evidenced through data as well as through comments resulting from engagement with relevant people.

How we choose our Equality Objectives

We have taken a holistic approach to choosing our equality objectives and the process has involved gathering a range of information as follows:

- from the data and information collected over time from questionnaires,
- communicating with outside agencies for advice and support
- communicating formally and informally with parents/carers
- liaising with network cluster partners (IMPACTS) and with our Consortium of Schools

The evidence is then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups in terms of the protected characteristics

Equality Objectives 2017 – 2020 for Sacred Heart Catholic Primary School

Equality objective	How progress will be measured
1. Address differences in pupil outcomes in order to ensure that every pupil maximises their progress.	<ul style="list-style-type: none"> • All reading, writing and maths initiatives, implemented to improve progress and narrow attainment gaps will be monitored and evaluated by the SLT, Subject Leaders, SENCO and Headteacher as appropriate. • Governors will be fully informed on a regular basis (at least termly) of the attainment and progress of all groups of pupils.
2. All pupils will understand their citizenship responsibility to uphold British Values	<ul style="list-style-type: none"> • All staff will encourage active citizenship and children will be nominated for PROUD Awards and other appropriate

	<p>awards in line with school policy.</p> <ul style="list-style-type: none"> • Monitoring (including discussions with pupils) will be carried out by subject leaders and governors to measure the impact from Collective Worship, RE, educational visits and visiting speakers. • The revised ‘Learning Challenge’ Curriculum will be developed to include and enhance pupils’ spiritual, moral, social and cultural development and understanding of British Values. Its success in addressing this objective will be monitored by SLT and Governors. • Programmes of learning for Sex and Relationships Education (Journey in Love) will help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people. • Visits and visitors will be carefully planned in order to promote understanding of other faiths and cultures in our predominantly white British area • Staff training in British Values and the PREVENT strategy will be carried out, to improve staff knowledge and understanding, so that we are able to keep our community safe and people feel that they belong.
<p>3. Pupils will be offered opportunities to access learning opportunities outside of the school day and in off site visits</p>	<ul style="list-style-type: none"> • We will widen our range of after school clubs so that more children can access this provision • We will ensure our out of school hours club, ‘Kidz United’ supports our Equality objectives • We will use the outcomes of questionnaires to inform activities taking place after school and within the school curriculum
<p>4. The needs of specific groups/individual parents/carers will be taken into account</p>	<ul style="list-style-type: none"> • Any needs arising from questionnaires or direct contact will be monitored. • Letters will be translated whenever possible, when required. • Parents from split families will both receive newsletter and invitations to parental consultations etc. • Specific needs of disabled individuals will be met through relevant adjustments, along with support and advice from external agencies • Support will be given for any families who are affected by Gender Issues e.g. families affected by domestic violence, involvement by fathers, sexist, sexual or transphobic bullying. The Children and

	<p>Families Support Workers will link with the relevant outside agencies for support and monitor as appropriate.</p> <ul style="list-style-type: none"> • Senior leaders will monitor actions related to the above points
<p>5. All displays, books and resources within school will be diversity rich and will be free from any discrimination or stereotyping</p>	<ul style="list-style-type: none"> • School staff will be vigilant and will inform Assistant Head teachers of any concerns • Subject leaders will monitor areas and resources.
<p>6. Attendance of all pupils will improve to enable all to access their educational entitlement and maximise progress</p>	<ul style="list-style-type: none"> • The Pastoral Team will monitor attendance of individual pupils and by vulnerable groups e.g. boys, SEN pupils, swiftly following up concerns and involving external agencies when needed • The Headteacher will report outcomes to the Governing Body on a termly basis
<p>7. Socio-economic inequalities will be addressed.</p>	<ul style="list-style-type: none"> • Vigorous monitoring of disadvantaged groups by the Deputy Headteacher will impact on narrowing the attainment gap for disadvantaged pupils
<p>8. Disability equality will be respected.</p>	<ul style="list-style-type: none"> • School will provide equal opportunities for all disabled pupils and make reasonable adjustments where necessary. • The needs of disabled parents/carers, pupils, staff and visitors will be taken into account and will be monitored within questionnaires and with direct contact. • School will continue to provide a differentiated approach to teaching and learning. • Additional staff will be provided for after school clubs where needed to allow disabled pupils to access the provision • This area will be monitored by the SENCo and SLT.