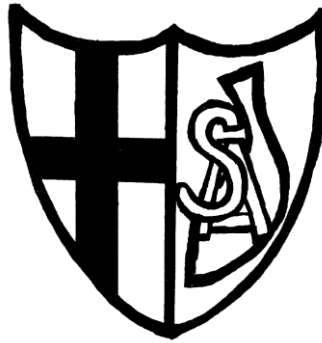


St Albert the Great Catholic Primary School



'The more I learn about the world in which I live, the closer I grow to God'

Equality Scheme

Based on Herts model policy

Author: Headteacher

Approved: December 2015

Next Review: December 2016 (data)

December 2019 (equality objectives)

*This copy includes the December 2016 data update

Contents

- 1: Vision and Values
- 2: School Context
- 3: Legal Background
- 4: Roles and Responsibilities and Publish Information
- 5: Engagement – Participation and Involvement
- 6: Using information, Equality Impact Assessment, data and other information
- 7: Our School's Equality Priorities
- 8: Setting Equality Objectives Action Plan

1: Vision and Values

Our equality vision and the values that underpin school life

The Catholic Ethos of the School

At St. Albert the Great Catholic Primary School we aim to provide the highest quality education and care for all our children. We work hard to offer a welcome to each child and family and to provide a safe, warm, inclusive and caring environment within which all children can learn and develop and so all have equal access in order to achieve the highest possible standards of achievement.

St. Albert the Great Catholic School was founded by and is part of the Catholic Church. Our school is to be conducted as a Catholic school in accordance with canon law and teachings of the Catholic Church, and in accordance with the Trust Deed of the Archdiocese of Westminster and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

This School Equality Scheme reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. It is in keeping with our vision, *'The more I learn about the world in which I live, the closer I grow to God'*, that, through our curriculum, we will prepare our pupils for participation in our richly diverse society. It furthers our aim to promote equality of opportunity and good race relations, and to eliminate any form of racial discrimination and prejudice against children, parents, carers, staff, visitors and the wider community served by the school.

It recognises the multicultural context of our school and covers members of all ethnic and national groups represented in our school community including Gypsy, Roma and Traveller pupils and their families. Using a whole-school approach, we will ensure that we do not inadvertently discriminate. We will achieve this by monitoring and reviewing our practice, planning opportunities within the curriculum for promoting good race relations and dealing with racist incidents effectively. We will implement our strategies for dealing with racist incidents according to guidance provided by the Equality and Human Rights Commission (EHRC) and the local authority, and in accordance with known best practice for supporting all children, parents, carers, staff and visitors to the school.

We are committed to offering an inclusive curriculum to ensure the best progress for all our pupils, whatever their needs and abilities. We want to identify and break down possible barriers to learning.

At St. Albert the Great Catholic Primary School we endeavour to:

- ✓ Create a happy, Christian community of pupils, staff, parents, governors and parish where the teaching and values of Christ are at the heart of all our activities
- ✓ Sustain the Catholic life of our school through religious teachings, through the experience of prayer and worship and through the Christian values which permeate throughout the school
- ✓ Provide a stimulating and challenging curriculum in an effort to attain the highest possible standards
- ✓ Encourage our children to question and answer without the feeling of failure, to give them a sense of achievement
- ✓ Foster self confidence and to motivate our children to take pride and pleasure in their work, to build on their successes
- ✓ Help our children acquire the knowledge and skills to respond with commitment and enjoyment to the learning environment
- ✓ Encourage our children to work both independently and co-operatively
- ✓ Assist our children to develop problem solving and investigative techniques and to assess their own learning
- ✓ Encourage in our children a sense of responsibility for their own learning, their personal growth, their community and for the world in which they live
- ✓ Provide support, enrichment and realistic expectations for our children
- ✓ Provide opportunities for parental involvement in their children's education.

Guiding Principles

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- . whether or not they are disabled
- . whatever their ethnicity, culture, national origin or national status
- . whatever their gender and gender identity
- . whatever their religious or non-religious affiliation or faith background
- . whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- . disability, so that reasonable adjustments are made
- . ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- . gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- . religion, belief or faith background
- . sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- . positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- . positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- . mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- . whether or not they are disabled
- . whatever their ethnicity, culture, religious affiliation, national origin or national status
- . whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- . disabled and non-disabled people
- . people of different ethnic, cultural and religious backgrounds
- . girls and boys, women and men.

Objectives

We formulate and publish specific and measureable objectives which we will keep under review and report annually on progress towards achieving them.

2: School Context

The characteristics of our school

Context and location:

St Albert the Great Catholic Primary School is a one form entry school within the trusteeship of the Diocese of Westminster. There are 239 pupils on the roll and there is a 30 place nursery (31 in current cohort). The school was re-built in 2013.

The school is situated on the borders of the Leverstock Green and Bennetts End wards of Hemel Hempstead and the latter is classed as an area of high deprivation. Some of the pupils are from these wards but some come from further afield due to the faith nature of the school.

18.4% of the pupils are on the SEN register; this is higher than the national average (12.1%). Most of these pupils have general learning difficulties, although a small number have emotional and behavioural needs. We have 3 children with a full EHCP and receive exceptional needs funding for 3 children. 22% of the pupils have English as an additional language, as compared to 20.1% nationally. 47% of the pupils are from minority ethnic groups, particularly white European, African and GRT groups. This is higher than national statistics (31.6%).

(Statistics based on 2016 Raiseonline Report and December 2016 pupil data)

Characteristic	Total	Breakdown (number and %) (Counted Dec 2016)
Number of pupils	239	118 (49.3%) Female 121 (50.6%) Male
Number of staff	36	86.1% Female 13.8% Male
Number of governors	11	63.6% Female 36.3% Male
Religious character	Catholic	
Attainment on entry	<p>FS1 (14 boys, 17 girls) All: Above average in CL, PD, PSED, L, M, EAD. In line with average in EAD. Boys- Above average in CL, PD, In line with average in PSED, EAD, below average in L, M, UW. Girls – Above average in CL, PD, PSED, L, M, UW, EAD.</p> <p>FS2 14 boys, 16 girls) All: Above average in CL, PD, PSED, M, UW, EAD. In line with average in L. Boys – Above average in PD, PSED, M, UW. In line with average in CL, L, EAD. Girls – Above average in CL, PD, PSED, M, UW, EAD. Below average in L.</p>	
Mobility of school population	Slightly below national	
Pupils eligible for FME	14.6%	(National average 2016 = 25.2% (2016 Raiseonline)
Deprivation factor	0.21	(National = 0.21)
Disabled staff	1	
Disabled pupils (SEN)	0	
Disabled pupils (no SEN)	1	
BME pupils	47%	
BME staff	4	
Pupils who speak English as an additional language	22%	
Average attendance rate	96%	
Significant partnerships, extended provision, etc.	Westminster Diocese Hertfordshire Local Authority (Herts4Learning)	

Hemel Hempstead Family Services Partnership of Dacorum Schools (PODS) Dacorum Delivering Special Provision Locally (DSPL) Dacorum Schools Sports Partnership Dacorum Head teachers' Consortium Hemel Hempstead Catholic Headteachers' Partnership Breakfast club Lunch Club for Nursery children After school club
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3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

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

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- . Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- . To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- . age (for school staff only)
- . disability
- . ethnicity and race
- . gender (sex)
- . gender identity and reassignment
- . pregnancy, maternity and breast feeding
- . religion and belief
- . sexual orientation
- . marriage and civil partnership*

Disability

At St Albert the Great School we implement accessibility plans which are aimed at:

- . increasing the extent to which disabled pupils can participate in the curriculum
- . improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- . improving the availability of accessible information to disabled pupils

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

Community Cohesion

At St. Albert the Great Primary School we are committed to being part of a local, national and international community. We aim to participate in community events and to share our talents and skills with others. By working for the common good we strive to develop the pupils' understanding of the communities in which they belong and the roles and responsibilities that come with being part of these. Through this, and the implementation of a broad and balanced curriculum, the children learn about equality and diversity. They learn that we are all equal and made in the image of God.

4: Roles and Responsibilities and Published Information

Chain of accountability

At St. Albert the Great Catholic Primary School, the Board of Governors, supported by the Headteacher and staff, are responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher, Mrs Kathy Little, retains overall responsibility for ensuring that the action plan is delivered effectively.

There will be an annual report on equality and diversity to a meeting of the Full Governing Bod, included as part of the SEND annual report.

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

Responsibility for	Key personnel
Single equality scheme	SLT and Governors
Disability equality (including bullying incidents)	Headteacher and SENCo
SEN/LDD (including bullying incidents)	SENCo
Accessibility	SENCo
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Headteacher and SLT
Equality and diversity in pupil achievement	Headteacher and SLT
Equality and diversity – behaviour and exclusions	Headteacher and SENCo
Impact assessment	Headteacher and SENCo
Stakeholder consultation	Governing Body
Policy review	Governing Body
Communication and publishing	Governing Body

Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually.

Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to Publish Information

At St. Albert the Great Catholic Primary School we will publish information annually relating to:

- Our Equality Scheme and a summary of work which will demonstrate our commitment to eliminating discrimination and advancing equality
- Policies such as the Teaching and Learning, Behaviour, Anti-Bullying, Inclusion, Punctuality and Attendance, Uniform and Recruitment Policies
- The Home / School Agreement
- Attainment Data
- Actions that have been carried out in response to school evaluation to support vulnerable groups
- Curriculum links which enhance the children's learning about other cultures and religions
- Involvement with other communities
- Links with other schools, both in the UK and abroad, which enable the children to exchange experiences with those from other backgrounds
- Focus groups and initiatives to explore and improve relationships within the school community

The information will be available on the school website and paper copies of the information are available on request.

Commitment to action

All members of the St. Albert Community will promote the Catholic Church's teaching that we are all made in the likeness of God and that we are all equal in the eyes of God. In addition:

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

The Head teacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils

- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

Senior Leadership Team will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and provide support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

All Pupils/students will:

- Treat everyone in the way in which they would like to be treated
- Contribute to consultations and reviews of the school's policies and procedures
- Behave in accordance with the school's policies and the Catholic teachings

All Parents/carers will:

- Support the governors and staff of the school by upholding school's policies and the Catholic teachings
- Contribute to consultations and reviews of the school's policies and procedures
- Liaise with staff to develop the school's equality policy

At St. Albert the Great School we operate equality of opportunity in our day to day practice in the following ways:

Teaching and Learning: We aim to provide all pupils with the opportunity to access the curriculum at their level and so achieve their potential (please refer to Teaching and Learning Policy)

Admissions and Exclusions: (please refer to Admissions Policy and Exclusions Policy)

Equality and staff: We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions – parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school’s approach, such as disability equality groups and other relevant special interest organisations.

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.

6: Using information – Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

At St. Albert the Great Catholic School, EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms, such as student voice activities and anti-bullying questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

6: Our School’s Equality Objectives

Key priorities for action

Our equality objective-setting process has involved gathering evidence as follows:

- Meetings with the pupil council
- Liaison with parents of disabled pupils
- Liaison with disabled parents
- Pupil voice re ethnicity and cultural backgrounds, gender equality, the needs of disabled pupils

List of equality objectives:

Equality Objectives	Protected Characteristic
1. Ensure good progress for all groups of SEND pupils through the use of assessment data and close tracking by the SENCo and SLT.	All characteristics
2. Ensure good progress for all groups of vulnerable pupils through the use of assessment data and close tracking by the class teachers, assessment leader and SLT.	All characteristics
3. Ensure good progress for all pupils through the use of assessment data and close tracking by the class teachers, assessment leader and SLT.	All characteristics
4. Close the gender gap at KS1 in writing for boys by ensuring there is no significant progress or attainment gap.	Gender
5. Close the attainment gap for PPG pupils so that they exceed the national average on non-PPG pupils. 100% to make at least expected progress.	All characteristics
6. Close the gender gap at KS2 for girls in Maths by ensuring there is no significant progress or attainment gap with 100% of girls making expected or better progress.	Gender

Setting Equality Objectives Action Plan

Equality Objective	Protected Characteristic	Lead Person	Measurable Success Indicator	Timing	Review Date
Ensure good progress for all groups of SEND pupils (through the use of assessment data and close tracking by the SENCo and SLT)	All characteristics	INCo	All SEND children make expected or better progress each year. An increased % of SEND pupils reach end of Key Stage expectations ('Advancing' within our Milestones)	Termly	July 2017
Ensure good progress for all groups of vulnerable pupils through the use of assessment data and close tracking by the class teachers, assessment leader & SLT.	All characteristics	INCo	All children to make expected or better progress each year. An increased % of pupils reach end of Key Stage expectations.	Termly	July 2017
Ensure good progress for all pupils through the use of assessment data and close tracking by the class teachers, assessment leader and SLT.	All characteristics	HT	All children to make expected or better progress each year. An increased % of pupils reach end of Key Stage expectations.	Termly	July 2017
Close the gender gap at KS1 in writing for boys by ensuring there is no significant progress or attainment gap.	Gender	Literacy Subject Leader	Boys will be on track to meet or exceed targets at the end of the Key Stage. No significant gap between the achievement of boys and girls in writing at KS1.	Termly	July 2017
Close the attainment gap for PPG pupils so that they exceed the national average on non-PPG pupils. 100% to make at least expected progress.	All characteristics	INCo	Gap between PPG and non-PPG is narrowing. All PPG pupils to make at least expected progress.	Termly	July 2017
Close the gender gap at KS2 for girls in Maths by ensuring there is no significant progress or attainment gap. 100% of girls make expected or better progress.	Gender	Maths Subject Leader	No significant progress or attainment gap with 100% of girls making expected or better progress.	Termly	July 2017