



St Joan of Arc Catholic
Primary School

POLICY & PLAN

Single Equality

2017-21

St Joan of Arc Catholic Primary School

SINGLE EQUALITY POLICY AND PLAN

Mission Statement -

The Members of the Community of St Joan of Arc School, by respecting each other, learn and grow in the love of Christ.

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GUIDING PRINCIPLES

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world. We are committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this we aim to prepare young people for a life working with others in a wider community which socially, culturally and religiously diverse.

The education of all

We have the duty to care for the poor and to educate those who are socially, academically, physically or emotionally disadvantaged. We acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in 'inequality by default'. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

SCHOOL CONTEXT

St Joan of Arc Catholic Primary School is a larger than average inner-city school, situated in the Highbury area of North London. There are approximately 445 pupils on roll, of whom the gender split is broadly equal. Just under a half of pupils are from minority ethnic groups, the largest group being White European. Over one third of children speak English as an Additional Language. There are 27 different languages spoken by pupils, of which the main languages are Spanish, Italian, French and Tigrinya. There are very few families from refugee and asylum-seeking backgrounds. The overwhelming majority of pupils are Catholic and live within three parishes in the local area.

| <i>Percentage of Pupils</i> | <i>School (2017)</i> | <i>National (2017)</i> |
|--------------------------------------|----------------------|------------------------|
| Minority ethnic groups | 47.9 | 32.1 |
| English as Additional Language (EAL) | 34 | 20.6 |
| Eligible for free school meals (FSM) | 12 | 14.1 |
| Special Educational Needs (SEN) | 17 | 11.6 * |
| Average number of pupils in a class | 29.7 | 27.1 |

*January 2016-Dfe- SEN in England report

Our Ethnicity Profile is as follows:

| <i>Main ethnic groups</i> | <i>%</i> |
|---------------------------|----------|
| White British | 44 |
| White European | 10 |
| Other Black African | 9 |
| White Irish | 4 |
| White Western European | 4 |
| Black Caribbean | 3 |
| White and Black Caribbean | 3 |
| Black Nigerian | 3 |
| Other mixed background | 3 |

(Other groups statistically insignificant)

Pupil attainment is broadly average on school entry, and is in line with or above both local and national averages by the time pupils leave. There are no significant differences in the performance of pupils from minority ethnic groups or according to gender. Pupils learning English as an Additional Language also achieve as well as their peers. Children show a good awareness of cultural diversity, and appreciate the wealth of cultures of their fellow pupils.

MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

At St Joan of Arc School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures (e.g. Black History Month, International Week, Workshops with Show Racism the Red Card)
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. As a faith school, we give priority in admissions to members of the Catholic Faith (see Appendix 1.1-1.3)

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact on equality and ensure any discrepancies are identified and dealt with.

EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff at St Joan of Arc School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

EQUALITY AND THE LAW

On 1 October, the Equality Act 2010 consolidated all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. There are a number of statutory duties that must be met by every school in line with this legislation.

The action plan at the end of this Equality Plan outlines the actions St Joan of Arc school will take to meet the general duties detailed below.

RACE EQUALITY

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

DISABILITY

This section should be read in conjunction with the school's Special Educational Needs Policy.

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- ◇ People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- ◇ Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

School Capacity

The school has made great strides in promoting disability access and equality in recent years through:

- ◇ The provision of a disabled toilet in the main foyer
- ◇ The provision of washing & showering facilities for disabled users
- ◇ Provision of indoors 'lunch club' during lunch time play
- ◇ Specialist resources for the visually impaired
- ◇ Annual Disability Risk Assessment of the school premises
- ◇ Adoption of Every Child Matters which provides a framework within which to address the needs of the whole child.
- ◇ Provision of interpreters for parents/carers
- ◇ Appointment of a full-time Welfare Assistant
- ◇ Redevelopment of the pedestrian entrances and exits to school

The school building(s) continue to need further improvement to allow full access to wheelchair users.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- * in the classroom
- * in the school curriculum
- * at all times and in all parts of the building

And when

- * disabled persons feel part of the life of the school
- * disabled persons are included by their peers in all parts of school life
- * parents of disabled students feel their child is part of the life of the school
- * staff feel confident in working with disabled pupils

GENDER EQUALITY

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

SEXUAL ORIENTATION

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation (see Appendix 1.4).

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for staff, pupils and treatment of pupils.

COMMUNITY COHESION

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

CONSULTATION

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from The Index for Inclusion, parent consultations and meetings with parents and carers;
- Input from staff surveys or INSET;
- Feedback from the School Council, PSHE lessons, whole school surveys on children's attitudes;
- Issues raised in SEN Annual Reviews or reviews of progress on Individual Education Plans;
- Feedback at Governing body meetings.

Parents/carers are kept informed of this plan through our school prospectus, website, and newsletters. Copies of this plan are available at the school office on request. This plan can also be made available in languages other than English on request.

ROLES AND RESPONSIBILITIES

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, sexual orientation or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their socio-economic background, gender, race, or disability.

The role of the headteacher

It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.

It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

TACKLING DISCRIMINATION

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. Racist incidents are reported to the headteacher, and then reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

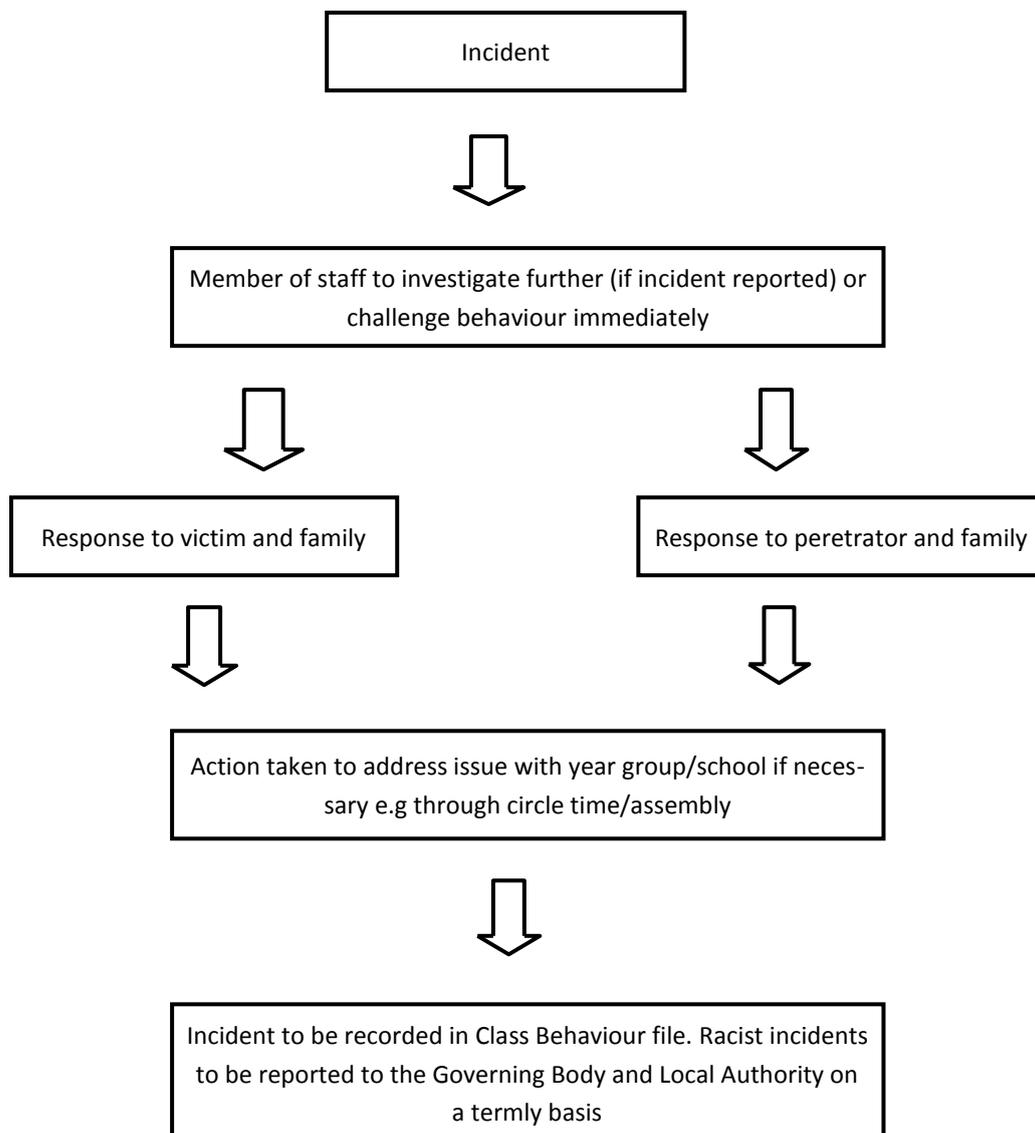
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



REVIEW OF PROGRESS AND IMPACT

Our school rules and mission statement are continually reinforced to pupils through the use of assemblies, collective worship in class, and within the wider curriculum. Our mission statement emphasises the importance of always 'respecting each other'.

Information, Performance and Evidence

The school will collect data and information annually to help monitor the impact of its policies. Data collected will include information on:

- Pupil attendance and achievement
- Learning opportunities (including extended schools)
- Pupil admissions and exclusions
- Social and Peer relationships

Staff employment and CPD

This Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps. Any findings that require action are then fed into the School Improvement Plan, which is approved by the Governing Body.

PUBLISHING THE PLAN

In order to meet the statutory requirements to publish an Equality Plan we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available in the school office.

ST JOAN OF ARC CATHOLIC SCHOOL
SINGLE EQUALITIES ACTION PLAN 2017 - July 2021

| Equality Strand | Action | Responsibility | Timeframe | Success Indicators |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ALL | Continue to promote the Equality Plan through the school website, newsletters and staff meetings | Headteacher | Ongoing | Staff are familiar with the principals of the Equality Plan and use them when planning and delivering the curriculum. Parents, pupils and other stakeholders are aware of the Equality Plan |
| ALL | Monitor and analyse pupil attendance, attainment and achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils | Headteacher/ Inclusion manager | Annually (Autumn Term) | Analysis of teacher assessments/ annual data demonstrates the gap is narrowing between identified groups of people |
| ALL | Ensure that the Curriculum continues to promote diverse role models that young people positively identify with. Engage with organisations that challenge prejudice (e.g. Show Racism the Red Card) | Subject Managers | 2017/2021 | New Primary Curriculum Schemes of work are proactive in addressing all forms of discrimination, and in promoting equality |
| ALL | Monitor and analyse pupil SEN and higher attainment groups cohorts so that they fully reflect the school population in terms of race, gender, and disability | Inclusion Manager | Annually (Spring Term) | Pupil cohorts reflect the school's diversity |
| ALL | Ensure that school learning materials, displays and promotional material promote diversity in terms of race, gender and disability | Leadership Team | Termly | Diversity reflected in the school displays and promotional material across all year groups |
| ALL | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school (e.g. monitor involvement in the School Council, class assemblies, access to extended school activities) | Inclusion Manager | Annually (Summer Term) | All pupils given opportunities to contribute to life of the school; action taken to address any under-represented groups |

ST JOAN OF ARC CATHOLIC SCHOOL
SINGLE EQUALITIES ACTION PLAN 2017 - July 2021

| Equality Strand | Action | Responsibility | Timeframe | Success Indicators |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| ALL | Ensure all parents are given opportunity to become involved in the life of the school; monitor attendance at parent/carer consultations, school visits & PA events; organise translators/BSL interpreters where necessary. Emphasise importance of attending pre-school visits & parent consultation evenings. | Inclusion Manager | Monitored Termly | All parents given opportunities to contribute to life of the school; action taken to address any under-represented groups |
| Race Equality Duty | Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body/Local Authority on a termly basis | Headteacher/ Governing Body | Termly | All staff respond to racist incidents an line with school policy |
| Disability Equality Duty | Ensure that any new building works are fully compliant with current disability legislation | Finance and Premises committee | Disability risk assessment annually by Local Authority | School premises continue to become more accessible for disabled users |
| Community Cohesion | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities Local: International Evening every October National: Remembrance Day, Queens Birthday International: World Cup 2018, and other international celebrations of sport, music and culture Assemblies at KS2 ND ks2 to reflect current events on a local, national & international level. | Subject Managers | Termly in line with school diary and curriculum schemes of work | Pupil surveys show increased understanding of different contexts at local, national and global level |

APPENDIX

ADVICE FOR SCHOOL LEADERS,

SCHOOL STAFF, GOVERNING BODIES AND LOCAL AUTHORITIES

This is non-statutory advice from the Department for Education. It has been produced to help Schools to understand how the Equality Act affects them and how to fulfill their duties.

Schools with a religious character

1.1 Schools with a religious character (commonly known as faith schools) have certain exception to the religious or belief provisions which allow them to discriminate because of religion or belief in relation to admissions and in access to any benefit, facility or service.

1.2 Schools with a religious character may give priority in admissions to members of their own religion. The Admissions code provides that this may only be done when a school is oversubscribed – schools subject to the code are not permitted to refuse admission to pupils not of their faith if they have unfilled places.

1.3 In addition to the admissions exception, schools with a religious character also have exception for how they provide education to pupils and in the way they allow access to other aspects of school life which are not necessarily part of the curriculum. (For example: a child of a different faith could not claim that they were being treated less favourably because objects symbolic of a school's faith, such as the Bible, were given a special status in the school).

The relationship between Sexual Orientation and religion

1.4 Schools with a religious character, like all schools, have a responsibility for the welfare of the children in their care and to adhere to curriculum guidance. It is not the intention of the Equality Act to undermine their position as long as they continue to uphold their responsibilities in these areas. If their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Sex and Relationships Education (SRE) and Religious Education (RE), the schools should not be acting unlawfully.

This Policy is reviewed Every Four Years by

The Governing Body

It was last reviewed in

July 2017

It will next be reviewed in

July 2021