

	ST JOSEPH'S CATHOLIC PRIMARY SCHOOL <i>"Learning and Growing Together in the Light of God's Love"</i> SINGLE EQUALITY SCHEME
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The Single Equality Scheme takes into consideration the 'General' and 'Specific' statutory duties in promoting equality across the full range of protected characteristics, namely:

- Sex (Gender)
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- The school considers age as a relevant characteristic in its role as employer, but not in relation to pupils

The General Duty

The school recognises its 'General Duty' to:

- Eliminate conduct that is prohibited by the Equality Act (2010)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Specific Duties

- Publish information showing that the school has complied with the General Duty (annually)
- Publish evidence of the equality analysis undertaken (annually)
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement it undertook in developing their Equality Objectives
- Set and publish Equality Objectives

The Specific Duties – a) Information Showing the School has complied with the General Duty

Duty	Actions taken
<p>Eliminate conduct that is prohibited by the act</p>	<ul style="list-style-type: none"> – The centrality of equality and inclusion in our school is very evident in our daily work, our policies and procedures. – School policies are reviewed annually to ensure the centrality of equality and inclusion in our faith school, recognising that our children belong to a society and world that is diverse and multi-cultural. – Monitoring indicates that reported incidents of any kind of discriminatory or prejudice-related bullying or poor behaviour, (including racist and homophobic) are very rare, and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities. – The school has an Equality Policy in place and the current required Equality Schemes and Accessibility Plan. – We survey children and parents regularly and always respond to any concerns which – are raised.
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> – There are established and effective monitoring systems in place to track pupil attainment so that individual pupil progress can be monitored including those with1 protected characteristics on Pupil Premium; children with SEND and those subject to Statements or Education Care and Health Plans. – A range of interventions is in place to support learning when required. For example: reading interventions; small group support for number concepts in Maths. . – Adults intervene effectively to prevent incidents of poor behaviour or bullying. – Pupils report that they feel safe in school, and that their views are listened to. 100% were able to identify a “safe” adult in school who they would talk to if they were worried.
<p>Foster good relations across all characteristics</p>	<ul style="list-style-type: none"> – Equality and Inclusion are central to our school Mission Statement and our ethos. Gospel and British values inform our relationships. – There are opportunities in Assemblies and in EPR (Education in Personal Relationships), as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension (e.g. Fairtrade week; Other Faiths weeks) – Pupils and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year. e.g. Fundraising Fridays in Lent where the children choose diverse charities to support in their house groups. – We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media. – It is recognised that real inclusion requires listening effectively to children and this is encouraged through for example circle time; the school council; worry boxes; playground squad to support pupils at playtimes – Our school council is democratically appointed and is broadly reflective of the existing diversity of the school community. All Year 6 pupils take on a position of responsibility within the school.

The Specific Duties – b) Publish Evidence of Equality Analysis Undertaken

Policy/practice considered	How the outline policy/practice was evaluated	Outcome of analysis
Behaviour	Behaviour policy is reviewed annually. Expectations of behaviour are clear and displayed for children. They are reviewed at the beginning of each academic year and discussed regularly in EPR sessions. Incidents of poor behaviour are logged and analysed for patterns or trends by the SLT.	There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices.
Anti-Bullying	Anti-bullying policy is reviewed annually. Participate annually in the national Anti-Bullying Week. School Council review their Anti-Bullying Leaflet annually. Pupils have an important role to play in the implementation of this policy in their roles as School Council, Playground Squad and role models for the younger children. Our “It’s OK to tell” rule is central to the implementation of this policy.	Bullying Log is maintained with full records kept of any incidents. The number of bullying incidents, defined as sustained, deliberate actions is negligible. Evidence from Anti Bullying Week work in class and assemblies through surveys indicates pupils understand what bullying is and how they can help to prevent it. Children use worry boxes or similar to report situations and invite adult intervention. On line Safety is embedded in the curriculum; parent workshops have been held on Online safety
Curriculum, Religious Education and RSE Policies	These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. RE policy reflects our identity as a Catholic School. At least 10% of teaching time is dedicated to RE on a weekly basis. Our Relationships and Sex Education Policy (RSE) has been ratified by Governors for many years and is regularly reviewed. Parents are informed of key details of Sex Education annually.	These policies are implemented well in the context of our identity as a Catholic school.
Learning and Teaching	Learning and Teaching is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed regularly with all teaching staff and ratified by Governors. Learning and Teaching is monitored by senior	Our policy on Learning and Teaching is continually evolving, underpinned by our commitment to Equality and Inclusion. Monitoring activities include aspects relating to ensuring equality of opportunity in learning; they also reflect the diversity of cultures ensuring that specific accommodation is made for children with

	leaders and Subject Leaders across the curriculum.	EAL.
Safeguarding	Policy is annually reviewed by Governors and is constantly updated to reflect changes in legislation and practice. There is a nominated Governor for Safeguarding. An annual audit of policy and practice is completed. All required training schedules are adhered to.	We continue to ensure that all required training is completed. Safeguarding is included as a standing item at all staff meetings. All volunteers are inducted and this involves some training in safeguarding.
Recruitment	Reviewed annually by Governors to ensure compliance with requirements of the Equalities Act.	All policy documents and applications reflect updated guidance with respect to Equality.

The Specific Duties – c) Publish Details of Engagement Undertaken

Individual/Group engaged or consulted with	Outline the nature of the engagement	Summary of outcomes
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the school, primarily through the democratically appointed School Council, but also through class and group consultation and pupil directed questionnaires etc.	Pupils know what to do if they have an issue with bullying or behaviour. There are rarely reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling safe and well-looked after in school. Pupils' ideas are brought to the school council and, where possible, incorporated into school policy and practice Pupils meet governors on the annual Governors' Day in school
Staff	Communication with all groups of staff is good and regular meetings ensure that there are arenas for discussion. There is a culture of openness and shared accountability, which means all are able to make their contribution to improving pupil outcomes and well-being.	Through performance management, staff are able to identify their needs for ongoing training and CPD in a range of areas, including Equality and Diversity.
Governors	Governing Body regularly reviews issues pertaining to equality and inclusion at meetings. There is a link Governor for SEND.	Governing Body is fully committed to the vision of establishing and maintaining a fully inclusive school.

Parents	Channels of communication with parents include weekly newsletters (which include a concerns/queries/comments/compliments reply slip) consultation evenings, letters and emails, surveys, class reps from The Friends of St. Joseph's. Parents have ready access to members of the SLT to discuss any issues they may have. Governors survey parents/carers to ascertain their views on what the school is doing well and what could be improved. Sessions for parents for whom English is an additional language	We support parents to recognise and value the Catholic ethos of the school and our commitment to inclusion Evidence of high levels of attendance at Parents' evenings. Increasing opportunities for parents/carers to attend information sessions about key issues, e.g. Online Safety, Curriculum support. Providing additional support for parents for whom English is an additional language
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The Specific Duties – d) Set and Publish Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Continue to review all statutory and relevant policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies reviewed and updated, in consultation with stakeholders where applicable, in light of the Equalities Act and practices audited.	According to individual policy review date.	SLT and Governing Body
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and assemblies etc, provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.	Continue to monitor and report annually	Subject Leaders / SLT
Gender	To ensure that there is no gap in attainment and progress; to identify trends of attainment for particular sub-groups based on race / disability etc.	The school effectively tracks attainment and progress of all groups for evidence of trends in attainment for particular subgroups and takes appropriate steps to try to ensure parity. Data indicates that all groups make good progress at both key stages. SDP targets any issues identified.	On-going. Termly pupil progress meetings and analysis through Target Tracker.	Class teachers and SLT

Disability	Steps are taken, where necessary, to reduce and / or eliminate negative stereotypes of disability across the school and to promote greater understanding.	Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.	July 2018	SENCO & DHT
All	Seek to broaden and strengthen further our commitment to quality communication systems with all stakeholders	Key information available to all stakeholders in a range of languages /shared in mother tongue.	July 2018	HT