

## **Mission Statement**

The mission of St Thomas More's School is to educate and inspire every child to fulfil their unique giftedness within a loving Catholic community.

### **ST THOMAS MORE'S CATHOLIC PRIMARY SCHOOL SINGLE EQUALITY SCHEME**

#### **1. Introduction**

We welcome the equality duties on schools. As a Catholic School we hold Christian values dear and these values include the equality of all people. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our children, staff, governors, volunteers and parents in particular.

Throughout this Scheme, "parents" can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child. "Protected Characteristics" as listed in the single equality act 2010 are :-

1. Age
2. Disability
3. Race
4. Pregnancy, maternity and breastfeeding
5. Gender reassignment
6. Religion or belief
7. Sexual orientation

This Single Equality Scheme sets out how our school intends to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- and foster good relations

in a holistic and proactive way.

The Scheme is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

## **2. Promotion of Race, Disability and Gender Equality**

- All schools have duties to promote race, disability and gender equality.
- In order to promote race equality we will aim to:-
  - Eliminate unlawful racial discrimination.
  - Promote equality of opportunity.
  - Promote good relations between people of different racial groups.
- In order to promote disability equality we will aim to:-
  - Promote equality of opportunity between people with disabilities and other people.
  - Eliminate discrimination that is unlawful under the Disability Discrimination Act.
  - Eliminate harassment of people with disabilities that is related to their disability.
  - Promote positive attitudes towards people with disabilities.
  - Encourage participation by people with disabilities in public life.
  - Take steps to take account of peoples' disabilities, even where that involves more favourable treatment.
- In order to promote gender equality we will aim to:-
  - Eliminate unlawful sex discrimination and harassment.
  - Promote equality of opportunity
  - Promote good working relations between men and women.
- In addition to the legislation requirements our Single Equality Scheme includes the following areas of equality:-
  - Sexuality
  - Age
  - Religion and belief
- Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

### **3. School Context**

- Our school is an averaged sized primary school situated in Bedhampton. Nearly all pupils come from the local community. The proportion of pupils with disabilities and special educational needs supported through school action is above average. The proportion supported by an Education Healthcare Plan is below average. Most pupils are of white minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals and for whom the school reviews additional income (The pupil premium) is below average.

- Our school has 7 male staff members as follows:-

Headteacher  
Deputy Headteacher  
Assistant Headteacher  
2 other teaching staff  
Caretaker/Lunchtime Supervisor/Cleaner

Retention of staff is good.

We currently have no staff with disabilities.

### **4. Information Gathering**

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in ensuring equality within our school community. Our single equality approach helps us to more effectively monitor our progress and performance, as our children and staff may face more than one barrier to achieving their full potential.

Pupils

We will collect the following information:

- admissions
- attendance
- achievement and progression
- rewards and sanctions
- participation in the student council
- take up of extended school provision and extracurricular activities
- other equality information, e.g. complaints and incidents of discrimination or bullying.

We will ensure that the information we gather will be used to promote equality.

Staff

We retain the following qualitative and quantitative information to enable us to monitor, by disability, race and gender:

- staff recruitment and retention
- CPD
- promotion
- outcomes of appraisals and performance management review processes.
- gender pay gap
- cessation of employment
- rates of return from maternity leave
- Workforce representations

We will ensure that the information we hold will be used to promote equality by continuing to monitor and evaluate the involvement of all staff based on gender, race and disability as appropriate.

## **5. Impact Assessment**

When writing and reviewing policies we will ensure that an equality impact assessment process covering all aspects of Protected Characteristics is part of the procedure. We will endeavour to involve people with disabilities and other relevant groups as part of the process.

## **6. Using Equality Information**

We use the information to

- evaluate how well we comply with all our duties under the Equality Act.
- assess the potential and actual impact of policies and procedures.
- decide where positive action may be appropriate.
- identify priorities, set equality objectives and update our accessibility plan.
- monitor progress towards meeting these objectives and implementing our accessibility plan.
- inform future action.

## **7. Involvement of staff , pupils and parents**

### **a) Developing our Scheme**

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Scheme. We have strived to involve the full diversity of our school and community, recognising that people who share a Protected Characteristic are best placed to identify key issues for us to address.

In developing our scheme we have involved staff, pupils and parents and others in the following ways:-

- children are involved in forming and reviewing the schools ethos and aims
- there is a home / school agreement
- involvement of the student council
- staff surveys
- contact with parents and school Governors
- contact with other community groups

### **b) Ongoing involvement**

We have strategies in place to promote the participation of pupils, parents, staff and others in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that, where possible, pupils, parents and others from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult pupils, parents, staff and others where there is an individual need or requirement to do so.

In particular we consult pupils by:-

- school council, which has two representatives from each class with the exception of the Foundation Stage and Pre-school.
- annual pupils survey.
- consulting pupils on specific issues
- use of pupil voice in topic planning

We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

## **8. Working in Partnership**

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

We will provide information to parents and visitors in alternative formats on request or in advance if we have prior knowledge of a need.

We work hard to ensure that we communicate with parents with communication disabilities e.g. deafness in a way that will make it as easy as possible for them to work with the school

We try to arrange meetings at times which are most suitable for parents.

Alternative dates or arrangements will be made where possible if a parent or group of parents cannot attend because of particular special needs.

## **9. Publishing the Single Equality Scheme, Raising Awareness**

We recognise that our Scheme is a public document that should be available to any interested stakeholder. We will promote and publish our Scheme by:

- making it available on request.
- providing a summary in our prospectus.
- putting it on our website.
- ensure staff development activities raise awareness of the legal duties and implications for staff.
- ensure staff induction procedures include equality and information about this Scheme.
- ensure contractors and other service providers are briefed on our vision and expectations for equality.
- ensure that the governing body reviews the scheme and progress towards targets set within it.

## **10. Monitoring and Evaluating the Single Equality Scheme**

We will regularly monitor and evaluate the implementation of our Single Equality Scheme and our objectives, using the information which we publish annually. This information also allows our local community to see how the school is advancing equality of opportunity.

We want this Scheme to be a “whole organisation” document that drives forwards equality and achieves improved outcomes. We will therefore ensure that the objectives we set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Single Equality Scheme and our objectives every four years. This process will again involve staff, children, governors, volunteers and parents who reflect the full diversity of the school community.

## **11. Key school Policies and Procedures**

School policies where consideration of equality issues is likely to be particularly relevant include:

- Learning and Teaching Policy
- Able and talented Policy
- Offsite Activities Policies
- Special Educational Needs Policy
- Physical Education Policy
- Anti-bullying Policy
- Assessment, Recording and Reporting Policy
- Attendance at Schools Policy
- Charging and Remission Policy
- Child Protection Policy
- Collective Worship Policy
- Community Links Policy
- Curriculum Policy
- Induction of Newly Appointed Staff Policy

- Behaviour Policy
- Pay Policy
- Admissions Policy
- Discipline, Grievance and Capability Policy

## **12. Roles and Responsibilities**

The governing body will

- monitor the implementation of the Scheme and the objectives to check progress and assess impact on staff, volunteers, pupils and parents.
- ensure that all governors are aware of their legal responsibilities under equality legislation.
- receive and discuss regular equality reports on progress and performance.
- check that implementation of the Scheme and objectives achieves improved outcomes for people who share a Protected Characteristic and fosters good relations between them and those who do not share that characteristic.

The head teacher will

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and co-operation.
- ensure staff, volunteers, children and parents and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing it.
- monitor to ensure effective implementation of the Scheme and objectives.
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme.

The senior leadership team will

- drive forward implementation of the Scheme and action to achieve the objectives
- support staff to carry out their role in implementing this Scheme
- provide effective leadership on equality issues
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization.

All staff will

- Recognise that they have a role and responsibility in their day-to-day work to
  - eliminate discrimination, advance equality and foster good relations
  - challenge inappropriate language and behaviour
  - tackle bias and stereotyping
  - respond appropriately to incidents of discrimination and harassment and report these
  - respond appropriately to the needs of parents, staff and others with protected Characteristics and encourage pupils to do the same.

- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.
- ensure that pupils are encouraged to recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
  - promote equality, inclusion and good community relations
  - challenge inappropriate language and behaviour
  - tackle bias and stereotyping
  - work to promote anti-bullying strategies
  - respond appropriately to incidents of discrimination and harassment and understand the action needed to report this.

Agreed by Curriculum Committee– Wednesday 3<sup>rd</sup> November 2016  
Review Date – November 2018

Single Equality Scheme  
**Equality Objectives 2012 – 2016**

In drawing up this plan we decided to combine our priorities under the five Every Child Matters subheadings.

**Race Equality Objectives**

	<b>Key Actions</b>	<b>Responsibility</b>	<b>Target Date</b>	<b>Monitoring Comments</b>
<b>Being Healthy</b>	Promote healthy lifestyles that incorporate food and activities from many cultures <ul style="list-style-type: none"> <li>• Cooking activities</li> <li>• Healthy lunchbox</li> <li>• Cultural diversity demonstrated through dance groups etc</li> </ul>	Head Teacher Class Teachers through curriculum planning	Ongoing	
<b>Staying Safe</b>	Be alert to practices that may be detrimental to the pupils wellbeing.	Head Teacher Class Teachers	Ongoing	
<b>Enjoying and Achieving</b>	Promoting, valuing and respecting other cultures. Ensuring that linguistic and cultural background does not adversely affect the opportunities to enjoy and achieve. Use any differences in linguistic and cultural background to positively promote enjoyment and achievement	Head Teacher Phase Leaders Class Teachers	Ongoing	
<b>Making a Positive Contribution</b>	Aim to ensure that where appropriate "pupil voice" is represented by all groups within the school	Head Teacher Class Teachers	Ongoing	
<b>Economic wellbeing</b>	Promoting an aspirational culture amongst staff, pupils and parents. <ul style="list-style-type: none"> <li>• Target setting</li> <li>• Parents evenings</li> <li>• Gifted and talented activities</li> <li>• School ethos</li> <li>• Awards events</li> </ul>	Head Teacher Class Teachers	Ongoing	

## Single Equality Scheme

### Disability Equality Objectives

	<b>Key actions</b>	<b>Responsibility</b>	<b>Target Date</b>	<b>Monitoring Comments</b>
<b>Being Healthy</b>	Ensure there is access to all appropriate activities for all pupils <ul style="list-style-type: none"> <li>• Maintain inclusive approach</li> <li>• Appropriate risk assessments / care plans for educational visits, sports activities etc</li> </ul>	Head Teacher Class Teachers through curriculum planning	Ongoing	
<b>Staying Safe</b>	Continue to review accessibility of school site	Head Teacher Governors	Ongoing	
	Continue to review the Fire Management Procedure	Governors	Ongoing	
<b>Enjoying and Achieving</b>	Promoting, valuing and respecting everyone. Ensuring that any disability does not adversely affect the opportunities to enjoy and achieve. Ensure access to all appropriate activities for all pupils	Head Teacher Class Teachers	Ongoing	
<b>Making a Positive contribution</b>	Aim to ensure that where appropriate "pupil voice" has representation from pupils with disabilities	Head Teacher Class Teachers	Ongoing	
<b>Economic Wellbeing</b>	Promoting an aspirational culture amongst staff, pupils and parents. <ul style="list-style-type: none"> <li>• Ensuring that children with disabilities are closely monitored and targets set for them</li> <li>• Ensuring appropriate pathways for pupil success</li> </ul>	Head Teacher Class Teachers	Ongoing	

## Single Equality Scheme

### Gender Equality Objectives

	<b>Key Actions</b>	<b>Responsibility</b>	<b>Target Date</b>	<b>Monitoring Comments</b>
<b>Being Healthy</b>	Promote healthy body images and challenge negative stereotypes. Build self-esteem through the planned curriculum, school ethos etc. Ongoing implementation of healthy schools work	Head Teacher Class Teachers	Ongoing	
<b>Staying Safe</b>	We will deal immediately with gender related bullying.	Head Teacher School Staff Governors	Ongoing	
<b>Enjoying and Achieving</b>	Develop positive gender self image and promote equal opportunities The regular overall statistical assessments of pupil performance will examine gender differences and identify appropriate action needed	Head Teacher Class Teachers	Ongoing	Carried out regularly as part of data reviewing process.
<b>Making a Positive contribution</b>	Aim to ensure that where appropriate "pupil voice" has representation from both boys and girls equally.	Head Teacher Class Teachers	Ongoing	
<b>Economic Wellbeing</b>	Promoting an aspirational culture amongst staff, pupils and parents. <ul style="list-style-type: none"> <li>• Ensuring appropriate pathways for pupil success</li> <li>• Celebrating achievement</li> </ul>	Head Teacher Class Teachers	Ongoing	