

**Sacred Heart Catholic Primary  
School & Nursery**



**School Equality Scheme  
& Action Plan  
January 2017**

## Policy Review

The policy was last reviewed and agreed by the Governing Body on 18.1.17.

It is due for review on 18.1.20 (up to 3 years from the above date).

Signature *A Smith* Date 18.1.17

Head Teacher

Signature *Vivienne Morgan* Date 18.1.17

Chair of Governors

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# 1: Vision and Values

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

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Sacred Heart School is a Roman Catholic Voluntary Aided Junior and Infant school and Nursery in the Diocese of Westminster. There are 310 children on roll, including 30 part-time children in the Nursery. There are eleven classes in the school, grouped by age, taught mainly by their class teacher. Our mission statement is central to the life and work of the school:

*Living, learning and loving happily together, with Christ at the centre.*

Sacred Heart Catholic Primary School provides an inclusive environment which expects all children to participate and achieve in every aspect of school life. The School's commitment to equal opportunities for all is highlighted in the school's inclusion policy and we seek to respond to individual and group needs. The school will provide an experience of life in a community founded on Gospel values and working in harmony. We will prepare our community for life working with others in a wider community which is socially, culturally and religiously diverse.

We seek to help children develop into confident, responsible and caring citizens through a rich faith experience and an ethos of tolerance, appreciation of difference and mutual respect. We promote the uniqueness of all and respect for everyone. It is the responsibility of every member of our community to actively and consistently reflect this ethos in their day-to-day practice.

The school aims to identify and remove barriers in every aspect of school life. We seek to promote equality of access, participation and opportunity and ensure that barriers are identified and removed. It is the responsibility of all the stakeholders to contribute to the school improvement process. Rigorous monitoring of our policies, practice and outcomes for different groups is an important part of our self evaluation process.

The school will promote a positive ethos of mutual respect and trust amongst pupils, parents, staff and governors in which all members of the school community feel valued and safe. The children will be educated about equality and how to respect the equal human rights of all members of our school community.

The school will promote positive attitudes and value diversity of everyone, with due regard for their differences in ability, age, disability, ethnicity, gender, religion, lifestyle, sexuality and socio-economic background through both the curriculum and by example.

The school will support all individuals in our school community who need something extra to meet their social, academic, physical or emotional needs.

The school will challenge stereotypes and any attitudes that may lead to self-limiting aspirations, especially with regard to gender, disability, ethnicity, culture and belief and other aspects of experience that may increase the vulnerability of children, including looked after children and young carers.

The school will respond promptly to any hurtful or discriminatory behaviour, supporting offended individuals and educating those causing offence ensuring that unacceptable behaviour is eradicated. Policies, processes and plans will be monitored school with due regard to the promotion of equality around disability, gender, race, religion and wider diversity issues.

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

### **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status

- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

#### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

#### **Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to 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 consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

#### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

#### **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

#### **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

## 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

Sacred Heart Catholic Primary School is a Roman Catholic voluntary aided Primary and Nursery School in the parish of the Sacred Heart of Jesus and St John the Evangelist. It is situated in Bushey and the area comprises mainly of private housing.

RAISEonline data is published in November and is based on the school census data from the previous January. This data shows that:

- the percentage of pupils aged 5 years and over from minority ethnic groups was 34.7%. This is above the average national figure of 31.6%.
- the percentage of pupils speaking English as an additional language was 14.9% and this was below the comparative average national figure of 20.1%.
- The percentage of pupils eligible for free school meals was 2.8%; the comparative average national figure was 25.2%. There is some hidden deprivation for example among families who do not access FSM entitlements; and parents who have recently lost jobs.
- The percentage of pupils with special educational needs is lower than the national average at 6.7%; the comparative average national figure is 12.1%.
- The percentage of pupils with an Education Health Care Plan is 0% which is below the comparative national figure of 1.3%.
- In Jan 2016 there were no looked after children on roll
- In Jan 2016 there were no children on the Child Protection register.
- The school is aware of the Young Carers in its community.
- Pupil stability is good, 89.7% compared to 85.7% nationally.
- Attendance rates are good.
- The school has both pupils and parents that have disabilities.

The school has achieved the Healthy Schools Award; Eco Award Silver; Sing Up Platinum and the Hertfordshire Anti-Bullying Accreditation.

The school also recognises the potential vulnerability of pupils in particular shifting circumstances, including for example those experiencing bereavement or changing family circumstances; those with ongoing health concerns; those who have bullied or been bullied; those who display challenging behaviour.

<b>Characteristics (updated Jan 2017)</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
Number of pupils	310	161 Number and 52.27% Female 148 Number and 47.74% Male
Number of staff	41	90.24% Female 9.76% Male
Number of governors	16	62.5% Female 37.5% Male
Religious character of pupils	310	96.1.% Catholic 3.9% Non-Catholic
Attainment on entry		Above average
Mobility of school population	89.7%	
Pupil Premium	6	1.94%
Deprivation factor		0.11%
Disabled staff	0	
Disabled pupils (SEN/LDD)	11	3.9%
Disabled pupils (no SEN)	0	
BME pupils	30	9.67%
BME staff	0	0%
Pupils who speak English as an additional language	43	13.87%
Average attendance rate	96%	
Significant partnerships, extended provision, etc.		Breakfast Club; SW Herts Partnership; Watford Deanery Schools; Hertsmere Sports Partnership; Bushey & Radlett Heads Consortium
Awards, accreditations, specialist status		Healthy Schools; Sing Up Platinum; Eco Award Silver; Anti-Bullying Accreditation

### 3: Legal Background

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#### The duties that underpin our scheme

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Our school is committed to meeting 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 Duty under the Equality Act 2010:**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

#### **Protected Characteristics**

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership (for staff only)

In addition to addressing the protected characteristics above, our school is committed to taking action on wider equality strands e.g. vulnerable children (such as those in public care, those with disrupted families, those who experience social or economic disadvantage and young carers).

In fulfilling the general and specific equalities duties and to enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The school will:

- collect and analyse information, including any stakeholder feedback, about progress in achieving the three aims of equality legislation.
- set every four years one or more specific measurable equality objectives that further the aims of the equality duty. These will be identified in the school plan.

- publish key equalities information annually through parent newsletters and on the school website.

Equalities data will be monitored by governors through the normal school improvement data review processes.

### **Disability**

At Sacred Heart Catholic Primary School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

### **Community Cohesion**

Community Cohesion supports good practice in educating pupils about equality and diversity. The school will continue to focus on helping pupils;

- to learn and to understand others,
- to value diversity whilst promoting shared values
- to be aware of human rights and to apply and defend them
- to develop the skills of participation and responsible action

## 4: Roles and Responsibilities and Publish Information

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### Chain of accountability

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The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme. The link governor for Equalities is **Richard Jennings**.

#### Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Managers and key staff will report to the Headteacher on actions and progress. There will be a report on equality and diversity within the Headteacher's report to the Governors each term.

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

Responsibility for	Key person
Single equality scheme	Anna Smith – Acting Head
Disability equality (including bullying incidents)	Anna Smith – Acting Head
SEN/LDD (including bullying incidents)	Claire Harkness - SENCO
Accessibility	Anna Smith – Acting Head
Gender equality (including bullying incidents)	Anna Smith – Acting Head
Race equality (including racist incidents)	Anna Smith – Acting Head
Equality and diversity in curriculum content	Anna Smith – Acting Head
Equality and diversity in pupil achievement	Anna Smith – Acting Head
Equality and diversity – behaviour and	Anna Smith – Acting Head
Participation in all aspects of school life	Anna Smith – Acting Head
Impact assessment	Anna Smith – Acting Head Siobhan Joyce – Chair of Resources
Stakeholder consultation	Anna Smith – Acting Head
Policy review	Anna Smith – Acting Head
Communication and publishing	Anna Smith – Acting Head

#### Commitment to review

The school equality scheme will be aligned with the School 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 every three years.

#### Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Equality information will be available on the school website and via parents newsletters.

## **Commitment to action**

### **Governors will:**

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- 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)

### **Headteachers and senior staff will:**

- Initiate and oversee the development and regular review of equality policies and procedures
  - Consult pupils, staff and stakeholders in the development and review of the policies
  - 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
  - Hold line managers accountable for effective policy implementation
  - Provide appropriate role models for all managers, staff and pupils
  - Highlight good practice from departments, individual managers, staff and pupils
  - Provide mechanisms for the sharing of good practice
  - Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
  - Ensure that the school carries out its statutory duties effectively
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### **All teaching and support staff will:**

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

**All Parents/Guardians/Carers will:**

- Ensure that the ethos, values and aims of the school are reinforced in the home.
- Contact the school if either an adult or a child is emotionally hurt by any comment made at school.
- Be 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 needs of the children in each class.

**All Pupils will:**

- Respect themselves and each other.
- Ensure that any concerns about their own or other people's safety and wellbeing is discussed with an adult promptly.
- Be aware of their rights and their responsibilities to each other.

## 5: Engagement

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### Involving our learners, parents/carers and others

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We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

The range of techniques used to ensure stakeholder consultation includes:

- Ofsted style questionnaires
- Parent/governor/pupil/staff working parties focused on key policy development issues
- Interviews
- Invited feedback on meetings
- Pupil council discussion, suggestions and minutes
- SHSA feedback
- Performance management feedback
- Feedback from outside agencies who have special knowledge e.g. physical disabilities advisory teachers

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

## 6: Using information – Equality Impact Assessment, data and other information

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### Evaluating the impact in terms of the outcomes

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#### Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

- All school policies are reviewed for equality implications as part of rolling programme of review. Issues arising are identified and where required carried forward to the School Plan.
- Key outcome data for equalities e.g. bullying incident data, identified imbalances in participation and achievement by group and any changes in the school context data relevant to equalities will be included in the headteacher's report to governors and identified through Raise Online report.
- Progress on the delivery of specific equalities objectives will be reported to governors termly as follows; those related to staff will be addressed by the Resources Committee; and those related to pupils and parents will be addressed by the School Improvement Committee.

A summary annual impact assessment of equalities will be reported to the full governing body, including against the following:

- 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 racism incidents by diversity strands. Notification that all bullying and racism 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; and is valuing and nurturing of individual pupils' identities.
- Evidence that all school staff have received appropriate training or induction on equalities issues
- Progress on specific equalities objectives

## 7: Our School's Equality Objectives

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### Key priorities for action

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Our equality objective-setting process has involved gathering evidence as follows:

#### Areas the school has identified as priority areas and why

Equality Objectives	Protected Category	Background
1. Identify any issues relating to pupil performance and gender	Gender	Data analysis to ascertain performance of boys and girls in maths and literacy.
2. Track progress of all vulnerable groups to ensure making similar progress to other groups in school	Disability	Data analysis to ascertain performance of all groups to ensure all making similar progress.
3. Increase access for disabled pupils and parents	Disability	Wider range and number of pupils and adults with disabilities.
4. Increase understanding of other religious groups	Religion & belief	Predominantly White, Christian school which needs to ensure understanding of wider range of beliefs and cultures of others
5. Reduce the incidence of homophobic language	Sexual Orientation	Incidents of language used particularly on the playground.

## Key priorities for action

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
Identify any issues relating to pupil performance and gender	Gender		*		<b>advance equality of opportunity</b> between persons who share a relevant protected characteristic and persons who do not share it	AS	Gender issues identified and measures put into place to enhance progress	July 2017	End of each term
Track progress of all vulnerable groups to ensure making similar progress to other groups in school	Disability		*		<b>advance equality of opportunity</b> between persons who share a relevant protected characteristic and persons who do not share it	CH	All SEND pupils making good progress in English and Maths	July 2017	End of each term
Increase access for disabled pupils and parents	Disability		*		<b>advance equality of opportunity</b> between persons who share a relevant protected characteristic and persons who do not share it	AS	Parents and pupils consulted and access improved	July 2017	End of each term
Increase understanding of other religious groups	Religion and belief		*		<b>foster good relations</b> between persons who share a relevant protected characteristic and persons who do not share it.	AH	No reported or logged incidents based on lack of understanding	July 2017	July 2017
Reduce the incidence of homophobic language	Sexual Orientation		*		<b>eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.</b>	AS	Reduced incidents of discriminatory language reported or logged	July 2017	End of each term



