

English Martyrs Catholic Primary School

Single Equality Policy

(Incorporating statutory Access Plan, Disability Equality Scheme, Sex Discrimination Act, Gender Equality Scheme, Race Equality Policy and reflecting the school's approaches to the promotion of Community Cohesion)

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Mission Statement

To achieve the fullness of life through our faith in Jesus Christ by accepting:

the Gospel values:

- *the uniqueness of each individual created in the image of God*
 - *respecting the whole of His creation,*
- *the pursuit of excellence in every aspect of school life,*
- *and the partnership of parents as valued educators.*

Equality Policy Introduction

English Martyrs Catholic Primary School is committed to ensuring that all pupils, staff, parents, governors and others connected with the school will not be discriminated against in relation to gender, race or disability.

The school recognises that it has to make special efforts to ensure that all groups are helped to fulfil their potential, including

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Pupils and others from non-Christian faiths

Children are regularly assessed and judgements are made about their performance with regard: to their peers; teacher expectations; national expectations; knowledge about the performance nationally of particular groups of children; and socio-economic and cultural backgrounds (as far as is possible.) Children in Key Stage 2 whose performance annually is below 4 points are identified and an explanation sought. Depending on circumstances additional targets may be set or other intervention activities introduced.

The school has identified the following issues that may be barriers to effective learning and successful working at the school

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties

- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum and / or pedagogy
- Recruitment, management and development of staff and governors
- Inadequate financial resources

The school recognises that it has a legal obligation under the disability discrimination act to meet the needs of people with disabilities even if it requires giving them more favourable treatment.

Community Cohesion Statement

The school is aware of the need to actively promote Community Cohesion, in terms of faith, ethnicity and/or culture and socio-economic circumstances and is addressing this within the school community as well within Rugby, across the UK and internationally.

This is particularly important for us as we are predominantly a mono-ethnic school and our pupils have little interaction with people from more diverse backgrounds. However, English Martyrs is pleased to note that as each new intake joins the school community the ethnic background is becoming more diverse.

We are addressing the promotion of community cohesion:

- Through the curriculum in its widest sense, including a rich range of extra and cross curricular opportunities, visits, visitors and special events
- Through our ethos and approaches to teaching and learning
- Through ensuring maximum engagement of pupils and their families.

	Equality Policy	Equality Plan
	<p>The school has identified the following strategies that are specifically designed to address those issues</p>	
<p>1</p>	<p>Establishing, maintaining and developing a school culture and ethos</p> <ul style="list-style-type: none"> • This school actively promotes and celebrates diversity and equality at every level through: the language used by teachers to inspire; PSHE lessons; school assemblies, links with other schools in the locality for joint cultural activities; links with other Christian and non-Christian organisations; the engagement of parents and others from different ethnic backgrounds and links with its international partners in China and Myanmar. • Achievements are celebrated publicly in assemblies and sometimes through school Newsletters. • We attempt to change perceptions with regard to disabilities so that they are viewed less as limiting factors, and more as having abilities in different ways. • Community cohesion is set against a background of a catholic (universal) church. We promote tolerance and understanding in terms of faith; culture; ethnicity; socio-economic circumstances; the local community; across the UK and internationally in as many ways as possible. From a faith diversity perspective we celebrate and enjoy pupils from other faith backgrounds recognising that we can all learn from each other. • We actively encourage pupils, staff and parents to share skills or interests with pupils to encourage breadth of understanding. • High expectations are promoted by <i>‘the pursuit of excellence in every aspect of school life’</i> – extract from the current school Mission Statement. • High levels of behaviour and courtesy are expected. This high level is set essentially by parents but enhanced within school by the good role models of all adults. • The school’s Admission Policy has been agreed by The Archdiocese of Birmingham and Warwickshire County Council and consequently meets all 	

	<p>current legislation. Staff vacancies are undertaken in accordance with current legislative requirements and in line with advice from The Archdiocese of Birmingham and Warwickshire County Council.</p>	
<p>2</p>	<p>Preventing and dealing effectively with bullying and harassment Recognising that the groups covered in this policy are more vulnerable to bullying and harassment, English Martyrs School has:</p> <ul style="list-style-type: none"> • A clear Anti-bullying policy, drawn-up on advice from the charity Kidscape is in place. Incidents of bullying, as defined in our policy, are recorded in a log available to the Chair of Governors or other official agency. • Displays anti-bullying posters around the school. The <i>Childline</i> phone number is also displayed prominently. • Children are urged (and do) report cases where children look sad and/or may be the victims of bullying. • Ofsted 2009 reported that ‘bullying is dealt with quickly and effectively.’ • Racial bullying, though extremely rare, is incorporated into the Anti-bullying policy and would be recorded in a special category in line with the policy. If a category R2 incident is recorded this will be passed on to the LA. 	
<p>3</p>	<p>Listening to pupils, staff, parents and others <i>Describe what the school does to:</i></p> <ul style="list-style-type: none"> • Pupils have easy direct access to the Head Teacher and make considerable use of this facility. • The Head teacher, teaching and non-teaching staff actively listen to the comments of children. • The Head Teacher and senior staff consult with and listen to the views of all staff and respond as appropriate. • Parents views are sought both formally and informally through a regular Parent Surveys; the PTFA Committee; conversations in various settings etc. • The Parent Survey has specific questions relating to disability and access to enable the school to gather information which it might otherwise not know. 	<p>Monitor the systems in place to ensure that what we believe to be happening actually is.</p> <p>Consider establishing a parent forum / consultative group.</p>

<p>4</p>	<p>Ensuring a rich and relevant curriculum which celebrates diversity and cultural similarities and differences</p> <p>The school supports the notion that education should be broad and contribute to the development of good humoured, patient, tolerant and useful members of society. This is achieved through:</p> <ul style="list-style-type: none"> • Through RE and beyond • Through PSHE and beyond • Through creative curriculum themes and special curriculum events • Through assemblies • Through visits and visitors • Partner schools and organisations • Joint projects and activities with other schools 	
<p>5</p>	<p>Equalising opportunities</p> <p>The school recognises that some of the groups covered in this policy are likely to be economically disadvantaged. To reduce the impact of this we:</p> <ul style="list-style-type: none"> • Minimal profit on the sale of school uniform simply rounding prices up to the nearest 50p • Consider the costs of all school visits and draw to the attention of parents that discrete financial assistance is available • Offer extra-curricular opportunities to all classes, and wherever possible, providing these without charge at least initially. • The Charging Policy is reviewed by governors regularly (last review 2010) <p>We actively encourage pupils to participate in lessons and activities which deepen there understanding of socio-economic diversity through support for:</p> <ul style="list-style-type: none"> • Rugby Myton Hospice (local charity) • The Andrew Clark Trust (Third World Charity) • Support for CAFOD (Charity) raising funds to purchase, for example, water purification systems in Third World countries • Joint projects with our partner schools in China and Myanmar • Encouraging pupils to participate actively in the School Council 	

<p>6</p>	<p>Informing and involving parents and carers</p> <p>The school recognises that there will be a minority parent groups covered in this policy who are more likely to find school intimidating, strange or inaccessible. We strive to reach out to these parents by:</p> <ul style="list-style-type: none"> • Being open accessible and genuinely welcoming • Being receptive to others points of views and giving them careful consideration • By apologising if the school is at fault and quickly taking steps to rectify the situation • Communicating in a variety of ways: Newsletters as hard copy; newsletters by email; answer phone messages; unique parent information message line; informally in the playground and informally through the PTFA • Bi-annual Parent Survey which apart from recording satisfaction levels requests information about any disability and how well specific needs are met • A series of parent pamphlets to support parents have been published • All parents, but especially those new to the school are encouraged to join the PTFA and Governing Body 	<p>It can be difficult to maintain contact with some 'hard to reach' groups such a Split and 'absent' parents; Disabled parents; EAL parents</p>
<p>7</p>	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>The school recognises that some of the groups of pupils covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year we strive to be particularly supportive and sensitive by:</p> <ul style="list-style-type: none"> • Trying to ensure that parents and the new child have an opportunity to visit the school before they start • The class teacher identifying one or two 'friends' to help them in their first few days • The Head Teacher checking on the child personally several times during the first week or so • Assessing their academic ability and ensuring a good match of work and/or additional support where needed • Where a child has specific difficulties that the school has been advised of well in advance, that any building adaption's are undertaken. That any new building work, no matter how minor, takes account of children or adults who potentially will have specific needs 	

<p>8</p>	<p>Addressing the full range of learning needs and ensuring access to all that we offer <i>(See also our SEN, Gifted & Talented, Inclusion and other associated policies)</i></p> <p>The school recognises that some of the groups covered in this policy are more likely to under-achieve. We attempt to overcome this by:</p> <ul style="list-style-type: none"> • Ensure curriculum is relevant, including interventions as appropriate • Ensure appropriate teaching styles and classroom organisation • Planning is based on earlier learning • The Marking, Assessment, Handwriting and Presentation and other associated policies promote learning of all • Track pupil progress & identify and intervene to address under- performance • Promote and maintain higher attendance - strategies & monitoring 	<p>Monitor the effectiveness of intervention groups and other strategies such as Personalised Learning and One-to-One Tuition.</p>
<p>9</p>	<p>Supporting learners with particular needs <i>(See also our SEN, Gifted & Talented, Inclusion and other associated policies)</i></p> <p>The school recognises that some of the groups covered in this policy are more likely to have particular needs. In recognition of this the school:</p> <ul style="list-style-type: none"> • Will, when necessary, produce learning packs for children out of school for prolonged medical reasons • Prepare Individual Education Plans for pupils at School Action Plus stage • Provide other support where needed where the budget allows • Provide 1:1 Tuition subject to provision of an appropriate budget and availability of teachers • Appropriate training and/or advice for staff to meet particular learning needs – planned in advance of a child’s admission 	
<p>10</p>	<p>Making the school accessible to all</p> <p>The school tries to:</p> <ul style="list-style-type: none"> • Meet the needs of pupils, staff and others with physical disabilities • Meet the needs of pupils, staff and others with other disabilities • Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities • Identify further developments to address outstanding issues 	<p>Including transport and supervision for children with disabilities. Depending on a pupil’s disability and the off-site destination, it may be necessary to request the assistance of the parent.</p>

<p>11</p>	<p>Ensuring fair and equal treatment for staff and others The school recognises that it needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school. The school will:</p> <ul style="list-style-type: none"> • Ensure non-discriminatory recruitment and employment practices • Promote dignity at work • Encourage the development of all staff 	
<p>12</p>	<p>Encourage participation of under-represented groups The school recognises that it has an opportunity to model and empower all groups including disabled, ethnic, religious and socially & economically disadvantaged and will:</p> <ul style="list-style-type: none"> • Try to recruit governors representative of the pupil population and/or community • Encourage the widest participation in Parents and Friends and Teacher’s • Support individuals and community groups to express their case on matters affecting themselves and their community 	
<p>13</p>	<p>Monitoring and Evaluating the policy The school recognises that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps, and the need for further development, will arise from effective evaluation. The school will:</p> <ul style="list-style-type: none"> • Ensure that all staff and governors are aware of and will discuss this policy • Consult pupils, parents and staff on how the policy is working and how it could be improved • Monitor and review practice • Report to governors • Report to parents and pupils 	<p>Requirement to report on disability aspects in school prospectus – to be confirmed</p> <p>Report on all aspects of inclusion via website and Newsletters from now on.</p> <p>Report developments in the current S.E.F.</p>