



St. Aloysius' Junior School Equality Policy

Introduction:

We believe that respect for all human beings implies equal opportunities for all regardless of race, gender, disability, community, sexual orientation and we will endeavour to ensure sharing of cultural experiences and diversity. We aim to meet this through our mission statement.

Through Jesus we learn, love and grow together

Section 1: Defining Equality

What is Equality?

Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age, or any other recognised area of discrimination.

Introduction and Our Approach

St. Aloysius Junior School acknowledges that we are all different but we are all equal. We believe in valuing and celebrating the strengths in people's differences. The philosophy of our school means that the whole school community values the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a learning difficulty and/or disability, racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and in continued professional development.

Our school admissions policy is equally open to pupils of all groups. We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population.

This policy applies to our governors, pupils, parents/carers and any visitors that are involved with our school.

Section 2: Current Profile of the School

The school is located in an area of high deprivation with a school deprivation indicator in the top 15% nationally. The vast majority of children transfer from the adjacent infant school with attainment on entry in line with national averages. However the school Autumn Year 3 school baseline suggests significant gaps for low attaining children on entry in some year groups. The proportion of pupils eligible for pupil premium at 57% is much higher than most schools. The proportion of disabled pupils and those who have special educational needs is high compared to national averages, including 2.7% - 6 pupils with a statement of SEND compared to the national average of 1.4% nationally. Over a quarter of the pupils come from families that have or had welfare issues. Many pupils are from ethnic minority groups and 62% of pupils have English as an additional language with around 5% who are at an early stage of English.

Section 3: Legislative Context

The school has consulted a range of legislative guidance in the drawing together of this policy. The key legislative drivers for this policy are set out in appendix 1; actions to support the implementation of each of these duties are set out in Section 6.

Accessibility Plan

This section of the equality policy covers our requirement to have an accessibility plan under the disability discrimination act 1995. Our school Access Plan is published on the school website www.staloyusjun.camden.sch.uk

The school welcomes staff and pupils with differing physical abilities within the limitations of the school building and the practicalities of the work. We have worked closely with the local authority to make reasonable adjustments in the light of our Access Audit and the requirements of the Disability Discrimination legislation.

Section 4: Development of the policy

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the behaviour policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our structured parent conversations.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- We collect, analyse and publish data:
 - on the school population by gender and ethnicity;
 - on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability; by year group – in terms of ethnicity, gender and proficiency in English;
 - on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

This section lays out the responsibility of the school community in respect of the policy

- The school firmly believes in consulting with parents, governors, pupils and staff to gain their views and needs with regard to the equality strands
- The school distributes questionnaires to parents to gather information on their views of the school then feeds back through the school newsletter
- The school takes reasonable action with regard to the needs of stakeholders
- The policy is reviewed annually as part of our cycle and procedures in order to ensure the content is acceptable to all groups that it involves
- The school ensures that there is a whole school commitment to the policy and that it builds on our ethos and mission statement

- The school audits provision through our monitoring procedures and an action plan is reviewed annually and links with the school improvement plan.

5. Responsibility for the Policy

The **Governing Body** is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- The named Race Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

The **Headteacher and Senior Leadership Team** is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and diversity;
- ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- ensuring that staff are aware of their responsibilities and are given relevant training and support;
- taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination.

All Staff are responsible for:

- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- not discriminating on grounds of race, disability, or other equality issues;
- keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

Section 6. Eliminating discrimination, promoting equality and celebrating diversity

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, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;

- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- use a range of sensitive teaching strategies when teaching about different cultural traditions;
- develop pupil's awareness so that they can detect bias and challenge discrimination;
- ensure that issues of equalities, diversity, human rights and inclusion are taught in the PSHCE curriculum; we also ensure the pupils emotional and spiritual well being with our RE programme of study;
- promote our rights respecting school status by following the UNICEF rights of the child charter;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.

Personal development and pastoral guidance

- Use Christ and the teachings of the Catholic faith to guide our personal and spiritual development
- All staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race.
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

Curriculum

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity.

- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.

Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
- Steps are taken to encourage people from under represented groups to apply for positions at all levels of the school.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff induction.
- All supply staff are made aware of equalities policies and practices.

Partnerships with parents/carers and communities

- All parents/carers are encouraged to participate at all levels in the full life of the school.
- Parent Academy is open to all Year 3 parents in order to help them support their child with learning.
- Members of the local community regularly join in school activities e.g. school fair, black history month celebrations, holding an international food evening, refugee week, anti bullying week (Friendship week) and inviting outside performers to enhance cultural understanding etc.
- The school has a role to play in supporting new and settled communities.

Section 7: Putting policy into Practice

This policy is directly related to our SEND, Anti Bullying and EAL policies. It is also supported by our Equality objectives- reviewed annually, which set out specific actions to be taken by the school in order to promote equality of opportunity (see Section 8) for details please refer to the attached Action Plan which is reviewed and updated annually.

Section 8: Equality Objectives

ST ALOYSIUS CATHOLIC JUNIOR SCHOOL

Equality Objectives 2015-2018

Our Mission Statement and general aims set out the school's ethos and values:

Objective	Action/s	Criteria for success	Time	Resources	Monitoring and evaluation
Accelerate the progress of lower attaining pupils (L1/2C on entry) in mathematics in the daily lesson.	INSET Performance management target Focus on mathematical language, use of practical resources, building independence	Lower attaining pupils working more independently in daily mathematics lesson. Making good progress within lessons. Make expected progress by end of KS2.	Start Autumn 2015-ongoing	INSET Practical resources	HT SENDCO, Governors
Close the gap in attainment and progress between pupils eligible for the pupil premium and non pupil premium.	Work with PP pupils in class regularly 1-1 reading with teacher (PM benchmark) Use tracking to identify pupils not making expected progress and plan interventions accordingly	Attainment and progress gap closed between PP and non PP	Start Autumn 2015-ongoing	PM benchmark kits List of PP pupils	DH, HT, Governors
Ensure there are staff with an understanding of the needs of individual pupils with a disability.	Book training for staff to become skilled in specific areas (eg autism, Down's syndrome, diabetes)	An 'expert' will be available within the school to give advice on specific disabilities. Staff will have a clearer understanding of the needs of pupils within their class with a disability.	As required	Training courses	SENDCO
Plan to meet the needs of all pupils	Provide opportunities for staff to seek expert advice. INSET on differentiation and planning to meet the needs of individual pupils. Supply practical resources that will support teaching and learning.	Activities will be differentiated to provide an appropriate level of challenge.	Ongoing	External agencies Practical resources (eg Numicon)	SENDCO, HT, Subject Leaders

Provide a stimulating, rich and interactive classroom environment.	Working Walls which support learning Visual reminders Word banks Displays IWB Flexible seating arrangements (eg mat, horseshoe table)	Pupils use displays to help them in learning. Pupils show high levels of engagement in lessons.	Ongoing	IWB Display materials Range of seating/ tables	HT, SENDCO, Subject Leaders
Provide a broad, balanced and motivating curriculum.	Plan topics to ensure the curriculum is exciting (including Igniting Learning opportunities). Plan a variety of extra- curricular activities (eg Curriculum Plus, music, sport) and ensure these are accessible to all.	Pupils are passionate about learning. Pupils take part in competitive sport. Pupils learn to play a musical instrument. Pupils go on a wide range of trips (including School Journey).	Ongoing	Curriculum Plus budget Igniting Learning budget Curriculum area budgets	HT, SENDCO, Subject Leaders (inc PE & Music)
Provide a range of interventions to accelerate progress.	Use provision mapping to target interventions across the school. Ensure Teaching Assistants/ teachers are trained to deliver intervention programmes effectively. Regular training for all TAs.	Children are given targeted and timely interventions. Adults delivering interventions will have increased confidence and understanding leading to more effective support.	Ongoing programme	Training courses Materials for interventions	SENDCO, HT, TAs (peer)

Section 9: Monitoring and Reviewing

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be.

The governing body receives regular updates on pupil performance information. School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- exclusions;
- incidents of racism, disability discrimination , sexual harassment and all forms of bullying;
- parental involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

MONITORING THE POLICY

The Headteacher and Senior Leadership Team will monitor the policy by regular reviews and observations.

The Headteacher must publicise the policy and bring it to the attention of pupils, parents and staff at least once a year.

This policy was updated by Tracey Shevlin (Deputy Headteacher and Inclusion Lead) in Autumn 2015
Review and update by Autumn 2018

Signed.....

Chair of SEND & Curriculum Committee

Date: 14th October 2015

Appendix 1

Below is the list of legislation that we as a school used as our guidance when preparing this policy:

- The Equality Act 2010
- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and
- the Sex Discrimination Act (1975)
- The Disability Discrimination Act 2005
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- The European Directives-
- The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment
- Equality (Religion or Belief) Regulations 2003
- The respective Codes of Practice associated with the legislation

Appendix 2

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- equal opportunities;
- pupils' progress attainment and assessment;
- behaviour discipline and exclusions;
- pupils' personal development and pastoral care;
- teaching and learning;
- induction;
- admissions and attendance;
- the curriculum;
- all subjects;
- teaching and learning;
- staff recruitment and retention;
- governor /staff training and professional development;
- partnerships with parents/carers and communities;
- visits and visitors.

Appendix 3

Check list for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
 - This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
 - The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
 - The school publishes information to demonstrate purposeful action on the general duties
 - The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
 - The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
 - A senior member of staff has responsibility for co-ordinating the implementation of the policy and monitoring outcomes
 - The school ensures that all staff understand and implement the key requirements of the Equality Policy
 - The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
 - The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
 - All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
 - The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
 - Visual displays and multi-media resources reflect the diversity of the school community
 - Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
 - The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment
 - Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
 - The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
 - The Governing Body is increasingly representative of the community it serves.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.