

# St. Michael & All Angels Primary School



## Equality and Diversity Scheme

This policy was adopted on	<b>Date: Sept 2017</b>
<b>By Name:</b>	<b>Fr A Rowlands</b>
<b>Position:</b>	<b>Chair of Governors</b>
<b>Signature:</b>	on behalf of St Michael & All Angels Primary School

Equality Scheme

Contents

- i. Values
- ii. School content
- iii. Legal background
- iv. Roles and responsibilities
- v. Stakeholder consultation
- vi. Impact on assessment
- vii. Our school's Equality and Diversity Priorities
- viii. Action Plan

### Vision and Values

“Building a society built on fairness and respect where people are confident in all of their diversity,” is the aim of the Equality Act 2010.

This scheme strengthens the Equality Act 2010 which provides a legal framework to protect the rights of individuals and advancement of Equal opportunities for all.

#### Our vision for our school is set out in our Mission Statement (see Appendix 1)

In addition we have a due regard to:-

- ❖ advance equality of opportunity
- ❖ eliminate unlawful discrimination, harassment and victimisation
- ❖ foster good relations
- ❖ undertake general duties underpinned by specific duties
- ❖ protect the following 9 characteristics:-
  - i. age
  - ii. disability
  - iii. race
  - iv. sex (gender)
  - v. gender assignment
  - vi. marriage/civil partnerships
  - vii. religion/belief
  - viii. sexual orientation
  - ix. pregnancy or maternity

St Michael and All Angels acknowledges the exceptions to the discrimination provisions for schools that existed under previous legislation- such as the content of the curriculum, collective worship and admissions to single sex and schools of a religious character, are all replicated in the new act 2010.

#### Specific duties

Specific duties are to be transparent and will include:-

- ❖ Publishing specific and measurable equality objectives in an Equality Scheme
- ❖ Set out how progress on the objectives will be measured
- ❖ Publish information (at least annually) to show how they are performing
- ❖ Prioritise issues and action points for our school community
- ❖ Assess the potential impact of policies and functions against the protected characteristics
- ❖ To have due regard to eliminating discrimination, harassment and victimisation and promoting good relations
- ❖ To publish a map of annual actions which promote good relations

School Context

The characteristics of our school Sept 2017

Characteristic	Total	Breakdown
Number of pupils	223 179	Female 55% Male 45 %
Number of staff	47 4	Female Male
Number of Governors	7 4	Female Male
Religious character	76 8 0 16	%RC %other %Muslim %non
Attainment on entry		Below or well below average
Mobility of school population		Low 90% stability
Pupil eligible for FSM	30	%
Deprivation factor		80 <sup>th</sup> to 100 <sup>th</sup> percentile
Disabled staff	None	None
Disabled pupils SEN LDD	77 5 73	Total on register Statements Wave 2 and Wave 3
Disabled pupils no SEN	None	
BME pupils	None	
BME staff		
Pupils EAL	2 2	female male
Average attendance %		96.0%
Significant partnerships/provision		Kirkby Collaborative Kirkby Catholic Heads Rainbows after school provision
Awards/specialist status		Healthy School Award Basic Skills Sport England Arts Mark International School Award Fair trade Award-working towards Green Flag Award

*Roles and Responsibilities*

Chain of accountability

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Anne Louise Bowman retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 6 months, the Senior Management Team and key staff will report to the Headteacher on actions and progress.

Every 6 months the Headteacher will report to the Governing Body  
 On equality and Diversity.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for:-	Key Person
Single Equality scheme	A L Bowman Headteacher
Disability equality ( including bullying)	A L Bowman Headteacher
SEN (including bullying)	A L Bowman Headteacher M Trayer SENCo Colin Lewis Learning Mentor
Accessibility	A L Bowman Headteacher M Trayer SENCo
Gender equality (including bullying)	A L Bowman Headteacher
Race equality (including bullying/racist incidents)	A L Bowman Headteacher
Equality and Diversity in curriculum content	A L Bowman Headteacher
Equality and Diversity in pupil achievement	A L Bowman Headteacher
Equality and Diversity- behaviour/exclusions	A L Bowman Headteacher
Participation in all aspects of school life	A L Bowman Headteacher
Impact assessment	A L Bowman Headteacher Governing Body
Stakeholder consultation	A L Bowman Headteacher
Policy review	A L Bowman Headteacher Governing Body M Trayer SENCo
Communication of key actions	A L Bowman Headteacher

Commitment to action  
SMT

	Governors will:
Policy Development	<ul style="list-style-type: none"> <li>❖ Provide leadership and drive for the development and regular review of the school's equality and other policies</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>❖ Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li> <li>❖ Highlight good practice and promote it throughout the school and wider community</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>❖ Provide appropriate role models for all managers, staff and pupils</li> <li>❖ Congratulate examples of good practice from the school/staff and pupils</li> <li>❖ Ensure an consistent response to incidents</li> </ul>
Public sector duties	<ul style="list-style-type: none"> <li>❖ Ensure that the school carries out the letter and the spirit of the statutory duties (returns to LA)</li> </ul>
	Headteachers and senior staff will:
Policy Development	<ul style="list-style-type: none"> <li>❖ Initiate and oversee the development and regular review of equality policies and procedures</li> <li>❖ Consult pupils/staff and other stakeholders in the development and review of the policies</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>❖ Ensure the effective communication of the policies to all pupils /staff and stakeholders</li> <li>❖ Ensured that staff are trained so that they can carry out these policies</li> <li>❖ Oversee the effective implementation of these policies</li> <li>❖ Hold line managers accountable for the implementation of these policies</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>❖ Provide appropriate role models for staff and pupils</li> <li>❖ Highlight good practice in year groups/staff and pupils</li> <li>❖ Provide mechanisms to share good practice</li> <li>❖ Ensure consistent responses to incidents</li> </ul>
Public sector duties	<ul style="list-style-type: none"> <li>❖ Ensure that the school carries out its statutory duties effectively</li> </ul>

Whole staff

	All staff/teaching and non-teaching will:
Policy Development	<ul style="list-style-type: none"> <li>❖ Contribute to the consultations and reviews</li> <li>❖ Raise issues with the Senior Staff which could contribute to policy review and development</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>❖ Maintain awareness of the school's current equality policy and procedures</li> <li>❖ Implement policies as it applies</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>❖ Implement the policy as it applies</li> <li>❖ Behave with respect and fairness to all colleagues and pupils, carrying out the spirit of the equality scheme</li> <li>❖ Provide a consistent approach to incidents</li> </ul>
Public sector duties	<ul style="list-style-type: none"> <li>❖ Contribute to the implementation of the school's equality scheme</li> </ul>

Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils Governors and parents in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see Action Plan).

Characteristic	Stakeholder
Disability-physical and mental	Parent-PPPs/reviews/open afternoon Pupil- IEPs/reviews/open afternoon/PASS/pupil interviews Gov Body- minutes/annual review of policies Staff -Inclusion Policy/Accessibility/Perf man/observations scheme/Admissions/CPD/other agencies
Gender	Parents- PPPs/reviews/open afternoon Pupils IEPs/reviews/open afternoon/PASS/pupil interviews Staff-Inclusion Policy/Accessibility/Perf Man/observations/other agencies Gov Body minutes/annual review of policies
Race	Parent-PPPs/reviews/open afternoon Pupil- PPPs/reviews/open afternoon/PASS/pupil interviews Gov Body- minutes/annual review of policies Staff -Inclusion Policy/Accessibility/Perf man/observations scheme/Admissions/CPD/other agencies
Age	Parent-PPPs/reviews/open afternoon Pupil- PPPs/reviews/open afternoon/PASS/pupil interviews Gov Body- minutes/annual review of policies Staff -Inclusion Policy/Accessibility/Perf

Impact Assessment

All school policies from March 2010 will be impact assessed with regard to the characteristics that are to be shown due regard in the Equality Act 2010 at the time of the review and issues arising will be carried forward into the equality action plan. Additionally, in the roles and Responsibility section of this document it is set out who is responsible for gathering and monitoring data.

A full report will be given to Governors each Summer term.

This will include measureable outcomes:-

- ❖ What we did.
- ❖ How do we know?
- ❖ What the children think.
- ❖ What the parents think



*Key Priorities for Action*

Achievements to date (Summer 2017)

- Access / school security – see completed Health and Safety Audit 2017
- Curriculum to include skills for all groups of children- engagement of all groups of learners ( pupil questionnaires)
- Tracking includes all significant groups (whole school and class)
- Recruitment of staff, interviews of staff to be inclusive of different groups

Areas the school has identified as a priority and why.

Priority
1. Audit current practice and develop an annual map of events/actions
2.Disability/ access
3. Curriculum access
4. Tracking progress of Dis/gender/race etc
5. Policy reviews
6. Stakeholder consultation
7.Impact assessment
8.Communication of action and progress/ staff notice board
9. interviewing of staff to be inclusive of different groups
10. Accessibility to after school clubs

*Action Plan Sept 2017- Sept 2018 Making progress on equality issues*

Priority	Characteristic	Task	Responsibility	Review/impact
1. Audit current practice and develop an annual map of action/events alongside S G'ing	All	<ul style="list-style-type: none"> <li>To send questionnaires and learning walks to look at classroom environments</li> <li>Gov to take part in learning walk</li> <li>Look at curriculum plans</li> </ul>	HT SENCo staff	Autumn 2017 to have curriculum map for whole school
2. Complete a review of accessibility plan and access of disabled (physical/mental family members too) pupils to school and curriculum/extended school	disability	<ul style="list-style-type: none"> <li>Complete a review of accessibility plan</li> <li>Put key actions into place</li> <li>Monitor incidents with due regard to disability</li> </ul>	SENCo  SMT  DSO	Access is good with due regard to children with disability
3. Curriculum access	Disability Gender race	<ul style="list-style-type: none"> <li>To observe lessons and monitor engagement of children/ Planning Ensure that pupils have access to extra curricula activities and other activities e.g. residential</li> </ul>	SMT SENCo Gov Body School Council	Access to curriculum is equal and adapted- SENCO interviews After school clubs reflect all groups- A Richardson
4. Track the progress of groups in the equality act 2010	All groups	<ul style="list-style-type: none"> <li>SMT to collect data on progress and attainment</li> </ul>	SMT Gov Body parents	Children make progress and achieve expected progress
5. Policy review	All groups	<ul style="list-style-type: none"> <li>Headteacher to ensure policy review and reports to Gov annually</li> <li>Ensure that action points are a set agenda item on Gov minutes</li> </ul>	Headteacher SMT Gov Body	Governing Body policy review map Autumn 2017 HT report to Governors
6. Stakeholder consultation	All groups	<ul style="list-style-type: none"> <li>Participate in reviews/ questionnaires/</li> </ul>	Parents Pupil Gov Body	<u>Jan 2018</u>

		Gov Body to take part in review	Teaching and non-teaching staff	
7. Impact assessment	All	<ul style="list-style-type: none"> <li>• Policy reviews to include an impact assessment</li> <li>• CPD training on policy writing</li> </ul>	Staff SMT Headteacher Gov Body	July 2018
8. Communication of action and progress	All	<ul style="list-style-type: none"> <li>• Scheme validated by Gov Body</li> <li>• Accessible in written form</li> <li>• Web site</li> <li>• To Gov Body/staff/parents/children <ul style="list-style-type: none"> <li>• Ensure that action points are a set agenda item on staff meeting agenda</li> </ul> </li> </ul>	Staff SMT Headteacher Gov Body Parents Pupils	July 2018
9. Recruitment	all	<ul style="list-style-type: none"> <li>• Pay policy to be updated and reviewed</li> <li>• Performance to pay due regard to equality</li> </ul>	Gov Body Headteacher SMT	Staff are aware of equality actions Recruitment pays due regard to equality and diversity characteristics

Appendix 1-Mission Statement  
Appendix 2- Impact Assessment  
Appendix 3- Policy checklist