

St.Michael's RC Primary School & Nursery



Equality Information and Objectives

School Mission Statement



St Michael's RC Primary School is a Catholic family of faith, following the teaching of Christ. We strive to create an environment where all members of our school community become caring, independent and resilient individuals who fulfil their potential.

"I came so that you may have life, life in all its fullness" John 10:10

School policy statement on equality and community cohesion

St.Michael's RC Primary School & Nursery was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic school in accordance with Cannon Law and the teachings of the Roman Catholic Church and in accordance with the Trust Deed of the Archdiocese of Southwark and at all times the school is to serve as a witness for the Catholic faith in Our Lord Jesus Christ.

Our school is committed to equality both as an employer and a service- provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin;
- Their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the OfSTED inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

For more information please contact:

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(Member of governing body with responsibility for equality issues)

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The Governing Body understands its accountability. Under the duties of the Equality Act we will:

- **Eliminate unlawful discrimination, harassment, victimization** and any other conduct prohibited by the Equality Act 2010. by keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them:
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it. Ensure the school staff, pupils and their families as well as the wider community fully understands the principles of race equality and good race relations.
- **Foster good relations and cohesions** between people who share a protected characteristic and people who do not share it. Fostering understanding and respect for the cultures and faiths of all pupils and their families. Encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life.

Part 1 what is the official definition of disability

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

Our governing body considers equality issues in relation to policies, decisions and services; a record of this is kept in the minutes and papers of the governing body meetings.

We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. These are reported to the governing body by the Headteacher through her Headteacher's report.

Our complaints procedure sets out how we deal with any complaints relating to the school. This can be viewed on our website

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

The school building is fully compliant with the current DDA legislation requirements, although each year remedial works are undertaken across the premises to make the facilities more accessible to people with a disability. This is done as part of an annual inspection by the Headteacher, site manager and the Chair of the Premises committee of the governing body

How we advance equality of opportunity:

- **We support disabled learners by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans .**
- **These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.**
- **A PEEP (Personal Emergency Evacuation Plan) is also in existence for visitors to the school. This can be obtained through the school office**
- **The school looks favorably on applicants for posts. The school actively encourages parent's helpers. Disability is not a barrier.**

How we foster good relations and promote community cohesion:

- **The school is good at promoting the spiritual, moral, social and cultural development of all pupils, as was recognized by both OfSTED and Diocesan inspections in Feb 2016 and June 2016.**
- **We ensure that the curriculum has positive images of disabled people. Pupils and visitors are fully included in all aspects of school life- regardless of any disability.**

- **Pupils are encouraged to see other people, particularly those with disabilities, as equals.**

Ethnicity and race (including EAL learners)- See Racial Equality Policy

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Analysis of three year assessment trends between 2013 and 2016, indicates that children from all ethnic backgrounds perform at least as well, and frequently better than, national comparatives.

How we advance equality of opportunity:

- **We monitor the attainment and progress of all our pupils by ethnicity and other factors every term (six times a year) and take action to address any negative trends that may materialize.**

How we foster good relations:

The school is good at promoting the spiritual, moral, social and culture development of all pupils, as was recognized by both OfSTED and Diocesan inspections in Feb 2016 and June 2016.

- **We ensure that the curriculum has positive images of people from a range of ethnic backgrounds. (see Black History display in the school corridor) All ethnic groups represented in our school community play an active role in the life of the school. Themed events encourage our parents to celebrate differences and talk about traditional food and history. For example Traditional cultural food and cuisine is encouraged to be brought in and sold at our Christmas and Summer fairs.**

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Analysis of three year assessment trends between 2014 and 2017, indicates that boys perform less well than girls in some year groups especially in FS1 and 2. Activities are monitored to promote equality but also to encourage the boys in the areas that they are weakest in such as in reading and writing with more practical applications, choice of stimulus and reading materials etc.

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils by gender every term (six times per year) and take action to address any negative trends that may materialise.

We ensure that the curriculum has positive images of male and female role models, for example during maths week we ensured that we had

presentations from both male and female adult volunteers

Religion and belief

St Michael's is a Catholic School and as such we promote the Catholic teachings of the Church within the Christian ethos and the tolerance of cultural difference that our faith promotes

The school supports our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society, whilst at the same time promoting British Values

The curriculum makes robust provision for the teaching of other faiths across the school, we celebrate difference through Multi Faith weeks, the study of another religion and in the presentation of assembly during other faith tradition's festivals such as Rosh Hasannah in the Jewish Faith

As a result of this Pupils understand and respect the authenticity and value of the beliefs of others. Pupils develop tolerance and understanding.

Anti – Bullying

Our school states that all forms of bullying and discrimination are unacceptable and will not be tolerated. We recognise that a strong and well observed anti bullying policy will have a positive impact on the lives of the children for all equality groups. We have therefore set out measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We monitor and submit data regarding bullying and discriminatory incidents which are reported to the Governing Body by the Headteacher through her Headteachers Report.

Due Regards

Under the legislation we are required to pay *due regard* to equalities when planning and implementing policies, functions and procedures. We need to understand whether our policies and services are meeting everyone's needs and that anyone can get access to them.

How we have monitored the impact of our policies, procedures and plans for future monitoring:

Through regular monitoring of the School Development Plan , impact assessments on our equality Scheme through the following policies / practices:

- **Admissions**
- **Attendance**
- **Curriculum**
- **Uniform**
- **Anti- Bullying, harassment Policy**

- **Behaviour Policy.**
- **Racial Equality Policy.**
- **School Trips.**
- **Pastoral Support**

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

Teachers and seniors leaders in the school are easily accessible to all pupils and parents.

High quality information is communicated through regular newsletters ,the school website and Parentpay

Important information is shared with parents and the wider community as soon as possible- inspection reports are shared in full and further feedback is requested at every opportunity.

Regular and meaningful consultation takes place with the School Council and Parents through the Parent Forum

Annual surveys of pupils, parents and staff are undertaken with statistical data published to the community and planned responses communicated.

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

This has been done through:

- The reforming of the PTA/ Friends Association
- The establishment of a Parent forum
- The continued use of the school council to promote pupil voice
- Surveys from parents annually and during assemblies

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

The school will develop its tracking systems, so that these can be interrogated and evaluated against Equality for all as its basis We have developed new tracking systems during 2016 / 2017. This is constantly improving and becoming a resource where data can be interrogated in even greater detail and presented at 3 times per year pupil progress meetings

All lessons and class teaching promotes equality amongst gender, ethnicity and disability with no group disadvantaged more than any other.

Extra curricular activities such as after school clubs promote equality amongst gender, ethnicity and disability with no group disadvantaged more than any other

All adults will treat all members of the school community with mutual respect with equality for all as is in keeping with our Christian ethos.

Recruitment and selection of staff will promote equality and be non-discriminatory towards any person on the grounds of race, gender, disability and sexual orientation

All policies and procedures will promote equality

Children will be corrected if they display behaviour which could be regarded as prejudice or discriminatory in any way

Parents and visitors to the school will also be expected to display behaviour which could not be regarded as prejudice or discriminatory in any way

Complaints:

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

Complaints by staff are dealt with under our Grievance or Dignity at Work Policies, as appropriate. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behavior. Complaints about staff will be investigated using the appropriate Local Authority procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Date agreed: Autumn Term 2016.

Chair of Governing Body _____

Head teacher _____

Dated _____

Next review date: Autumn Term 2017

