Equality Scheme 2024-2028

Sacred Heart Catholic Primary School

Mission Statement:

Learning and loving with Christ as our teacher.

Policy Review

This policy will be reviewed in full by the Governing Body.

Review Frequency	Annually
Last Review Date	11/10/23
GB Adopted	11/9/24
Next Review Date	Oct 2025

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Signature: *Linda Payne* Date: 11th September 2024
Executive Head Teacher

Signature: Vivienne Morgan Date: 11th September 2024
Chair of Governors

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1: Vision and Values

Our equality vision and the values that underpin school life

Sacred Heart Catholic Primary School Mission Statement

Learning and loving with Christ as our teacher

Our Values

We will work hard to help children to develop into confident, responsible and caring adults ready to be citizens in a multicultural society.

To achieve this we will:

1 Respect the equal human rights of all our pupils and to educate them about equality.

2 Work to promote positive attitudes to disability by enabling all pupils involved in the school community to contribute to and gain full access to all activities.

3 Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.

4 Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.

5 Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.

6 Respect the equal rights of our staff and other members of the community.

7 In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

We will promote the spiritual, moral, cultural, mental, and physical development of pupils at the school and in society, and prepare pupils at the school for opportunities, responsibilities and experiences of later life. In particular, we will aim to ensure that experience in school reflects the multicultural world in which we now all live and that children in the school will learn respect for others whatever their culture.

Sacred Heart Catholic Primary School aims to be a cohesive community without the barriers of disability, gender, and race.
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.

In relation to this;

Curriculum: The school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Special needs: A minority of children has particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs or disability. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities as inclusively as possible.

Recognising difference: Through appropriate curricular provision, we respect the fact that children

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

As an employer: 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.

Transparency and consultation: We will publish the key elements of the Equality Scheme. We will also publish quantitative and qualitative information showing compliance with the Public Sector Equality Duty (see Section 3 of this Scheme).

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

We will consult and try to involve widely 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

2: School Context

The characteristics of our school

A brief description of our school and its community setting

School Context
Sacred Heart Catholic Primary School is a 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. We are a one and a half form entry school with 12 classes. The lower part of the school is fully wheelchair accessible.

- The percentage of pupils aged 5 years and over from minority ethnic groups is 18%. This is below the average national figure of 37%.
- The percentage of pupils speaking English as an additional language is 17.71% and this is below the comparative average national figure of 20.8%.
- The percentage of pupils eligible for free school meals is 5.3%; the comparative average national figure is 14.1%.
- The percentage of pupils with special educational needs is lower than the national average at 9.4%; the comparative average national figure is 14.1%.
- The percentage of pupils with an Education Health Care Plan is 2.8% which is below the comparative national figure of 4.8%.
- In Jan 2024 there was one looked after children on roll.
- Pupil stability is 83% compared to 86% nationally.
- Attendance rates is above National Average.

The figures for ethnic groups represented in the school roughly equate to the national figures.
The percentage of girls on roll is slightly lower than the figures nationally.
The stability of the school population is slightly above the national trend.
The SEN numbers are roughly in line with the national trend although we have a slightly higher number of pupils with a statement.

Characteristic	Total	Breakdown (number and %)
Number of pupils	350	177 and 51% Female 173 and 49% Male
Number of staff	48	94% Female 6% Male
Number of governors	11	42% Female 58% Male
Religious character	89% 11%	Catholic & other faiths
Attainment on entry	46%	
Mobility of school population	83%	
Pupil Premium	7.19%	23 pupils
Deprivation factor	Quintile 1	
Disabled staff	0%	
Disabled pupils (SEN/LDD)	8.5%	7 ECHP/ 23 SEN Support

Disabled pupils (no SEN)	0%	
BME pupils	18%	66 pupils
BME staff	2%	1
Pupils who speak English as an additional language	17.71 %	62 pupils
Average attendance rate	98	
Significant partnerships, extended provision, etc.		Bushey Schools Consortium, South West Herts Partnership, Hertfordshire Deanery , Watford Deanery. Schools Sports Partnership
Awards, accreditations, specialist status		Healthy School, Eco Schools, Basic Skills, Primary Science Award and School Games Award

3: Legal Background

The duties that underpin our scheme

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:
We have a statutory duty to carry out our functions with 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 (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) 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.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector EqualityDuty (PSED)
The specific duties require schools to:

- *Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*
- *To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.*

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*

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 the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

- improving the availability of accessible information to disabled pupils.

Note: Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.
These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

In addition to addressing the duties outlined above, Sacred Heart Catholic Primary School is committed to taking action on other equality strands to ensure that pupils understand others' cultures and value diversity, whilst at the same time promoting shared values and developing the skills of participation and responsible action.

As a Catholic school we work in close association with RC Church of the Sacred Heart of Jesus & St John the Evangelist. The Parish Priest says mass within the school and the school attends mass in the church. The Diocese of Westminster regularly assesses the spiritual teaching and achievements of the school. Staff of other faiths are employed to work within the values and ethos of the school.

We are committed to following DfE guidance in providing:

Teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity of the immediate society and of the broader world that surrounds them.

4: Roles and Responsibilities and Publish Information

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Head of School, Mrs Smith, retains overall responsibility for ensuring that the action plan is delivered effectively.
Every term, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

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	Mrs Smith – Head of School
Disability equality (including bullying incidents)	Mrs Smith – Head of School
SEN/LDD (including bullying incidents)	Mrs Smith – Head of School/ SENCO – Mrs Emma Travers
Accessibility	Mrs Smith – Head of School
Gender equality (including bullying incidents)	Mrs Smith – Head of School
Race equality (including racist incidents)	Mrs Smith – Head of School
Equality and diversity in curriculum content	Mrs Smith – Head of School
Equality and diversity in pupil achievement	Mrs Smith – Head of School
Equality and diversity – behaviour and exclusions	Mrs Smith – Head of School
Participation in all aspects of school life	Mrs Smith – Head of School
Impact assessment	Mrs Smith – Head of School / Chair of Resources Mr Kevin Sparks
Engagement /Stakeholder consultation	Mrs Smith – Head of School
Policy review	Mrs Smith – Head of School
Communication and publishing	Mrs Smith – Head of School

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated annually. Following this regular impact assessment, the whole equality scheme will be reviewed every 4 years.

Publish Information - specific duty to demonstrate compliance with the Public Sector Equality Duty

At Sacred Heart Catholic Primary School, we will publish information annually. The basic principle underlying the new specific duties is that of 'transparency', which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Equality information will be available on the school website. We will publish information on:

- evidence of staff training on the Equality Act 2010
- copies of policies, for example the behaviour policy, or anti-bullying policy, or the recruitment policy, where the importance of avoiding discrimination and other prohibited conduct is expressly noted
- aspects of the curriculum which explore different cultures and promote understanding of different religions
- involvement with local communities

We will also publish annually on the school's webpage

- the links to the relevant government performance tables
- a summary document of equality actions, taking in the preceding year SATs data
- plus an update consisting of impact assessment results, progress made, refinements, amendments, and new actions.

We will also publish the results of the full scheme review every four years; that review will make proposals for future action.

Equality information will be available on the school website, in the newsletter and a copy of the full scheme will be available in the school office.

Commitment to action

	Governors will:
Policy development	• Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy implementation	• Provide leadership and ensure the accountability of the Executive Headteacher, Head of School and senior staff for the communication and implementation of school policies • Highlight good practice and promote it throughout the school and wider community
Behaviour	• 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
Public sector duties	• 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:
Policy development	• 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
Policy implementation	• 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
Behaviour	• 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
Public sector duties	• Ensure that the school carries out its statutory duties effectively
	Line managers will:
Policy development	• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy implementation	• Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	• Behave in accordance with the school's policies, leading by example • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public sector duties	• Contribute to managing the implementation of the school's equality scheme
	All staff: teaching and non-teaching will:
Policy development	• Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development
Policy implementation	• Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils
Behaviour	• 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
Public sector duties	• Contribute to the implementation of the school's equality scheme

All pupils/students will:

- Be invited to contribute to consultations and reviews through their voice in the School Council
- Raise issues with teachers which could contribute to policy review and development
- Implement the policy as it applies to pupils
- Behave with respect and fairness to all children and adults, carrying out the letter and spirit

of the school's equality scheme

All parents/carers will:

- Be invited to contribute to consultations and reviews
- Raise issues with staff which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Behave with respect and fairness to all children and adults, carrying out the letter and spirit of the school's equality scheme
- Support the school in providing a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

Complying with legal duties

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regards to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

All pupils are engaged with equality issues and concerns through the curriculum, PSHE and religious education, as well as through the general ethos of the school and its high achievement expectations.

Pupils contribute to the development and evaluation of the school's approach through questionnaires, giving their views and through consultations with the school council

All parents and carers will be made aware of the school's approach to embedding equality issues in the school's activities through the newsletter, parent drop-ins, discussion with, the attitudes and behaviour of staff and through the attitudes of their children.

In keeping with our duties under the disability legislation, we have involved a number of staff, parents, pupils and other interested parties in the development of our Disability Equality Scheme and will continue to involve them with the SES (school's equality scheme). More detail is given in the action plan.

Specific actions

We value diversity within the community and we are continuing to develop a culture of trust and openness within our school community. The following are current actions, which we will continue to monitor and support

Staff from Sacred Heart Catholic Primary School work alongside others in the community for various functions:

- With the Multi Ethnic Community Support Service (MECS) - for guidance on cultural differences and understanding.
- With charities and professional bodies specialising in needs relevant to pupils or families at the school, for example Diabetes, Young carer's, Peace Hospice-bereavement, Specific Learning difficulties, Colnbrook Moderate learning difficulty school outreach, Chessbrook educational support for behaviour, and Targeted advice team for social inclusion.
- Head of School with PCSOs and local police to understand local problems and act as necessary.
- Head of School / Mrs Haywood & Mrs Hiscock (RE Leaders) to work with Sacred Heart Catholic Primary School Church to teach and to plan for the children's spiritual progress within the Church community.

The Head teacher completes and analyses ASP data. That data is used to compare our figures from year to year to identify trends that may need addressing.

The Head of School reports on incidents of harassment and bullying as required by Hertfordshire Education. Where necessary, the Head of School instigates action to address any underlying issues that may need addressing.

The school governing body and senior leaders collect information regarding staff and pupil headcount by gender, disability age, and ethnicity including data and other information on staff recruitment and progression. The school seeks to collect this information sensitively and confidentially, while encouraging disclosure.

The information is analysed in order to show how;

- Children and young people with disability have access to educational opportunity to achieve the outcomes of Every Child matters; are included in school activities (curricular and extra- curricular) and are represented in organisations within the school, such as the School Council.
- Staff with disability are represented within the various groups of employees and levels of seniority within the school. The exit policy for staff leavers also focuses upon the need to ensure that no employee is made to feel unwelcome due to disability.

Key Action;

A key aim is to build up trust so that our learners, parents, carers, and other stakeholders feel able to contribute to the development and review of all policies and practises affecting the life of the school and its impact within the wider community. (See action plan)

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

Evaluating the impact in terms of the outcomes

All the Sacred Heart Catholic Primary School school policies, functions and procedures will be equality impact assessed with regard to disability, gender, and race at the time of review and issues arising will be carried forward into the equality action plan.

Method;

- Consultation with Disabled stake holders in order that areas for change can be identified.
- Analysis of information from data collection relating to disability and equality
- Tracking of children's progress by gender, disability, ethnicity, free school meals. Faith, EAL and ability when entering school
- Monitoring of behaviour
- Self Evaluations processes such as Lesson observations, workbook scrutiny etc. We need to identify positive outcomes in order to build on them.

Section 4 of our Equality Scheme, which concerns roles and responsibilities, gives a detailed table showing the staff responsibilities for gathering and monitoring data on an ongoing basis

A full report to be sent to the Governors each June.

7: **Our School's Equality Objectives**

Key priorities for action

Achievements to date

Disability: Visual timetables, adapted equipment, young carers group etc. Improvement to school environment and training for staff (e.g. on epi pens); use of Talk & Draw
Gender: special attention to girls' maths.
Ethnicity: building on the Olympics, looked at cultures in school and sought to celebrate

Equality Objectives.

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

Discussion with Head of School / Governors/ all staff/ pupils with SEND

The data used comes from;

- General discussions with pupils and staff
- School questionnaire/survey for parent/carers / survey for all pupils
- SEND pupil questionnaire/survey

List the equality objectives:

Equality Objective	Protected Characteristics
1. Improve pupils with EAL attainment and progress in reading, writing and mathematics	Ethnicity,
2.Improving the attainment of the most disadvantaged pupils' attainment and progress in reading writing and mathematics.	All strands
3. Improving the progress of SEN Support pupils at KS2 in reading, writing and mathematics	Disability ▪ To promote equality of opportunity ▪ Take steps to take into account children's disability
4. To embed an cultural theme of looking at cultures in the school and celebrating them across the school	All strands-disability, gender and race
5 Increase participation in BME groups attending sports school clubs	Race
6 Communication and Openness To improve communications with parents and other stakeholders.	All strands

8: Setting Equality Objectives Action Plan

Making progress on equality issues

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date	Impact
1. Improve pupils with EAL attainment and progress in reading, writing and mathematics	*ethnicity and race*				To increase pupils with EAL attainment and progress in reading, writing and mathematics	Literacy, Numeracy, Subject Leader All Class Teachers	Attainment and progress to be similar in line with pupils with EAL nationally	Half termly	Annually until July 2028	All pupils make good or better progress

Improving the attainment of the most disadvantaged pupils' attainment and progress in writing.	All				To improve the attainment of the most disadvantaged pupils' attainment and progress in writing.	Literacy Subject Leader All Class Teachers	Attainment and progress to be similar in line with pupils with PPG nationally	Half termly	Annually until Sept 2028	All pupils make good or better progress
Improve pupils with SEN attainment and progress in reading, writing and	Disability				To increase pupils with EAL attainment and progress in reading, writing and mathematics	SENCO All Class Teachers	Attainment and progress to be similar in line with pupils with SEN nationally	Half termly	Annually until Sept 2028	All pupils mage good or better progress
Increase participation in BME groups attending sports school clubs	Race				To increase sports participation pf BME pupils	Sports Apprentice	• SA target pupils to attend sports clubs	Half termly	Annually until Sept 2028	Increased participation of sporting activities

Communication and Openness.	All			X	To improve communications with parents and other stakeholders.	SLT and Governors	Parents and other stakeholders feel better informed and more involved in the life of the school.	Termly	Annually until Sept 2028	Parents forum – monthly New format Newsletters School has open door policy Parents may call/email school and arrange face to face meetings Parent Consultations parents have choice of virtual or face to face meeting Parents may Whatsapp class representatives.