

St Joseph's Catholic Primary School, 207, Bishop's Stortford, CM23 2NL

Equality and Accessibility Plan and Policy (including Race Equality & Equal Opportunities)

2014-2017

This is a working document which will be monitored and reviewed annually.

1. Policy statement

- a) In accordance with our mission statement; “To live, love and learn in a caring Christian community”, we pledge:
- to respect the equal human rights of all our pupils;
 - to educate them about equality; and
 - to respect the equal rights of our staff, parents and other members of the community.
- b) We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:
- ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.

See **Inclusion Policy** for further detail.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Herts Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

This scheme also covers the statutory requirements outlined in the EYFS Statutory Framework

3. Responsibilities

The Equality Committee takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school’s equality objectives
- publishing the policy and objectives on the school website
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reviewing annually with FGB

The head teacher is responsible for:

- making sure steps are taken to address the school’s stated equality objectives;
- making sure the equality and access plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;

- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Head Teacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

4. Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements.

If training is available and requested, it will be slotted in to the Inset programme as part of the ongoing needs and development of staff as identified by the Head Teacher

5. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it on the school website.

The scheme will be kept under annual review for three years and then replaced in Autumn 2017.

6. Reporting on progress and impact

A statement will be published by the governors via the school website, flagged by the newsletter at the end of spring term each school year, i.e. 2015, 2016 and 2017.

7. How we conduct equality impact assessment and select our equality objectives

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

Information is gathered from stakeholders to understand views on issues specifically relating to equality issues and these are used to develop our equality objectives. Monitoring will take place through Head Teachers reports and those of this committee. We will regularly communicate with parents and pupils about their perceptions of equality in school

Information gathering:

- Specific equality questionnaires collecting views from parents, staff and governors are undertaken every 3 years to support development of a new equality plan
- Discussions between Head Teacher and upper KS2 pupils are undertaken to gather views and ensure children in each cohort have the ability to be involved in understanding equality issues

The results will highlight strengths and areas for development of our Equality Plan. This process will be evidenced through the minutes of the Equality Committee's meetings.

Equality objectives identified by this process are included in the three-year plan in Section 9 below, or in the School Development Plan as appropriate.

Our equality objective-setting process has involved gathering evidence from the equality impact assessments and data gathering listed above.

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

8. Equality Objectives 2014-17

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
<p>Prepare the children for the world they will be living in and raise awareness of the needs of others by ensuring the curriculum is rich and diverse and resources are available to meet that rich and diverse curriculum. [2016 review: <i>Girls and boys football teams progressing to tournament level</i>] [2017 review: <i>Research is ongoing into different possible programmes for PHSE to widen the knowledge and understanding of the pupils outside of the curriculum.</i></p> <p><i>New schemes of work have been introduced in Science, History, Art, Design Technology and Geography enriching the experience of pupils.</i></p> <p><i>There is significant input from the Chaplaincy Team which enhances the Catholic life of the school. This input is more pupil centred and has included fund raising for Cafod and the food bank.]</i></p>
<p>Provide sufficient communication to parents and carers in relation to the work that we do in school in relation to the Equality Duty factors in general. [2015 review: <i>Have used School Newsletter to update parents.</i>] [2016 review: <i>School newsletter continues to be used to update parents. A questionnaire seeking parents views, will be organised and distributed in September/October 2016</i>]</p> <p>[2017 review: <i>The school newsletter will continue to be used as well as emails to update parents. Timing of survey was reviewed.</i></p> <p><i>A survey will be conducted among the parents, with the use of survey monkey, seeking their views on how the school implements the Equality Duty Act, by the end of the academic year]</i></p>
<p>Continue work to equip the school so that it is user friendly for all, regardless of mobility or other limitations. [2015 review: <i>Work has been undertaken in the nursery as necessary.</i>] [2016 review: <i>Work has been completed in the reception area and fencing has been erected in the nursery area</i>]</p> <p>[2017 review: <i>All governors and the Leadership Team will work with the architects to ensure that the new school build will have modern day facilities to meet the needs of all our pupils to increase accessibility</i>]</p>
<p>To develop the school website which is an important source of information and to ensure that this is dyslexia friendly, such as colour and print size and to include Google translate for those who need to use that. [2015 review: <i>Much progress has been made and the new website should be launched by May 2015. This has Google translate. It uses a dyslexia friendly font throughout. It has a facility to change to high visibility.</i>] [2016 review: <i>fully completed.</i>][2017 review: <i>The website is updated throughout the year</i>]</p>

2016 review added: to enable our EAL and non verbal children to fully access the learning environment and improve communication. *[2016 review: 2 members of staff have received Makaton training. Makaton is now being used in the Early Years Classes enabling our EAL and non verbal children to fully access the learning environment and improve communication.]*
*[2017 review: One of the staff members ,specialising in speech and language, has provided a programme of support for parents
Two members of staff have been on autism training.
The school has been proactive in facilitating extended use of the speech and language therapist for pupils highlighted by the school]*

Access Plan 2014-17

This can relate very closely to the disability elements of the equality objectives in Section 8 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	<p>Academic Years 2014 – 17</p> <ul style="list-style-type: none"> ▪ [Pupils use the Learning Platform to access materials and revision support. <i>2015 review: Due to the changing nature of IT usage in schools we no longer use the Learning Platform.</i>] <i>[2016 review: the situation remains the same]</i> ▪ Monitor classroom practice <i>and seek advice from relevant agencies when necessary in order to make suitable changes to ensure provision is inclusive for all children with special educational needs and disabilities e.g. autism, ADHD, Global Developmental Delay, dyslexia and dyscalculia.</i> <i>[2015 review: Changes have been made in our nursery as this has been necessary.]</i> <i>[2016 review: As recommended by dyslexia advisor, Bernadette Laws, Comic Sans is now being used in all classrooms. Visit from Amwell View School outreach worker who gave advice on individual pupil needs that have been implemented. 2 members of staff have received Makaton training. Makaton is now being used in the Early Years Classes enabling our EAL and non verbal children to fully access the learning environment and improve communication. Member of Visually Impaired team has advised on pupil needs and appropriate steps have been taken.]</i> ▪ <i>[2017 review: Staff have acted on the advice of the speech and language therapist in enabling the relevant pupils to access the curriculum. Two members of staff have been on autism training]</i> ▪
ii. Physical improvements to increase access to education and associated services	<p>Academic Years 2014 – 17</p> <ul style="list-style-type: none"> ▪ Install emergency pull cords to the disabled toilet. <i>[2016 review: ongoing issue][2017 review: An application for funding for emergency pull cord in the disabled toilet is pending]</i> • Improve the classroom space provision in KS2 to maximise space. <i>[2016 review: Improved classroom space has been completed with additional space created and a Resources Room</i>

	<p><i>has been designed that provides separate areas for quiet teaching and preparation.]</i></p> <ul style="list-style-type: none"> • Refurbish the pupil toilets to ensure they are accessible for the needs of all pupils. [2016 review: <i>This remains an outstanding issue as there are no funds to complete this.</i>] <p><i>[2017review:Plans are in place for a new school build when accessibility for all pupils to meet their needs will be highlighted</i></p>
<p>iii. Improvements in the provision of information in a range of formats for disabled pupils</p>	<p>Academic Years 2014 – 17</p> <ul style="list-style-type: none"> ▪ Continue to provide visually impaired pupils printed materials in font 18+. ▪ Provide written materials in alternative formats for pupils and parents, including translation services, as required. ▪ To develop the school website which may be accessed by pupils and to ensure that this is dyslexia friendly and to include Google translate [2016 review: <i>All the planned changes to the website have been completed to ensure that it is dyslexia friendly, has Google translate and is user friendly to all pupils.</i>] ▪ [2017 review:<i>This was completed last year and continues to be updated</i>]

Appendix A

Additional Equality Statements to be read in conjunction with published school policies

Pupils' attainment and progress

St Joseph's expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

St Joesph's recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and where appropriate take account of access issues, e.g. print size.

The quality of provision - curriculum and other activities

St Joseph's provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls

- pupils learning English as an additional language

- pupils who are gifted and talented

- pupils with special educational needs

- pupils with a disability

- pupils who are in public care

- pupils who are at risk of disaffection and exclusion

- lesbian, gay or questioning young people

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

St Joseph's provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

Victims of harassment and bullying are given appropriate support. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

St Joseph's expects high standards of behaviour from all pupils, appropriate for their developmental level.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Herts LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

St Joseph's will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

St Joseph's will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

Leadership and management

St Joseph's will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs or EHCP's will be admitted in accordance with our Admissions Policy.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview.

St Joseph's adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Herts County Council and Diocese guidelines.

We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

St Joseph's opposes all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of St Joseph's

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays