



ST. AIDAN'S CATHOLIC PRIMARY SCHOOL

Headteacher: Mrs. J. M. Farrimond, B.A. (Hons) N.P.Q.H

EQUALITY SCHEME

ASPECT LEADER	Mrs J M Farrimond
GROUPS INVOLVED IN DISCUSSION	Headteacher and Leadership Team Governing Body All Staff

DOCUMENT PURPOSE

This document replaces all previous policies relating to gender, race and disability equality. This document is relevant to all staff, pupils, parents, visitors, Governors, trainees and helpers, all abilities, races and cultures.

At St. Aidan's Catholic Primary School we aim to provide equality of opportunity for all people, whatever their age, ability, gender, sexual orientation, race or background. We want all our children and adults to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices – in particular those relating to gender, ability, race and culture – do not prevent any child or adult from reaching their potential.

This document should be read along side our Mission Statement and School Aims. Other Policies which further determine areas related to the Equality Scheme include: Inclusion Policy (SEND) and Policy for Teaching and Learning.

As stated in our school's Mission Statement, our 3 aims are to-

- ~ Have a sense of responsibility and take an active part in serving our world;
- ~ Have a growing understanding of Gospel Values and gather together in prayer and Worship;
- ~ Have a passion for learning and an enjoyment for discovery.

"Hand in Hand, In the image of Jesus,

We grow together and celebrate who we are."

The staff of St. Aidan's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

We want to create an environment, which encourages everyone to reach their potential by nurturing self-esteem and respect for others. We believe that each individual should be valued and treated as an integral member of our school community. Positive and caring attitudes are to be fostered in all aspects of school life, including behaviour choices, the management of discipline, self-value and respect for others.

We at St. Aidan's believe that each and every person should be encouraged to respect the individual uniqueness and rights of others so that everyone can be comfortable within their school environment. We propose to do this by employing a positive attitude to pupil behaviour management and developing consistency of approach to the management of behaviour by all staff and pupils.

All adults, in all roles, at St. Aidan's are expected to be role models for others and should encourage all adults to be aware of this responsibility. Staff are appointed and volunteers and visitors are carefully and sensitively selected to ensure that all uphold the highest levels of respect and care for others. We all work towards the

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same aims, which are strongly underpinned by our Mission Statement and the aim to build our Catholic school community on the teachings of the Gospel.

Remember that:

'Teaching has an extraordinary moral depth, for the teacher does not write on inanimate materials, but on the very spirits of human beings.' *From 'The Catholic School at the Threshold of the Third Millennium'*. It is important that this scheme is reviewed regularly and that impact assessments are carried out and the scheme up-dated as needed.

Overarching Policy Statement

- a) In accordance with our mission statement, we pledge:
- to respect the equal human rights of all our pupils;
 - to educate them about equality and
 - to respect the equal rights of our staff and other members of the school community.
- b) We will assess, appropriately, our current school practices and plans for the future ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:
- ethnicity;
 - religion or belief;
 - socio-economic background;
 - gender, gender identity and gender reassignment;
 - pregnancy, maternity and paternity;
 - disability,
 - sexual orientation;
 - age
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity;
 - religion or belief, and
 - socio-economic background.

Statutory Requirements

We recognise our general responsibilities under the Equality Act 2010 ("the Act") to avoid direct and indirect discrimination on the grounds of any of the protected characteristics listed above.

As a public body, we are also covered by the public sector equality duty under Section 149 of the Act to take positive steps to:

- (a) eliminate unlawful discrimination, harassment and victimisation,
- (b) advance equality of opportunity, and
- (c) foster good relations.

Discrimination means treating someone less (or more) favourably than a 'comparator'. **Harassment** (which is one form of discrimination) means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. **Victimisation** means discrimination because of a previous complaint.

The Equality Objectives below, together with impact assessment and the equality information we publish, address this duty.

The Access Plan below addresses our duty under Section 88 of the Equality Act 2010.



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The Community Cohesion plan below addresses our duty under the Education and Inspections Act 2006 and the EYS Statutory Framework and also includes the requirements outlined by OFSTED (Sept 2014) regarding the promotion of British values.

Community Cohesion: a shared contextual statement

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions below to promote community cohesion.

▪ Ethnicity/culture context of the school (local and national)

There is a very a small percentage of pupils with English as an additional language (EAL). Our school makes very good provision for these very small numbers of pupils. There are currently no pupils from refugee/asylum seeker families. Pupils with EAL perform very well according to the school's tracking system and Raise-on-line.

▪ Religion/belief context of the school (local and national)

St. Aidan's is a Catholic School, which has above 90% of baptised Catholics on role with below 10% of pupils from other Christian traditions and below 2% of pupils with no identified faith background.

There are strong links with St. Aidan's RC Church and Parish which enrich pupils' religious, spiritual, moral and social education. As a Catholic School our curriculum is built on the examples and teachings of Jesus Christ and our RE Curriculum 'Come and See' gives opportunities for exploration of the differences between people and the contributions they make to our community. Different religions and beliefs are celebrated in lessons and assemblies. Through the curriculum and collective worship children learn about rights and responsibilities and they are aware of the seriousness of discrimination and unequal treatment and the repercussions that arise from them.

▪ Socio-economic context of the school (local and national)

The percentage of pupils claiming their entitlement to free school meals is well below the national average. Approximately 5% of pupils are disadvantaged (FSM6). Pupils who are disadvantaged make at least similar progress and have similar attainment to pupils not in this category.

▪ Current issues affecting cohesion at school, local and national level

St. Aidan's Catholic Primary School provides excellent opportunities for pupils to contribute to the school and wider community. Pupils are proud of their school and committed to enriching the school community. Their involvement is valued and it contributes to the quality and ethos of the school. Pupils have an appreciation of wider issues affecting the local and global communities and understand what it means to be a citizen in Britain. This has remained a consistent strength of the school and was recognised as outstanding at the most recent OFSTED Inspection (January 2014).

The school buildings and grounds are mostly free from vandalism and the level of police attendance to the school is very low, although increasing anti-social behaviour is having a negative impact on the outside of the building, outside resources and the school fence. Pupils are keen to engage with the local community in ensuring that the local area is free from litter and the path at the side of the school has been 'adopted' by the school to ensure that it is clean and tidy.

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Our strong links with other schools including local, regional and emerging international links are successful in promoting community cohesion and awareness. The local WOWS network of schools provides opportunities for collaborative work, where pupils are able to work together on shared projects.

Pupils are encouraged to participate in charity work and fund raising in school at local, national and international contexts. E.g. Joseph's Goal, Nugent Care, Samaritan's Purse, NSPCC, CAFOD, Connect2Brazil, etc.

The views of Parents/Carers and visitors, including members of the local community, are important to our school and evidence about the pupils' interaction with them are well documented in the school's Celebration files, located in the school entrance, and can some may be seen on the website. It is clear that St. Aidan's partnerships with others beyond the school gate are very strong and that the school is well regarded in the local area.

There is successful support for parents through the involvement of a range of services including, the School's Learning Mentor, Embrace, the School Nurse etc. These services are available to families who may experience difficulties and become vulnerable for one reason or another.

The school website, Twitter, Seesaw, emails and texts are used for information and communication with Parents/Carers, local and wider communities.

We have successfully put into place effective policies and strategies to promote community cohesion. These include: positive behaviour policy, race relations policy, equality policies and inclusion policy. The School 'Code of Conduct' was designed by the children and is an excellent reference for the children in promoting the best behaviours for learning.

St. Aidan's has excellent and effective strategies for promoting good relationships between learners and monitoring shows that learners are given excellent opportunities to learn about, engage with and participate in the community that the school serves.

We have good links with other schools and we are building links with schools and places of worship that serve people from ethnic backgrounds that are different to those of our pupils.

In assemblies, through PSHE and C and in Religious Education we promote positive attitudes and develop learners' understanding of other faiths, beliefs and cultures. Monitoring of lessons shows that through the curriculum, teaching and learning, pupils gain knowledge and understanding about life and cultures in other places.

Through the curriculum, particularly in Citizenship, Personal and Social Education, through 'Context for Learning' we are successful in promoting community cohesiveness by learning about common identity and values.

St. Aidan's work on outcomes in the quality of pupils' spiritual, moral, social and cultural development is detailed in our both our most recent OFSTED report (Jan 14) and RE Inspections (March 2015). *'The spiritual, moral, social and cultural development of pupils is amazing.'*

Responsibilities

The Governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation and
- making sure the schools Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the Governors, staff, pupils, and their parents / carers are aware of equality issues, as relevant;
- producing regular information for staff and governors about the plans and how that are working
- making sure all staff know their responsibilities and receive training and support in carrying these out; and



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- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents, and
- enabling reasonable adjustments to be made, in relation to disability, in regard to pupils, staff, parents / carers and visitors to the school.

All staff are responsible for:

- avoiding unlawful discrimination against anyone;
- promoting equality and community cohesion in their work;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping, and
- taking up training and learning opportunities.

The Headteacher, Mrs Joanne M Farrimond is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

Staff Development

This section outlines our process for training and development in relation to equality and cohesion, in terms of professional responsibilities as well as statutory requirements.

- All staff will be offered training with regard to relevant equality legislation.
- As legislation develops and changes, staff training will be planned as appropriate
- On induction, new staff will be informed of our Equality Scheme and relevant policies

Publication of equality information

At the end of each school year, under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will publish information relating to our performance of the public sector equality duty in a manner that is reasonably accessible to the public e.g. website, prospectus, newsletter etc.

- assessments of the impact of our policies and practices, and the likely impact of those that are proposed;
- information that we took into account when making these assessments;
- details of any engagement that we undertook with people we considered to have an interest;
- school equality objectives, and how progress towards them will be measured.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

How we conduct equality impact assessments

This section outlines our process for monitoring the potential impact of school practice on the following protected characteristics:

- age
- disability

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- race
- sex
- pregnancy, maternity and breastfeeding
- gender reassignment
- Marriage or Civil Partnership
- Religion or Belief
- sexual orientation

The Headteacher, Senior Leadership Team, relevant subject and phase leaders and Governors will monitor practice in line with current, relevant equality legislation. Evidence of this process will be found in subject and phase leader evaluation and action plans, Governors annual equality reports and Headteacher's records where appropriate.

How we choose our equality objectives

We have taken a holistic approach to choosing our equality objectives and the process has involved gathering evidence as follows:

- from the equality impact assessments listed above,
- from the data collected from relevant questionnaires,
- from involving relevant people (including disabled people) from the start in the following way:
 - including relevant questions for parents/carers on questionnaires
 - communicating with outside agencies for advice and support
 - communicating formally and informally with parents/carers
 - liaising with network cluster partners (WOWS)

The evidence was then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups in terms of
 - ethnicity
 - religion or belief
 - socio-economic background
 - gender and gender identity
 - disability
 - sexual orientation
 - age

Our Equality Objectives

Objectives should be focused on outcomes rather than processes

Equality objective	How progress will be measured
Attainment gaps in all curriculum areas with regard to inequality will be addressed.	All reading, writing and numeracy initiatives, implemented to improve progress and narrow attainment gaps will be monitored and evaluated by the Phase Leaders, Subject Leaders, SENCO and Headteacher as appropriate.
The needs of specific parents will be taken into account (e.g. disabled, same sex, EAL etc).	Any needs arising from questionnaires or direct contact will be monitored.
All displays, books and resources within school will endeavour to be diversity rich.	Subject managers will monitor areas and resources.
Spiritual, moral, social and cultural development will be enriched.	This will be developed through assemblies, PSHE, Citizenship, RE and visiting speakers. It will be monitored by the Religious Education Subject Leader and Phase Leaders.



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Active citizenship will be encouraged.	All staff will encourage active citizenship and children will be able to be nominated for Hexagons and other appropriate awards in line with school policy.
Data on attendance, exclusion and bullying will be monitored.	All relevant policies will be referred to and acted upon if necessary.
Socio-economic inequalities will be addressed.	Vigorous monitoring of disadvantaged groups by the Headteacher will impact on narrowing the attainment gap for ACORN 'hard pressed' families or FSM6.
Ethnicity equality will be respected.	Letters will be translated wherever possible. EAL outside agencies will link with school. Interpreters will be invited to support parents/carers at meetings, if appropriate.
Gender equality will be respected.	Safe, healthy and respectful relationships will be encouraged and discussed through PSHE lessons. Support will be given for any families who are affected by Gender Issues e.g. families affected by domestic violence, involvement by fathers, sexist, sexual or transphobic bullying. School will link with the relevant outside agencies for support and monitor as appropriate.
Religion or beliefs will be respected.	Any prayer or dietary needs will be catered for. Any needs or implications with regard to worship will be addressed. A multi-faith curriculum will be followed and other faiths will be explored through the Come and See Programme. This will be monitored by relevant subject leaders and SLT.
Sexual Orientation equality will be respected.	Support will be given and advice sought if necessary for any pupils or families that are affected by sexual orientation issues. Homophobic bullying will be addressed within School's Anti-Bullying Policy. Phase Leaders, the Learning Mentor and SLT will monitor this area.
Disability equality will be respected.	School will provide equal opportunities for all disabled pupils and make reasonable adjustments where necessary. The needs of disabled parents/carers, pupils, staff and visitors will be taken into account and will be monitored within questionnaires and with direct contact. School will continue to provide a differentiated approach to teaching and learning. Governors will continue to be offered training in this area. Disability bullying will be addressed within through the School's Anti- Bullying Policy. Resources will be purchased as required and strong links will be employed with all relevant outside agencies. Provision mapping will be undertaken to form a skills audit for all staff and appropriate training identified and delivered. This area will be monitored by the SENCo and SLT.

Access Plan

This can relate very closely to the disability elements of the equality objectives in the Section above, except that the Access Plan covers pupils only whereas the equality plan includes all members of the school community.

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	Actions (focused on outcomes rather than processes)
A: improvements in access to the curriculum	We will ensure that all children will have improved access to the curriculum by incorporation of multi sensory teaching and learning, awareness of learning styles, visual timetables, interactive 'Smartboards', increased access to IT resources, access to external support e.g. the hearing service, increased staffing where relevant and appropriate interventions and support. We will ensure that the changes to SEN legislation (From Sept 2014) are fully implemented for those pupils with SEND and that all new procedures increase access to the curriculum so that pupils with additional needs make progress that is at least in line with other similar pupils
B: physical improvements to increase access to education and associated services	We will ensure that improvements will be made to increase access to education and associated services by providing appropriate bathroom facilities (e.g. hygiene rooms), ramps (portable and fixed), widened doors, adjustable tables, hoists, adapted sports equipment, reading stands, desk risers, privacy spaces as appropriate. We will carry out improvements to the building as identified by the access audit of the school site in consultation with EC Harris Surveyors as time and funding permit. We will ensure that a contingency fund is available for unexpected improvement and provision.
C. improvements in the provision of information in a range of formats for disabled pupils	We will provide information in a wide range of formats for additional needs pupils as appropriate e.g. large print, Braille, Dyslexia Friendly, translation for EAL, sign language. Sound Field Systems will be purchased as appropriate and as funding permits.

Fostering Good Relations / Advancing Equal Opportunity

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in the Section above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of "community" are as follows:

- the school community
- local communities
- communities across the U.K.
- the global dimension

	Actions (focused on outcomes rather than processes)
A. teaching, learning and the curriculum	Through teaching and learning, all learners will be aware of: • school values, Mission and aims • their own identity and how this is expressed • respect for different viewpoints • controversial issues • cultural appreciation • recognising commonalities • U.K. culture and British values • migration histories • fundamental equality principles • democratic decision making • sharing in power • social change • student voice This will be through; Assemblies, the curriculum, educational visits, Internet use, visitors into school,



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	role play, structured play, School Council, Eco Squad, Safety Squad, Celebrations of festivals, presentations of certificates etc.
B. equity between groups in school, where appropriate	School will create opportunities for different groups (e.g. mixed age, gender or background) to share facilities and work together. This will be done through; • mixed age classes and different working groups, • shared reading opportunities, • roles and responsibilities for all pupils, teams working together e.g. the Safety Squad, ensuring that all pupils no matter their ability will be encouraged to take part actively in school groups. • encouraging all pupils to access school sports and ensuring that there is equal opportunity for boys and girls to take part. Ensuring that negative comments regarding gender issues are dealt with in a positive manner to promote positive images and discourage discrimination. Evidence of these will be ; • WOWs workshops, WOWs sports festivals, WOWs exhibitions, WOWs music festivals, • residential trips to the Lake District, • educational visits, • sporting festivals, • High School links, • Play Leaders, • community based providers for after school clubs.
C. engagement with people from different backgrounds	School will engage with people from different backgrounds, including extended services and will provide activities and services for the community such as; • Family Fun Days • Family Learning Opportunities • Cross agency and multi disciplinary support for young people and their families. All members of the community will feel welcomed, safe and valued by the school. Evidence of this will be seen in; • attendance at community events and assemblies, • partnerships with other schools, • Community Notice Board, • School Website, • Parents/ Carers Evenings attendance, • Inspire sessions for Nursery and Reception • Friends of St. Aidan's Organisation. School will communicate its vision of inclusion and equality to its members and the local community in the form of; • newsletters, • notice boards, • variety of visitors in school, • pupil visits, • assemblies, • Friends of St. Aidan's, Inspire sessions, School Prospectus, policies, School Website • charity support e.g. CAFOD, Nugent Care

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	The members of the school community will understand that their views can help to shape the development of the school. This will be done through; • parents/carers evenings • Inset days • review meetings • Governors • School Council • Eco Squad • Safety Squad • end of year reports • staff/cohort/SLT/Key Stage meetings School will give appropriate recognition and respect for different languages spoken and will support parents /carers with difficulty speaking or reading English. This will be done through; • translating letters into the mother tongue for EAL speakers, employing translators for meetings as appropriate, pictorial/visual cues, • signposting to English lessons for parents/carers of EAL pupils. School will be involved in strategic planning to enhance the community facilities for the locality and will actively promote to make them available for all sectors of the community. This will be through; • Care Club (before and after school care, housed in Nursery setting) • extra curricular clubs • Family Fun Day • Children's Centre information distribution throughout the community • community based providers for after school clubs • Friends of St. Aidan's. Our school will include all key stakeholders i.e. parents/carers, LA, local police, voluntary sectors, faith groups etc in arriving at priorities for development and advising on engagement with external organisations or speakers. This consultation will be done through; • local churches –St. Aidan's RC Church and the Parish Council, • Police, Fire Brigade, Road Safety, Life Education Caravan, School Nurse and other health professionals. We will ensure that professional development will be updated and relevant to improve community engagement for the promotion of community cohesion. This will be done through Appraisal, Mentoring, School INSET, Community Cohesion Audits etc. Our school will ensure that students develop the skills to contribute to the evaluation and improvement of the school's community dimension. Their voice, as contributions will be welcomed and acted upon. Pupil voice is gathered through: • Consultation with our School Council • Questionnaires e.g. Lancs Value Added Questionnaire • Assemblies
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5. MONITORING AND REVIEW

5.1 The Headteacher and governing body reviews this policy every three years. They may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved, to take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.



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DISCUSSED AND AGREED BY RELEVANT STAFF	May 2017
DISCUSSED AND AGREED BY GOVERNING BODY	Pupil and Curriculum Committee, 6 th June 2017 Full Governing Body, 10 th July 2017
MONITORING AND EVALUATION	July 2018 – By Mrs Farrimond July 2020 - SLT
This policy was last up-dated on	November 2024
Formal Review of Policy	November 2026

Signed: _____
Headteacher, Mrs J. M. Farrimond

Chair of Committee, Mr A. Kay

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