



St Catherine of Siena RC Primary School Cranham Avenue WA3 2PQ

## St Catherine of Siena Equality Policy

### **Mission Statement**

As a Catholic school, St Catherine's is a community in which all can grow in the knowledge and love of God, themselves and the world in which they live.

*'Be who God meant you to be and together we can achieve.'*

### **School Aims**

Through all teaching our children will develop spiritually, socially, culturally, emotionally and intellectually ensuring they embed Gospel values such as fairness, respect, tolerance and forgiveness throughout their school life, leaving St Catherine's as good citizens able to participate fully as a member of society.

To engage, inspire and challenge them in an environment where they feel safe, happy and confident.

Our children gain a good understanding of the world through their learning, being aware of the diversity of societies whilst also having a clear identity of themselves in the world.

### **Equality and the Law**

The three previous general and specific equality duties on schools (race, disability and gender) to eliminate discrimination and advance equality of opportunity have been combined into a less bureaucratic and more outcome-focused duties covering the seven protected characteristics.

These are:

- Age
- Disability
- Gender
- Gender-identity
- Race
- Religion or belief
- Sexual orientation

At St Catherine's we want all members of our community to feel welcome and valued and at every level, in all the work we do and throughout all aspects of school life and community, all will be treated equally.



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## **Legal Duties**

As a school we welcome our duties under the Equality Act 2010. The general duties are:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We understand that we need to as a school ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

The protected characteristics, as stated by the Equality Act 2010 are:

- Age (for employees – not school provision)
- disability
- gender reassignment
- marriage or civil partnership (for employees)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (we will comply with GDPR in this duty)
- Consult our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be analysed across our school, but we will also look at data relating to our local community context eg hate crime and demographic information

In relation to school we will pay attention to the following areas:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related exclusions

We recognise that our work on equality is central to the successful promotion of fundamental British values, in particular respect and tolerance and the rule of law. Our curriculum helps to prepare pupils for life in modern Britain and we address any form of prejudice and discrimination, including language.



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## **Equality Statement**

At St Catherine's we want all members of our community to feel welcome and valued. Our vision and values promote inclusion and equality and tackle discrimination. We are committed to equal opportunity for all pupils, staff, parents and members of our school community, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We believe that:

Learners are all unique children who together are one:

- We recognise and respect diversity
- We show understanding, compassion and care to all
- We foster positive attitudes and relationships and a shared sense of community and belonging
- We observe good practice in recruitment, retention and staff development
- We aim to reduce and challenge barriers to equality that already exist

We will monitor achievement of pupils by race, gender and disability and will use the data to support pupils, ensure inclusive teaching and raise standards.

## **Roles and Responsibilities**

### **The role of governors**

- Involve and engage the whole school community in identifying and understanding equality barriers and in setting of objectives to address these.
- Monitoring progress towards achieving equality objectives
- Take all reasonable steps to ensure the school environment gives access to people with disabilities and school communications are as inclusive as possible for parents, carers and pupils.
- Ensuring staff have access to appropriate training and resources.

### **The role of the headteacher**

- To implement the school's equality plan, supported by the governors.
- Promote key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.
- To ensure that all staff are aware of the equality plan and all staff apply these guidelines fairly in all situations.
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination with due seriousness.

### **The role of all staff**

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



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- Strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images
- To challenge any incidents of prejudice, racism or homophobia and record any serious incidents, bringing them to the attention of the headteacher.

**Review of Progress and Impact**

The plan has been agreed by the school governing body and will be reviewed annually, in line with legislative requirements.

We will regularly analyse pupil's learning and use this to track progress. We will monitor achievement by ethnicity, gender and disability, to ensure all groups of pupils are making progress and will take steps to address any gaps.



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## **Aims of the Accessibility Plan**

This plan outlines how St Catherine's Catholic Primary School aims to improve access to education for children with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents
- Headteacher and staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing need of the school and its pupils. The plan will also be reviewed where the school has undergone any refurbishment.



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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Access to the curriculum	Learning aids provided for pupils to support access to the curriculum.	Review of pupil passports and progress made	SENCO to lead, all staff to take responsibility in individual classes.	Ongoing – when needed	Use of resources such as dyslexia friendly, emotional regulation evident in classes
Access to the curriculum	Intervention training for staff	CPD review	SENCO	As training is available and need identified	Training accessed by staff – TESS S&L OT Intervention support in place for pupils – programmes of support implemented successfully
Access to the curriculum	Termly review and updates to pupil passports to assess and address learning needs of pupils.	New targets or updates on pupil passports	SENCO and class teachers	Termly	Individual targets met and support/ intervention in place making positive impact.
Access to the curriculum	Training for staff to support pupils with disabilities within the curriculum.	Strategies and adaptations to the curriculum to ensure access for all pupils.	Headteacher	As required	Staff are teaching and adapting where necessary so all pupils access all areas of the curriculum.
Access to the curriculum	Monitor and analyse pupil achievement by race, gender and disability and act on any trends in data.	Data analysis will evidence any progress towards this.	HT	Termly – in house data annually – national data	Addressing any trends and support in place – progress and attainment improves for identified group.



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Access to the physical environment	Development of disabled toilet access.	Access to disabled facilities to all pupils and staff. Access to changing facilities.	HT		Disabled toilet facility installed in staff toilet area in summer 22 including a changing space. Disabled access to KS1 and KS2 toilets.
Access to the physical environment	Internal doors accessible for wheelchair users.	Any newly installed doors to be wheelchair accessible.	HT		Any new internal doors installed will be wide enough to be wheelchair accessible.
Access to information	Understand the needs of pupils and parents and ensure any materials is available in relevant format.	Pupils and parents will have access to curriculum and other information in a format that meets their needs.	HT Classteachers	As required	Resources provided as required. Support from external agencies requested if needed.
Access to information	Good knowledge of pupils providing signs around class and school are accessible.	Pupils will use signs in class and around school to support their learning.	HT Classteachers	As required	Visual timetables in all classes Appropriate signs/ notices around school – used by pupils
All	To publish and promote the Equality and Accessibility plan through the school website, newsletter and staff meetings.	Through parental surveys	HT / deputy HT	Aut 22 (once agreed by FGB)	Staff are familiar with the principles of the plan and use the diversity scheme of work termly.  Parents are aware of the Equality Plan
All	Ensure that curriculum displays and enrichment activities promote role models that pupils positively identify with, reflecting the	Visitors, enrichment activities and displays promote positive role model images around school.	All staff across different subject areas.	Ongoing in line with monitoring schedule	



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	school's diversity in terms of race, gender and disability.				
All	To promote positive images which reflect the diversity of the school and community in terms of gender, race and disability.	Through assemblies, displays, books	HT/Deputy HT	Ongoing	Children enjoy diversity curriculum – learning about and developing their knowledge and understanding of protected characteristics (at age appr level)
All	Ensure all children are given the opportunity to make a positive contribution to the life of the school eg through class assemblies, aspire team, school council, anti bullying ambassadors	School council Ambassadors representation monitored by race, gender and disability	HT	Ongoing	More diversity in school council, aspire team captains and ambassadors
All	Extra and additional support for pupils who are under achieving, in order to make extra progress in their learning and personal well being.	Termly pupil progress meetings  Intervention impact report.	HT Class teachers	Ongoing support	Progress meetings will identify progress made by pupils who have had intervention and additional support.



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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Continue to publish and promote the Equality and Accessibility Plan through the school website, newsletter and staff meetings.				
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.				
All	Ensure that the curriculum, displays and enrichment activities promote role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.				
All	Recognise and represent the talents of higher ability/ gifted and talented pupils who may have disabilities and ensure representation on the programmes fully represents the school population in terms of race and gender.				
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g through involvement in school council, anti bullying ambassadors, live simply team by election – jobs/roles such as: playleaders, monitors.				
Equality Duty	Continue to identify, respond, prevent and report any discriminatory incidents and prejudiced based bullying as outlined in the Plan. Report the figures to the governing body termly.				



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Community Cohesion	To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g Diwali Chinese New Year Christmas				
All	To ensure that extra-curricular activities (including Y6 Residential to Low Bank Ground), take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.				
All	Extra and additional support for pupils who are under achieving, in order to make extra progress in their learning and their personal well-being.				
All	To continue to support the understanding of difference in society with curriculum links ie black history month, female scientists in science week				

**Accessibility Plan**

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