

# St. Joseph's Catholic Primary School



# Single Equality Scheme

# Contents

- 1: Vision and Values
- 2: School Context
- 3: Legal Background
- 4: Roles and Responsibilities
- 5: Stakeholder Involvement
- 6: Impact Assessment
- 7: Action Plan

# 1: Vision and Values

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## Our equality vision and the values that underpin school life

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### Mission Statement

'Together we grow in God's love, learning to be the best we can be.'

The purpose of St Joseph's School is to live, love and learn in a Catholic Christian environment where we:

- Respect and accept each other;
- Strive for excellence and delight in effort;
- Build a community based on tolerance and peace;
- Support each individual to fulfil their potential;
- Are open to the diversity of the wider world;
- Have high expectations of ourselves and others.

# 2: School Context

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## The characteristics of our school

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### A brief description of our school and its community setting

St Joseph's is a one-form entry primary school with a nursery. It serves the Catholic population of Hertford and the surrounding area. There are a few pupils from other faiths. The vast majority of the pupils are of White British heritage. However, the number of pupils from other ethnic backgrounds is increasing slightly. Very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is low. Pupils' attainment on entry varies from year to year but overall is average and the proportion of pupils identified as having special educational needs is average. The proportion of pupils with learning difficulties and/or disabilities is average. The number of pupils joining or leaving the school at other than the usual times has increased over the last year. Our full complement of governors reflects the community of the school and demonstrate a good gender balance.

In November 2017 the school had an Ofsted inspection and was graded Good. In November 2018 the school was inspected under Section 48 regulations and was graded Outstanding.

The school has very good links with the local Hertfordshire Partnership of schools, local secondary schools and sporting partnerships. The school joined the St Francis Assisi Academy in 2021.

The school offers Nursery provision on mornings only basis. Pupils have access to breakfast and after-school clubs.

The school shares the site with a private pre-school.

Characteristic	Total	Breakdown (number and %)
Number of pupils	218	
Number of staff		22 Female; 3 (9%) Male
Number of governors	6	5 Female; 3 Male
Religious character		Catholic
Attainment on entry		Average
Mobility of school population		Below the national average
Pupils eligible for FSM	14	
Disabled staff	0	
Disabled pupils (SEN/LDD)	27	11EHCPs 18 pupils with additional SEN needs
Disabled pupils (no SEN)	0	0
Pupils who speak English as an additional language	13	
Average attendance rate	95%	
Significant partnerships, extended provision, etc.		Extended schools Professionals supporting SEND
Awards, accreditations, specialist status		OFSTED 'Good' school November 2017 Section 48 November 2018 Outstanding

### The standard procedures and processes of our school

See Equal Opportunities policy, SEN policy and Inclusion policy.

Improvements have been made to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

The school is on two levels which can affect access to the three second floor KS2 classrooms. In the past this has been managed by moving a KS2 year group to a ground floor classroom. Advice from other professionals e.g. Physiotherapist and Occupational Therapist is always sought before a decision is made.

All classrooms have a 'Sound field' systems, this can assist with children with hearing impairment.

## 3: Legal Background

### The duties that underpin our scheme

Our school is committed to meeting, and achieving beyond, its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

**General duties****Disability general duty – *Disability Discrimination Act 2005***

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

**Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006***

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

**Race general duty – *Race Relations Amendment Act 2000***

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

**Community cohesion duty – *Education and Inspections Act 2006***

In addition to addressing the duties outlined above, our school will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

**Specific duties: disability, gender and race**

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our single equality scheme. Action relevant to disability, gender, race and community cohesion is specifically identified in the Action Plan.

## 4: Roles and Responsibilities

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### Chain of accountability

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The Board of Governors, supported by the Head teacher and staff, is responsible for ensuring the implementation of this scheme. We have allocated a single nominated governor to review equalities.

### Commitment to implementation

The Head teacher; retains overall responsibility for ensuring that the action plan is delivered effectively.

The Leadership Team will report to the Headteacher on actions and progress.

Annually there will be an item on the School Improvement Committee report on equality and diversity.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

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Responsibility for	Key person
Disability equality (including SEN/LDD (including bullying incidents)	SENCO
Gender equality (including bullying	Head teacher
Race equality (including racist incidents)	Head teacher
Equality and diversity in curriculum	SLT
Equality and diversity in pupil	Head Teacher

### Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

### Commitment to publish

We are committed to sharing information about our single equality scheme as broadly as appropriate. To this end, we will publish an update the results of a full scheme review every three years – in which we will make proposals for future action.

### Commitment to action

#### Governors will:

- |                       |   |
|-----------------------|---|
| Policy<br>Development | <ul style="list-style-type: none"> <li>• Provide leadership and drive for the development and regular review of the school's equality and other policies</li> </ul> |
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Policy Implementation	<ul style="list-style-type: none"> <li>• Provide leadership and ensure the accountability of the Head teacher and senior staff for the communication and implementation of school policies</li> <li>• Highlight good practice and promote it throughout the school and wider community</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils</li> <li>• Congratulate examples of good practice from the school and pupils</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li> </ul>

**Headteachers and senior staff will:**

Policy Development	<ul style="list-style-type: none"> <li>• Initiate and oversee the development and regular review of equality policies and procedures</li> <li>• Consult pupils, staff and stakeholders in the development and review of the policies</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>• Ensure the effective communication of the policies to all pupils, staff and stakeholders</li> <li>• Ensure that managers and staff are trained as necessary to carry out the policies</li> <li>• Oversee the effective implementation of the policies</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils</li> <li>• Highlight good practice from staff and pupils</li> <li>• Provide mechanisms for the sharing of good practice</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Ensure that the school carries out its statutory duties effectively</li> </ul>

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**All staff: teaching and non-teaching will:**

Policy Development	<ul style="list-style-type: none"> <li>• Contribute to consultations and reviews</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>• Maintain awareness of the school's current equality policy and procedures</li> <li>• Implement the policy as it applies to staff and pupils</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme</li> <li>• Provide a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Contribute to the implementation of the school's equality scheme</li> </ul>

## 5: Stakeholder Consultation

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### Involving our learners, parents/carers and other stakeholders

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Our school is committed to encouraging everyone to contribute to the life of the school and its impact within the wider community. Parents have full access to our policies via the school website.

## 6: Impact Assessment

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### Evaluating the impact in terms of the outcomes

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#### Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A statement of outcomes will be provided to the governors annually.

## 7: Specific Procedures and Processes for Delivery

### 7.1 Monitoring and Standards - all diversity areas

- We place a high priority on identifying the ethnicity, first language and specific diversity needs of all our pupils.
- Diversity aspects, including ability, disability, gender, ethnicity and relevant additional areas, are used to monitor achievement, attainment and progress, with a particular focus on the closure of any gaps in achievement at Early Years Foundation Stage, Key Stage 1 and Key Stage Our school plan also identifies and prioritises the reduction of underachievement.
- Diversity aspects are identified in the management and monitoring of all aspects of behaviour management, bullying, racist and prejudice based incidents and attendance. Analysis is used to plan for positive change and development.
- Ongoing reviews of all policies and documentation include consideration of diversity issues and their impact.
- The take up and impact of extra-curricular clubs is subject to periodic monitoring.

## **7.2 The Curriculum, Resources and Teaching and Learning - all diversity areas**

- Teaching and curriculum provision supports high standards of attainment for all.
- The diversity of cultures and backgrounds represented in the school and the wider community is used by staff as a positive resource to promote an understanding of local, UK and global diversity.
- we seek to enable our pupils and staff to increasingly develop a critical awareness of community, diversity and equality & a willingness to learn from different cultures, backgrounds, faiths, beliefs and lifestyles
- Lessons and activities across the curriculum teach pupils to understand and value their own and others' personal, social and cultural identities, to respect and value difference and diversity and the skills to challenge prejudice and stereotyping
- Pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- Staff are trained to have the confidence and skills to challenge all instances of prejudice, intolerance and discrimination. Pupils are taught to recognise prejudice, intolerance and discrimination and that they have no place in our community (see separate detailed procedures in relation to Anti-bullying and Preventing and Dealing with Racist Incidents)
- Staff recognise pupils' first language abilities as a teaching and learning resource and a strength. Classrooms and other common spaces in the school where work is displayed present positive and challenging images that are non stereotypical and reflect the diversity of our society and world.
- The school promotes positive attitudes to diversity throughout the year

## **7.3 Admissions and recruitment - all diversity areas**

- We ensure that no aspects of diversity are a barrier to any individual's admission or recruitment to the school (see Admissions and Recruitment policies).
- Government and Diocesan guidelines and advice ensure that over-subscription criteria (including the practice of faith) are legal and comply with regulations.
- Admissions criteria go out for consultation to the wider community three years.

## **7.4 Wider outcomes for pupils- all diversity areas**

- Pupils are encouraged to feel that their access to opportunities, both now and in their aspirations for future career and lifestyle choices, are not restricted by any aspect of their own or their family's diversity, ethnicity or socio-economic background. This is promoted at all times.

### **4.5 Parents and the wider community - all diversity areas**

- Active steps are taken to involve all parents, and wherever appropriate additional steps will be taken

to overcome barriers and ensure accessibility, including the use of translations, interpreters, large print, tape letters and reasonable adjustments to the physical environment.

- The school actively supports the Hertford and Ware Schools Consortium and works collaboratively with local schools, voluntary groups and wider agencies to ensure that we are represented and part of a wider diverse community.

## **7.6 Additional standard procedures and processes – disability**

- The school has a separate Accessibility Plan which details on-going arrangements for pupils with disabilities.

#### **4.7 Additional procedures and processes – ethnicity and religion**

As a school we recognise:

- the vulnerability of isolated minority ethnic pupils and non-Catholics in the school
- the challenge of expanding pupils' insights into diversity of culture and religion/belief

#### **4.8 Additional procedures and processes – wider diversity areas**

- The school's policy on education of Children Looked After (CLA) is in a separate dedicated document.
- The school welcomes all members of the community and seeks to promote participation wherever possible from diverse representatives
- Appropriate support is provided for pupils for whom English is an Additional Language (EAL) to enable them to achieve at the highest possible level in English.

### **8.0 Roles and Responsibilities**

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

#### **8.1 Commitment to implementation**

The Headteacher retains overall responsibility for ensuring that all equalities actions are delivered effectively. The SLT will ensure that equality & diversity principles guide their work. The Headteacher will include Equality information in the termly report to Governors, as appropriate. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

The Link governor for Equalities is Theresa Whitfield

#### **8.2 Governors will:**

**Policy Development** Ensure the development and regular review of the school's equality and other policies.

**Policy Implementation** Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies. Ensure the monitoring of equality outcomes relating to wellbeing of employees and the work of the school.

**Behaviour** Provide appropriate role models for all managers, staff and pupils.

Celebrate examples of good practice from the school and among individual leaders, staff and pupils.

Ensure a consistent response to incidents, e.g. bullying cases, homophobic/bi/transphobic or racist incidents.

**Public Sector Duties** Ensure that the school carries out to the letter, the spirit of the

statutory duties.

### **8.3 The Headteacher and senior staff will:**

**Policy Development** Initiate and oversee the development and regular review of equality policies and procedures. Ensure consultation with pupils, staff and stakeholders in the development review of policies.

**Policy implementation** Ensure the effective communication of the policies to all pupils, staff and stakeholders. Ensure that managers and staff are trained as necessary to carry out the policies.

**Oversee the effective implementation of the policies**

**Behaviour** Use informal and formal procedures as necessary to deal with situations as they arise.

Provide appropriate role models for all managers, staff and pupils. Highlight and celebrate good practice. Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.

**Public Sector Duties** Ensure that the school carries out its statutory duties effectively.

### **8.4 Subject Leaders and teaching staff will:**

**Policy Development** Identify and report equality policy implications as they arise in the classroom and in all dealings with pupils, staff and parents.

**Respond to consultation requests** by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.

**Implementation of Policy**  
Develop and deliver a curriculum that fulfils the requirements of our equalities duty. Monitor outcomes, progress and participation of pupils by equalities dimensions and report any concerns at an early stage. Undertake and respond to equalities training as necessary.

**Behaviour** Model positive attitudes, values and behaviour that promotes equality dimensions. Respond appropriately to the behaviour of pupils and staff, as a whole, and as individual (praising/challenging as necessary).

**Public Sector Duties** Contribute to managing the implementation of the school's equality scheme.

### **8.5 teaching and support staff will:**

**Policy Development** Contribute to consultations and reviews. Raise with line managers any diversity issues or concerns which could contribute to policy review and development. Maintain awareness of the school's current equality policy and procedures.

**Implementation of Policy** Implement the policy as it applies to staff and pupils.

**Behaviour** Behave with respect and fairness to all colleagues and pupils, carrying out to the letter and spirit the school's equality scheme. Provide a consistent response to incidents, e.g. bullying cases and racist incidents.

**Public Sector Duties** Contribute to the implementation of the school's Equality Scheme.

### **8.6 Parents/Guardians/Carers will:**

- Ensure that a teacher or the Headteacher is contacted as soon as possible if either an adult or a child is emotionally hurt by any comment made at school.
- Be made aware that there are different levels and sources of support available within the school. These are allocated by the Headteacher in order to meet the unique needs of children in each class.
- Ensure that the ethos, values and aims of the school are reinforced in the home.
- Share information so that the class teacher is aware of any particular needs or circumstances that could help us to provide appropriate support e.g. disabilities of any family member or caring responsibilities that impact on the family
- Endeavour to be appropriate role models for their children.

### **8.7 Pupils will:**

- Respect themselves and each other
- Use language that is inclusive and is not underpinned by discriminatory or hurtful offline or online influences
- Raise any concerns about their own or other people's safety and wellbeing as soon as possible with an adult
- Grow in awareness of their rights and their responsibilities to each other

### **6.0 Stakeholder engagement and consultation**

Our school is committed to encouraging all stakeholders to contribute to the development and review of all policies and procedures affecting the life of the school and its impact within the wider community. The range of techniques used to ensure stakeholder consultation includes:

- Ofsted style questionnaires & Parent View
- Working parties focused on key policy development issues
- staff/pupil interviews
- School parliament discussion, suggestions and minutes
- Pupil Voice
- General parental / staff feedback
- Staff Appraisal feedback

Feedback from stakeholders is welcome at any time and will feed into policy and practice development as appropriate.

### **9.0 Impact Assessment**

All school policies are reviewed for equality implications as part of the rolling program of review and issues arising are identified and, where required, carried forward into the School Plan. Key outcome data for equalities, e.g. bullying and racist incident data, identified imbalances in participation/achievement by group, and changes in school context data relevant to equalities will be included in the Headteacher's termly report to governors and identified through analysis of the

Analyse School Performance (ASP) report.

Progress on the delivery of specific equalities objectives will be reported as follows:

- those related to staff will be addressed by the Governing Body, who have responsibility for personnel.
  - those related to pupils and parents will be addressed by the Whole Governing Body
- Performance in relation to our equalities duties will be reported to the Full Governing Body, through the Headteachers report or through a relevant committee's papers, including the following strands:
- Identification of any specific concerns related to achievement levels by diversity strands;
  - Identification of any specific concerns related to attendance and behaviour by diversity strands;
  - Identification of any specific concerns related to bullying and racist incidents by diversity strands.
- Notification that all bullying and racist incidents have been dealt with promptly, recorded and resolved;
- Evidence that high levels of trust and confidence have been maintained from the full diversity of parents;
  - Evidence that the taught curriculum reflects and celebrates the diversity of cultures and backgrounds represented in the school, the local community and in British society is valuing and nurturing of individual pupils' identities;
  - Evidence that all school staff have received appropriate training or induction on equalities issues;
- And
- Progress on any specific equalities objectives.

**Aim: To meet the key principles of the 2010 equality act and our Christian responsibility by having measurable objectives that span four years.**

**Objective:** The school currently employ staff from a predominantly white British background. The children would benefit from being taught by a more racially diverse staff. Children should have opportunity to be taught by adults who look like them. 5% of children at St Joseph's School are BAME, including white other. The staff body is exclusively ethnically white. Engage in new strategies such as unconscious bias training, anonymised forms,

-Consider using Black, Asian and racially minoritised recruiters and advertising companies in order to diversify the staff workforce.

Look for opportunities to reach out to student teachers where there may be more students who are from Black, Asian or racially minoritised groups

**Aim: To characterise pupils without using protected characteristics.**

**Objective:** To enhance the teaching materials we use across the school to represent a diverse society. In reviewing new reading, artists, authors and images used in lessons, we will ensure that we choose examples that are reflective of a diverse society and, in particular, of our own community.

**Objective:** to ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

Welcome all positive walking along side interpretation of faith positive

DFE Guidance

***Aim: Ensure that emotional wellbeing of our children and staff is an intrinsic part of the education offered at Appleton, ensuring all achieve across the curriculum?***

**Objective:** Wellbeing leader training to be attended by the a member of staff. Upskilling and providing additional support to the school. Thus enabling the member of staff to develop a wellbeing team that is able to support the wellbeing needs of staff and pupils across the school.

