

Our Lady and St. Gerard's Catholic Primary School



Single Equalities Policy and Scheme

Placing God in our hearts we will love, live and learn'.

Aims of the policy

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other 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 protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

School in Context

Our Lady and St. Gerard's Catholic Primary School is located in Lostock Hall, Preston. This is a popular and successful Catholic school for children pupils aged 3 to 11 years. Currently the school has an admission number of 50 pupils. The percentage of boys has historically been much higher than girls, although in the last two years, numbers are roughly equal.

The majority of our school population identify themselves as white British on ethnicity forms. The largest category after White – British is Any other white background, followed by Mixed – any other mixed background. There

Based on information contained in the LSIP the majority of children come from socio-economic backgrounds C.

Our pupil/student population is as follows based on the Lancashire School Information Profile Data for 22/23

Ethnicity

White British	Any Other White Background	Mixed – White and Black Caribbean	Mixed – White and Black African	Mixed – White and Asian	Mixed – Any other mixed background	Asian or Asian British – Indian	Asian or Asian British – Any other Asian	Black or Black British – African	Black or Black British – Any other black background	Chinese	Not obtained	Any other ethnic background	TOTAL
285	9	2	2	2	6	2	5	5	1	1	1	2	323

English as Additional Language

English	Other than English	Not known but believed to be other than English	Total
312	10	1	323

Staff at Our Lady and St. Gerard's Primary School

White British	Any other white background	Other Ethnic background	TOTAL
41	1	1	43

Male Staff = 3 – 7%
 Female staff = 40 – 93%

Governing Body at Our Lady and St. Gerard's Primary School (not including staff Governors)

White British	TOTAL
10	10

Male Governors: 50%
 Female Governors: 50%

Legislation & Guidance

The requirements of the Equality Act have been introduced incrementally since October 2010. In April 2011 the general public sector duty came into force and by April 2012 schools had the specific duty to publish information and the specific duty to publish objectives.

The primary purpose of the legislation is to bring together existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics). The Public Sector Equality Duty is a duty on schools to consider how our policies or decisions affect people in schools who share protected characteristics:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Our Behaviour Charter is 'Be safe, be a learner, be kind and respectful'. As a Catholic school, we also teach elements of Catholic Social Teaching through our curriculum which encourages all children to treat everyone with love and kindness. In our recent Ofsted inspection (September 2022), inspectors noted, *'Pupils are also taught about the importance of respect. They are accepting of each other's differences. Pupils said, 'You don't have to be friends with everyone, but you have to be polite.'*

The Single Equalities Policy outlines:

- The school's approach to the protected equality characteristics; race, religion or belief, sexual orientation, disability, sex, gender reassignment and pregnancy and maternity.
- How the school will manage, plan and include its equality and diversity policy within its day-to-day work.

Eliminating Discrimination

The policy outlines the commitment of the staff, pupils and governors of Our Lady and St. Gerard's Catholic Primary School to ensure that equality of opportunity is available to all members of the school community. The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Our Lady and St. Gerard's Catholic Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference

3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. We observe good equalities practice in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist
6. We have the highest expectations of all our children

Advancing equality of opportunity

In order to ensure children have the opportunities they deserve, we are committed to:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Gather attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Analyse further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

We believe that we should treat each other with love, care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum and Catholic Social Teaching. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

Our children come together for prayer and liturgy as a large group each week and also take part in daily acts of prayer and liturgy in their own classrooms. During these gatherings, we discuss relevant issues and our mission. Pupils are often encouraged to take a lead in such assemblies, and we also invite external speakers to contribute.

We encourage and implement initiatives to deal with tensions between different groups of pupils within the school. We have a range of pupil leaders (School Council, Laudato Si, Caritas Ambassadors) with

representatives from different year groups and from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Publication

Our Policy and plan are published in the Policies section of the school website. All linked documents and policies are available from the Policies section of the school website or on request. The school will offer the document in other formats and languages as requested. The accessibility plan is also published on the school website.

Equality Objectives

At Our Lady and St. Gerard's Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1: To ensure that all children have access to a wide curriculum and experiences which reflect our diverse community.

Objective 2: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

We will achieve these objectives through the action plan shown in Appendix A

Monitoring arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

Considering equalities in decision making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and review these on a continuing basis.

Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed.

Ensure they are familiar with all relevant legislation and the contents of this document.

Attend appropriate equality and diversity training.

Report back to the full governing board regarding any issues.

The headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils.

Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in this policy. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Race Duty and Community Cohesion

Race

The school recognises that Black, Asian and Minority Ethnic [BME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination can manifest itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment and assist BME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

The school is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Equality Act 2010, to promote racial equality we will:

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily, keeping records of racist incidents and reporting them to the Local Authority as appropriate.
- Preventing racial discrimination and promoting equality of opportunity and good relations between members of different racial, cultural and religious groups.
- Communicating the school's position towards racism and procedures that will be taken, following any incidents.

2. Support cohesion by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Supporting the voluntary and community sector to promote good race relations and awareness of cultural diversity in Britain by becoming involved in relevant projects.
- Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to

- Promote the active participation of minority communities in shaping the future of our school;
- Ensure the school staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.
- Ensure the policy is also part of short, medium and long term planning arrangements that the school already makes.

The priorities for our Race Equality plan are:

- To ensure that children from different race backgrounds achieve and progress well relative to their starting points and comparable groups in school, locally and nationally.
- This is carried out by monitoring attainment, progress and attendance by ethnic group and should any areas raise concerns then this will be discussed with staff and action plans for those children (or groups of children) in the appropriate areas will be put into place.
- To ensure that as a school we promote positive images of children from different race backgrounds.
- All curriculum leaders have a responsibility to ensure that policies and resources for subjects reflect the diverse nature of 21st century Britain and the wider world. The school's library resources also ensure there is a balance to promote understanding and also that show positive images of different ethnic groups in our culture.
- Where relevant, school assemblies will reflect the cultural diversity of 21st century Britain.

Community Cohesion

We understand our duty to promote Community Cohesion as part of the response to the duties contained in the 2010 Equalities Act and we consider to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure

that different groups and individual people get on well together. It should also allow for new residents and existing resident to adapt to one another.

We create shared values by;

- Communicating our vision to children, staff, parents, carers and governors at all opportunities. This is clearly stated in our prospectus, on our website, referred to in all policies and in our home school agreement.
- Actively seeking views of children and parents about our school through a variety of different formats. These include questionnaires to all stakeholders, pupils, staff, parents and governors, parent forum, pupil parliament, school council.
- Actively participating in community events such as Masses, Christmas Carol Services and charity events.
- Providing opportunities to invite the local community into school events such as school breakfasts, art exhibitions and PTFA events.
- Supporting local, national and international charities.

We develop an understanding in children that they all have a responsibility to their shared future through:

- Awareness of global issues through curriculum areas, including the work of charities
- School Council, eco-groups and school chaplains.
- Whole school assemblies.

Respect underpins everything that we do at Our Lady and St. Gerard's. We emphasise mutual respect and honesty between different groups including children and teachers through our school ethos.

Our approach in all situations is to be good, attentive listeners and we insist on polite, respectful behaviour.

We value honesty between all groups of individuals in school and promote respect in the way that staff treat pupils and each other.

We emphasise respect between different schools by children being involved in both local and national links with schools.

We make fairness and trust visible to the whole school community.

We recognise that we have a responsibility to educate children who will live and work in a country that is diverse in terms of culture, faith, ethnicity and social backgrounds. We define community cohesion as working towards a society in which the diversity of peoples' backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all and a society in which strong positive relationships exist and continue to develop in the school and wider community.

We contribute to community cohesion by:

- Ensuring that our curriculum and learning opportunities help pupils understand other and value diversity, promote awareness of human rights and responsibility to uphold these.
- We ensure that resources and materials used to deliver the curriculum reflect diversity of ethnicity and race, gender and age as well as reflecting people with disabilities.
- Ensuring that we promote equal opportunities for all and to succeed at the highest possible level, removing barrier to access and participation striving to eliminate variation in outcome for different groups. We engage and support initiatives to achievement.
- Ensuring that we provide means for children to interact with people for different backgrounds and build positive relations.
- We promote and make community cohesion visible to parents by communicating to parents the

activities the children take part in.

As a school we promote fairness and trust through our open, transparent relationships with parents. We do this through:

- Communicating clearly about events and issues in school through the newsletter and school website.
- Inviting parents to actively participate in the life of the school through the PTFA.
- Inviting parents/ carers/ grandparents to come into class to listen to readers
- Informing parents about the curriculum through topic leaflets and information on the website.
- Informing and responding quickly to any issues within school and involving parents as needed.
- Ensuring that all class teachers are available to discuss issues with parents.

We will show that this is effective by demonstrating:

- A widely shared sense of contribution of different communities individual rights and responsibilities within the school community.
- That all children and parents feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- That we have strong and positive relationships.

The Disability Equality Duties

Disability

We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Encouraging good practice by our partners through our advisory capacity;
- Upholding the social model and our guiding principles in our role in procurement and in our partnership duties.

We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people;
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

We will support disabled learners to achieve their full potential by:

- Providing, where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community;
- Supporting disabled learners, staff and carers according to their individual need.

We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff active participation;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather

than with people acting on their behalf.

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and learners by disability.
- Have a Disability Equality Scheme.

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled learners can participate in the school curriculum.
- Increasing the inclusion of positive images of disabled people across the curriculum.
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

Our School's Accessibility Plan

Please see our schools disability access plan which includes ongoing, short term, medium term and long term targets and strategies for increasing access to the school for pupils with disabilities.

We work with parents and outside agencies to ensure that our school can offer full access to the curriculum for disabled children so that a child's needs are fully met and the child will receive full access to the curriculum.

The following table shows key data from the last two years regarding pupils with SEN or Education Health Care Plans (with data from the **Lancashire School Information Profile 22/23**).

	SEN Support		EHCP	
	2021/2022	2022/2023	2021/2022	2022/2023
School %	10.2%	11.1%	1.6%	1.2%
Percentage comparison with Lancashire	11.2%	11.6%	1.8%	2.1%
Percentage comparison with England	13%	12.7%	2.3%	4.1%

Gender Equality Duties (including Transgender, Pregnancy and Maternity)

The school is committed to combating sex discrimination and sexism and promoting the equality of women
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and men.

We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.

The school is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

The school is also committed to ensuring the rights, under the Equality Act 2010, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

Gender monitoring information

We gather gender monitoring information through an equal opportunities monitoring form which all current staff have been invited to complete and all new members of staff will complete on appointment.

We analyse our performance data in terms of girls and boys to look for any overall inequalities and use this information in planning teaching approaches and organisation of intervention strategies.

Targets for pupil achievement by gender

We monitor attainment by gender and are pro-active in taking action when data shows that there are inequalities in achievement between genders. We then address these issues by consulting groups affected and setting an action plan which is monitored to ensure that it is being effective.

Addressing stereotypes

We ensure that all opportunities in our school are open to all and not affected by gender and transgender stereotyping in subject choices, careers advice or work related learning.

Decisions are not affected by gender.

Gender violence and domestic violence

As part of our safeguarding policy Child Protection Officers have completed training on domestic violence issues. With regard to the needs of victims, the school listens to any disclosures and acts appropriately to support and ensure the safety of the victim and any children involved.

Classroom-based lessons on gender issues

The school has an SRE policy that covers relationships and lifelong learning about physical, moral and emotional development.

Religion and Belief

The school recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has increased in recent years, developing a character that is distinct from race hate crime.

The School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the actions outlined by the Equality Act 2010 which requires us to assess the impacts our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

- We Equality Impact Assess our Collective worship policy, Assemblies and RE curriculum.
- Within our PSHE, RE, Equal Opportunities and Behaviour policies there are statements that outline the school commitment to promoting equality with regards to religion or belief.
- Our assemblies often refer to different beliefs to raise the children's awareness of this. We also use a wide range of material from other beliefs in our assembly times to both raise awareness and show the similarities and differences in the world's religions.
- We respect parents' rights to withdraw their child from RE and Collective worship.
- We gather information on staff and children religious beliefs and use this to consider the content of what we teach.
- We follow an agreed Collective Worship policy.

Sexual Orientation

The school is committed to combating discrimination faced by different communities such as those identifying as lesbian, gay, bisexual, transgender, questioning (LGBTQ+). We ensure equality of opportunity for people across the services and employment.

We respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our school recognises the need to protect learnings from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment Process.

We deal with complaints of discrimination and harassments speedily and notify the complainants of the outcome and actions taken.

In our Sex and Relationships curriculum (SRE) we are mindful of the different relationships that can exist in society. We introduce different relationships when appropriate in the context of secure family values.

Homophobic bullying, language and stereotypes.

Our Behaviour Management and Anti-bullying policy states that all forms of bullying are unacceptable in the school.

Where reported by a parent or pupil, bullying should always be treated seriously. The school will where possible seek to:

- Investigate
- Record
- Where bullying is believed to have taken place the Head teacher should always be informed as a fixed or permanent exclusion may well be considered to be the appropriate sanction.
- Take the appropriate action (including communication with parents, class teachers etc) within one working day.

Each class starts the school year by discussing class and school Golden rules which reflect our aims and values.

Age Discrimination

Our Lady and St. Gerard's Primary School is committed to promoting equality of opportunity for people irrespective of their age. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large. Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

Anti-Bullying and Discriminatory Policy Framework

Our school states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Behaviour Policy.

Our Behaviour Policy is reviewed annually.

In relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment, all staff, as part of induction procedures, will be made aware of the key points of each policy and copies of the full policies will be available.

The school's leadership team discusses incidents of a bullying or discriminatory nature and action taken is shared with the whole school. The team will look for any patterns in behaviours for example type of incident, time of incident. Strategies to prevent further incidents are discussed and implemented as needed. Incidents are recorded electronically. The school sanctions are followed so children realise the seriousness of the incident.

Employment Practices

In our school we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

Recruitment and Selection

The school advertises all vacancies using the Local Authority website. We follow Safer Recruitment guidelines.

Selection process

We select candidates by matching application letters to the specifications of the post needed. All personnel involved in shortlisting mark a form against the person specification.

During the interviews a variety of tasks are set dependent on the post being advertised; these can include teaching a whole class or group of children, a presentation, taking an assembly or an interview with the school council as well as the formal interview. Views of all involved are taken into account and all opinions are scored so that comparative total scores can be made to ascertain those with the highest scores and therefore most suited to the post.

Training and developing staff

Opportunities for CPD are led by whole school needs and specific staff training needs.

Performance appraisal systems

For arrangements for the school Performance appraisal system please see the school's Appraisal policy.

Redundancy, restructuring, redeployment and retirement

The school follows County policy on selection for redundancy, restructuring, redeployment and retirement.

Grievance

The school follows the County policy on Grievance.

Disciplinary

The school follows County Policy on all aspects of disciplinary issues. The fair implementation of these is monitored by both County and Union representatives.

Harassment

Any incidents of harassment will be reviewed and monitored by a committee of governors which reports to the full governing body.

Consultation and Information

We will invite stakeholders (i.e. pupils, staff, parents and governors) to provide their views on this policy and the scheme with invitations being extended through the school website. We will then take account of any views when creating the Action Plan.

If we are aware that any stakeholder needs additional support to overcome potential barriers when expressing their views then we will make every effort to support them. This may be by translating material, providing enlarged texts or working with stakeholders individual to explain the content of the Equalities Scheme.

We have supported children with disabilities in the school by being involved in TAF meetings and liaising with outside agencies to help meet the needs of the child with a member of our staff in the role of lead professional.

We have used evidence from our tracking systems on pupil progress to focus on issues of attainment, exclusions and attendance with regard to equality monitoring.

Reporting and Reviewing the Scheme

We are legally required to report annually on progress and performance in respect of your policy covering ethnicity, disability and gender and to report annually on your progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation.

This policy will be reviewed annually to ensure that all data and information is accurate and recent.

Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the relevant school policies. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour.

Complaints about staff will be investigated using the appropriate Local Authority Procedures.

Reviewed September 2023

Equalities Scheme Action Plan

Appendix A

<u>Objective</u>	<u>Actions</u>	<u>Monitoring</u>	<u>Success Criteria</u>
<p>To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</p>	<p>Data analysis to be carried out on a termly basis using OTrack.</p> <p>Identification of pupils or groups requiring support.</p> <p>Liaison with class teachers during pupil progress meetings and review of progress each term following interventions.</p>	<p>Termly data analysis</p>	<p>Data is analysed effectively and any inequalities are addressed through additional support.</p> <p>Attainment for pupil groups is raised.</p>
<p>To ensure that all children have access to a wide curriculum and experiences which reflect our diverse community.</p>	<p>Subject leaders monitor their subject to ensure equality of access, opportunity and content.</p> <p>School to seek opportunities for visits, visitors and experiences which reflect our diverse community.</p> <p>Analysis of school attendance data and club engagement data.</p>	<p>Subject leader monitoring of curriculum teaching and learning.</p>	<p>Children (regardless of any protected characteristics) can access the curriculum and can achieve well.</p> <p>Children have a range of opportunities through the full curriculum subject range, experiences etc.</p> <p>Children feel that they are 'recognised' and reflected in our school community.</p>

