

St Joseph & St Bede RC Primary School

Equality Objectives 2012 – 2013

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered, the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils,

Stage 3: Setting Equality Objectives

Objectives were set for the following three areas: attainment, attendance, engagement in school activities

Attainment

Equality Objective: To narrow the current attainment gap between boys and girls.

Why: The school's small cohorts make it difficult to identify clear patterns in attainment and progress but our most recent school data shows that girls outperform boys at Key Stage 2, particularly in mathematics.

How: Purchase new resources which are likely to promote problem solving skills and challenge that appeal to boys as well as girls.
To continue to use our tracking system this will enable staff to identify underachievement and lack of progress as early as possible.
Use targeted intervention programmes to address specific areas of underachievement.

Outcome: Our aim is to use the information gathered from the tracking system to identify underachievement across the school. Although this will particularly focus on boys' development for the coming academic year, in order to begin to narrow this gap, our intention is to adapt strategies to meet the learning needs of all pupils in the longer term.

Attendance

Equality Objective: To explore and understand the reasons for absence and what strategies can be used, and support given, to individual pupils to improve attendance rates.

Why: The schools attendance figures show that pupils with pastoral support on roll have disproportionately higher absentee levels than those of their peers.

How: Consult with the school community that this impacts upon. Particularly make sure that parents/carers are involved and also specialist services e.g. the Early Intervention Team

Engage parents, community and pupils to promote good attendance and engagement in school life.

Impose fines where necessary to underline requirement for school attendance.

Outcome: To increase attendance of those children to a level nearer to that of their peers. We will of course continue to apply an adjustment taking into account the travelling lifestyles of some children from communities, including those who are dual-registered.

Engagement in school activities

Equality objective: Increase the engagement of pupils on FSMs in school activities

Why: Our data and information showed that pupils who have FSM have shown a lower level of engagement in school activities both inside and outside the classroom.

How:

- To engage in school networking and professional development through our Parent Support Advisor
- To investigate sources of appropriate resources to engage pupils and families e.g. Homework Club
- To support school visits to widen the opportunities for children on FSM e.g. Robinwood Outdoor Pursuits visit in Year 6

Outcome: To increase of strategies to engage pupils on FSM to increase the engagement of these pupils in school activities.

Annually Reviewed

St Joseph & St Bede RC Primary School

SINGLE EQUALITY POLICY

Equality Statement

Legal Duties

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

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

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In advancing equality of opportunity:

1. we aim to remove or minimise disadvantages suffered by people due to their protected characteristics;
2. we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
3. we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

In order to meet our general duties, listed above, the law requires us to do 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 not publish any information that can specifically identify any child**)
- prepare and publish equality objectives

• To do this 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 assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- participation

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of pupils at the school.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our school will benefit
- follow guidance from Bury Children's Service HR on equality in recruitment, selection and employment

- use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010, use the Questions Procedure and, for any complaints not resolved internally, use the local authority complaints procedure.

Our Mission Statement

Our school is a Catholic community, working together for the development of our children, with the love of God as our central focus. Through this common bond, all members of our community, children, staff, parents, governors and friends, work in partnership towards love, tolerance and justice. We believe that each member of our community is a unique individual with particular talents and needs. Our school community strives to live the Gospel message, to develop our vision as members of the Church and move forward in faith together.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately and report them to the Local Authority using the online reporting system at <http://portal.irisadapt.com> .

Responsibility

We believe that promoting equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher /Principal	As above including: Promoting 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. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	Supporting the Head / Principal as above. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Teaching Staff	Contributing to ensuring the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Non Teaching Staff	Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Supporting colleagues within the school community. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Parents	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them as part of a special newsletter, available in the school office and on the VLE

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

We will review our objectives in relation to any changes in our school profile and at least every four years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **28th March 2012**

Date to be reviewed by the Governing Body **March 2016**

Further guidance for schools, parents and carers on the Equality Act 2010 can be found on <http://www.bury.gov.uk/index.aspx?articleid=4443>