

Learning to love, loving to learn.



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL SINGLE EQUALITY POLICY AND OBJECTIVE

MISSION STATEMENT

At St Joseph's we share a vision that together we are the architects of the future, building lives on the firm foundations of the gospel.

Inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever changing world of today and tomorrow.

The values and language of the UN Convention on the Rights of the Child are central to our ethos.

Introduction

At St Joseph's Catholic Primary School, we learn and grow through the love of Jesus. Our community is a safe, caring and happy place where everyone is supported and valued. Through our own faith, we treat one another the way we would like to be treated. We help every child to be gentle and fair and to always do their best.

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At St Joseph's we are committed to giving all of our children every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations of all the children. The achievement, attitude and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We do this by taking account of pupils' varied needs.

This policy replaces existing policies such as equal opportunity and racial equality.

At St Joseph's Catholic Primary School we recognize that each individual is made in the likeness of God and we aim to create an inclusive culture which celebrates our diversity. We take positive action to provide equal opportunity for all students, parents and staff.



Legal Framework

We welcome our duties under the Equality Act 2010 to:

- Advance equality of opportunity
- Foster good relations among all members of the school community
- Eliminate discrimination of the 9 protected characteristics. It is unlawful to discriminate in the 9 termed protected characteristics.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognize these duties are essential for achieving the five outcomes of the Every Child Matters framework and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Equality of Access

We use information gathered about our community to ensure that children from all groups have equal access and opportunity. In line with changes in the definition of disability, the school ensures that reasonable adjustments are made at individual pupil level to ensure that the curriculum or physical environment does not discriminate or create barriers to a child accessing the learning.

The school's Accessibility policy and plan are reviewed and agreed annually. Last review Autumn 2017.

Guiding Principles

The school is guided by six principles:

- ❖ All learners are equal, although that does not mean that each child is treated the same way.
- ❖ We recognize and respect diversity.
- ❖ We foster positive attitudes and relationships, a shared sense of cohesion and belonging.
- ❖ We observe good equalities practice in staff recruitment, retention and development.
- ❖ We aim to reduce and remove inequalities and barriers that may already exist.

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- ❖ We aim to consult and involve the school community and the wider community so that society will benefit.

Information that helps us to ensure that we are meeting equality:

Admissions

Priority is given to looked-after Catholic children, special consideration is given to any child with specific needs.

Attainment and progress

Each term attainment and progress data for all children is compared by:

- ❖ Gender
- ❖ Ethnicity,
- ❖ SEND,
- ❖ Children on free school meals,
- ❖ Children for whom English is not the first /home language,
- ❖ The term of birth.

Where individual child or groups are found to be falling behind, support is provided to narrow the gap.

Attendance

Attendance is monitored and where it falls below 90% parents are notified and the school, via School Attendance Panel meetings works with families where there is persistent absence or lateness.

Clubs

There are a range of clubs both free and paid.

Pupil premium funds are used to ensure that cost is not a barrier for any pupil on free school meals attending.

Policy development

When drafting a new policy, we are careful to consider and issues relating to equality.

Prejudice-related incidents



All incidents of bullying, including those which are racist, homophobic, or relate to those with disability are reported to our governing body.

Representation on school bodies

Children elect their own representatives in school council and Head Boy and Head Girl.

Responsibility

We believe that all members of the school community are responsible for promoting equality.

Governing Body

Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.

Head Teacher

- ❖ Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
- ❖ Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties, curriculum or physical environment does not discriminate or create barriers to a child accessing the learning.
- ❖ Ensure that staff have appropriate skills to deliver equality, including pupil awareness.
- ❖ Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior Leadership Team

- ❖ To support the Head in carrying out her responsibilities.
- ❖ Ensure fair treatment and access to services and opportunities.
- ❖ Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Staff

- ❖ Uphold the School Charter.
- ❖ Help in delivering the right outcomes for pupils.
- ❖ Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.
- ❖ Design, plan and deliver an inclusive curriculum.

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- ❖ Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Parents

- ❖ Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.
- ❖ Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Pupils

- ❖ Support the school to achieve the commitment made to tackling inequality.
- ❖ Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

Local Community/Parish Members

- ❖ Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.
- ❖ Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality and opportunity for all.

Equality Objective

St Joseph's Primary School has considered the strengths and weaknesses of the school and following analysis of our equality information, we have set ourselves the following objective, which you will find attached – (2017-18).

Publication

The objective will be published on the school website and will be available in the School Office for those who wish to read it.

Complaints

Complaints with regard to this policy will be dealt with under the School's Complaints Procedure which can be accessed via the School Office.

POLICY REVIEW TERM: ANNUAL

Policy reviewed: December 2017

Next review: December 2018

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St Joseph's Catholic Primary School Equality Objective 2017-2018

Objective	Success Criteria/Outcome	Lead Responsibility	Resources	Monitoring Activity and Evidence	Timescale	Evaluation
To narrow the learning gaps between Pupil Premium children in particular between disadvantaged girls and disadvantaged boys.	Proportionate numbers of disadvantaged girls and boys to achieve in line with age related expectations in Maths in KS2.	EC/LP/DY/MMcC/ Link Governors	<ul style="list-style-type: none"> *Targeted interventions. *New Maths scheme and CPD. *Introduction of RM Maths programme. * Additional LSA support. 	<ul style="list-style-type: none"> *Interventions teacher – data related target in performance management. *Termly Pupil Progress Meetings. *Termly tracking via Assessment Manager. *Observations/book scrutinies re: intervention and impact. *Pupil conferencing. *Governor Mornings 	By July 2018.	