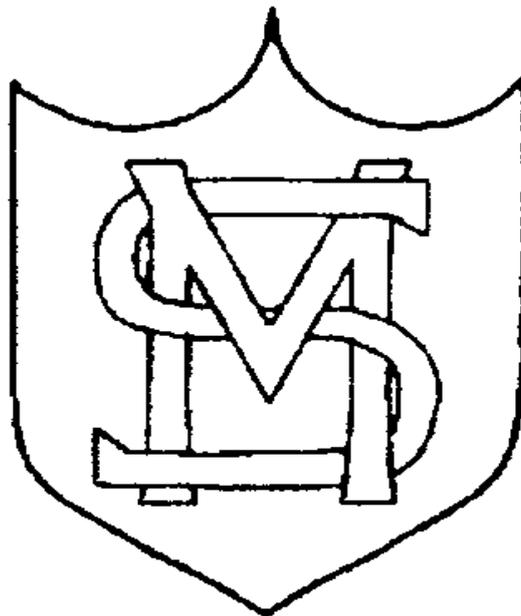


# St. Mary's Catholic Primary School

## Equality and Community Cohesion Scheme

2013 – 2017



### Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

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## **1. Ethos**

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

- Our relationships with each other and the wider community;
- Our respect for one another;
- Our welcome to and interest in all those who visit our school;
- Discipline inspired by forgiveness, healing and reconciliation;
- Our school environment.

Through rising to this challenge we aim to create an awareness of a sense of belonging to and being part of the life of St Mary's.

## **2. The Aims of our School**

We will endeavour to create a Catholic Ethos in our school, which reflects the Gospel values, through the love, care and respect we show to each other, and to all who come to our school. We will teach the beliefs, traditions and practices of the Catholic Faith.

Through the prayer and worship in school we will try to be a living community of people celebrating their love for God and one another.

We believe the quality of the curriculum, with Religious Education at its core, is of prime importance and will focus on the development of the whole child. We will at all times try to make provision for children with special needs, so that all members of our school community achieve their potential.

We will help the children to develop an awareness of and respect for other religious and cultural backgrounds, as we believe this to be an essential preparation for adult life.

We believe that good communication between governors, staff, parents and children is important for the well-being of our school, and we will work in partnership with the wider community especially the home and parish in developing each child's potential.

## **3. Aims for Each Child at St. Mary's Catholic Primary School**

- ◆ Whilst at St. Mary's School I will learn about being a Christian. I will experience the beliefs, traditions and practices of the Catholic Faith.
- ◆ I will achieve as much as I possibly can in each area of the National Curriculum.

- ◆ I will know how to learn and enjoy learning, and will view work in a positive and conscientious manner.
- ◆ I will co-operate and communicate with others effectively, independently and in a group, and try to win and lose graciously.
- ◆ I will tolerate and respect the religious beliefs, views and values of others, understand the need for good behaviour and moderate my behaviour accordingly. I will respect the belongings and property of others.
- ◆ If I have a problem I know I can find someone who will discuss it with me.
- ◆ I will try to learn from my mistakes and accept there is always room for improvement.
- ◆ I will share a sense of responsibility for my school, parish, local community and the wider environment.

#### **4. Diocese of Westminster Education Equal Opportunities Statement of Values for a Catholic School or College (incorporating Race Equality Policy Statement)**

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

##### **□□□the uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

##### **□□□the search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, marital status, racial and social origins, abilities, culture, religion or belief. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

##### **□□□the education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which may be diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand

that of others, irrespective of whether the school serves or is located in an ethnically diverse community.

□□□**the education of all**

We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

□□□**moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we will strive to ensure that:

□□□Any person applying for, or recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and that those who are appointed are required to support them;

- There will be no unlawful discrimination in the recruitment or retention of staff and reasonable adjustments will be made where necessary for disabled people;

□□□Children who are applying to, or are admitted to the School and their families, are fully aware of our aims and objectives and that those who have been admitted undertake to support them;

- There will be no unlawful discrimination against children applying to the school or to those who are subsequently admitted. Reasonable adjustments will be made where necessary for disabled pupils;

□□□All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subjected in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in “inequality by default”. We therefore commit ourselves to take

positive steps to examine our policies and practices and to change them where necessary.

## 5: Vision and Values

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Our equality vision and the values that underpin school life

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St. Mary's Catholic Primary School shares the local authorities' commitment to equality of opportunity and to making Enfield a cohesive community.

*The policy aims to ensure fair treatment and equal opportunities for all borough residents, users of the council's services and council employees. Everyone is affected by inequality".* (Enfield Council's policy on Valuing Diversity and Equality November 2008)

*"Community cohesion in Enfield is about building a strong borough, a place which residents can identify with and feel proud of, and where people from all different backgrounds feel valued and can develop positive relationships with their local community: relationships which stimulate a sense of belonging and help people to feel at home".*

("Enfield Together" Enfield Community cohesion Strategy 2010-15)

The school acknowledges its role and will make its contribution by developing a fully accessible and inclusive organisation that welcomes and respects the diversity of its students, staff, community and visitors to the school.

The school believes that:

- Every person is created by God and in His image and is therefore unique and valued
- every child in the world matters
- diversity must be recognised and valued so that where appropriate individuals can be treated differently to achieve equality
- we must encourage positive attitudes, interactions, mutual respect and a shared sense of belonging
- school policies and procedures relating to employees (and potential employees) must positively promote equality
- we must create opportunities to remove barriers to equality
- policy development must involve appropriate consultation and participation
- our ethos and practice must embrace the teachings of the Catholic Church and reflect the local, national and international communities in which we operate

Through the school's ethos, curriculum and extended activities we will contribute positively towards eliminating inequalities and developing a cohesive community

The school recognise that the actions resulting from a policy are what make a difference and therefore every year we draw up an action plan linked to the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the vision outlined above.

## 6: School Context

The characteristics of our school

*A brief description of our school and its community setting.*

Characteristic	Total	Breakdown (number and %)
Number of pupils	460	Number and % Female Number and % Male or Single sex boy/girl 215 Female 46.74% 245 Male 53.3%
Number of staff	52	48/ 92% Female      4 / 8% Male
Number of governors	16	63% Female    38% Male
Religious character		Catholic
Attainment on entry		Social Deprivation Indicator: 0.5 (within top 20% of schools nationally)
Mobility of school population		Pupil Stability: 90.1%
Pupils eligible for FSM	74	
Disabled staff		
Disabled pupils (SEN/LDD)	108	Show with statements/school action/school action plus 1 Statement, 33 SAP, 75 SA
Disabled pupils (no SEN)	2	
Bi-lingual staff	1	
Pupils who speak English as an additional language	120	
Gifted and talented pupils	80	
Average attendance rate	97.44 %	
Significant partnerships, extended provision, etc.		Breakfast Club
Awards, accreditations, specialist status		FMSiS, NACE Award, LPPA, Inclusion Award, Basic Skills Quality Mark, Thinking School Status, De Bono Award, Go4It, Science Quality Mark, Fair Trade

## 7: 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 duties

The Equality Act 2010 harmonised discrimination law in the UK (there are exceptions for Northern Ireland) and gives a single approach to dealing with equalities or discrimination.

The Act identifies nine “protected characteristics” where the government feels that discrimination can arise.

These protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief and sexual orientation.

#### Equality Act 2010, Royal assent 8<sup>th</sup> April 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 prohibited under the Act
- advance equality of opportunity between persons who share relevant protected characteristics and those who do not
- foster good relations between people who share a relevant protected characteristic and persons who do not share it
- promote equality of opportunity

#### Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to working hard in order to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. 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 that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

#### Specific duties:

The school has a duty to prepare and publish its policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4

(Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to community cohesion and other diversity strands is specifically identified in the Action Plan.

**The Equality Act 2010 requires schools and settings to;**

- **develop and publicly set out their equality objectives**
- **set out the steps they will take to achieve these objectives**
- **implement these steps unless it would be unreasonable and impractical to do so**
- **review and update, as necessary, the objectives every three years**

## **8: Roles and Responsibilities**

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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.

### **Commitment to implementation**

The Headteacher 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 term 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.

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Single equality scheme

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Community Cohesion

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Disability equality (including bullying incidents)

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SEN/LDD (including bullying incidents)

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Accessibility

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Gender equality (including bullying incidents)

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Race equality (including racist incidents)

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Age, Religion/Belief, sexual orientation (including bullying incidents) and the other protected characteristics

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Equality and diversity in curriculum content

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Equality and diversity in pupil achievement

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Equality and diversity – behaviour and exclusions

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Participation in all aspects of school life

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Impact assessment

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Stakeholder consultation

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Policy review

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### **Commitment to review**

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

### **Commitment to action**

	<b>Governors will:</b>
Policy Development	<ul style="list-style-type: none"><li>● Provide leadership and drive for the development and regular review of the school's equality and other policies.</li></ul>
Policy Implementation	<ul style="list-style-type: none"><li>● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies.</li><li>● Highlight good practice and promote it throughout the school and wider community.</li></ul>
Behaviour	<ul style="list-style-type: none"><li>● Provide appropriate role models for all managers, staff and pupils.</li><li>● Congratulate examples of good practice from the school and among individual managers, staff and pupils.</li><li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>● 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).</li></ul>
	<b>Headteachers and senior staff will:</b>
Policy Development	<ul style="list-style-type: none"><li>● Initiate and oversee the development and regular review of equality policies and procedures.</li><li>● Consult pupils, staff and stakeholders in the development and review of the policies.</li></ul>
Policy Implementation	<ul style="list-style-type: none"><li>● Ensure the effective communication of the policies to all pupils, staff and stakeholders.</li><li>● Ensure that managers and staff are trained as necessary to carry out the policies.</li><li>● Oversee the effective implementation of the policies.</li><li>● Hold line managers accountable for effective policy implementation.</li></ul>
Behaviour	<ul style="list-style-type: none"><li>● Provide appropriate role models for all managers, staff and pupils.</li><li>● Highlight good practice from departments, individual managers, staff and pupils.</li><li>● Provide mechanisms for the sharing of good practice.</li><li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>● Ensure that the school carries out its statutory duties effectively.</li></ul>
	<b>Line managers will:</b>
Policy Development	<ul style="list-style-type: none"><li>● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.</li></ul>
Policy	<ul style="list-style-type: none"><li>● Implement the school's equality scheme, holding staff accountable for their</li></ul>

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Implementation	behaviour and providing support and guidance as necessary. <ul style="list-style-type: none"><li>● Be accountable for the behaviour of the staff team, individual members of staff and pupils.</li><li>● Use informal and formal procedures as necessary to deal with 'difficult' situations.</li></ul>
Behaviour	<ul style="list-style-type: none"><li>● Behave in accordance with the school's policies, leading by example.</li><li>● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary).</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>● Contribute to managing the implementation of the school's equality scheme.</li></ul>
	<b>All staff: teaching and non-teaching will:</b>
Policy Development	<ul style="list-style-type: none"><li>● Contribute to consultations and reviews.</li><li>● Raise issues with line managers which could contribute to policy review and development.</li></ul>
Policy Implementation Behaviour	<ul style="list-style-type: none"><li>● Maintain awareness of the school's current equality policy and procedures.</li><li>● Implement the policy as it applies to staff and pupils.</li><li>● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme.</li><li>● Provide a consistent response to incidents, e.g. bullying cases and racist incidents.</li></ul>
Public Sector Duties	<ul style="list-style-type: none"><li>● Contribute to the implementation of the school's equality scheme.</li></ul>

## 9: Stakeholder Consultation

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Involving our learners, parent/carers/carers and other members of the school's communities

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St. Mary's Catholic Primary School is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parent/carers and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

## **10: Impact Assessment**

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Evaluating the impact in terms of the outcomes

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### *Impact assessment statement*

All St. Mary's school policies will be equality impact assessed with regard to disability, gender, race, religion/belief, sexual orientation, and age as applicable at the time of review and issues arising will be carried forward into the equality action plan.

## **11: Action Plan**

See Single Equalities and Community cohesion action plan template

## St Mary's Catholic Primary School Single Equalities and Community Cohesion Action Plan 2015

Our School is committed to developing a single equality scheme that incorporates the requirements of the Equality Act 2010 and its associated code of practice together with new actions covering Community Cohesion.

The Single Equality Scheme is a three-year strategy (which will be updated as part of the Governors Policy Review Cycle) involving a policy, action plan and procedures to assess the impact of our scheme. The scheme shows how our school will promote equality and community cohesion and remove discrimination in all areas of school life.

<b>COMMUNITY COHESION / all equality strands</b>				
<b>Action</b>	<b>Resources</b>	<b>Lead</b>	<b>Link to school priority/other policy</b>	<b>Timescale</b>
<b>School to parents and the community</b> 1. Celebrate cultural diversity  2. Encourage children to appreciate each other's cultures and talents	1. Parents involved in school events (Bring your parent to School days, Displays etc) 2. PSHE SEAL lessons, RE, Assemblies	Senior Staff – all school staff involved		<i>Ongoing</i>
<b>Family learning</b> 1. Support parents to work with school in raising achievement.  2. Have regular curriculum based weeks where parents are invited to work alongside children (i.e. Science, Black History)	1. Parent Information Evenings  2. Parents help in school / with homework projects			<i>Review Annually</i>
<b>Targeted underachieving groups</b> 1. Monitor regular attendance of any children causing concern 2. Through working in partnership with parents provide opportunities to discuss any concerns/issues  3. Ensure vulnerable children's needs are met through being in a nurturing environment with mentoring support and by following a more personalised curriculum.	1. Subject Leader Time  2. Staff all available to meet with parents  3 Circle Time activities 1to 1 tuition, small group support.	Subject Leaders  Senior Staff and all staff  DHT		<i>Review termly</i>
<b>Global Links</b>				

<b>RACE</b>				
<b>Action</b>	<b>Resources</b>	<b>Lead</b>	<b>Link to school priority/other policy</b>	<b>Timescale</b>
<p><b>Promote equality of opportunity:</b></p> <p>1. Seek views of pupils &amp; parents with guidance from LA; follow up if inequality is reported</p> <p>2. Continue to extend resources for teaching children who are new to English</p> <p>3. Build up resources for curriculum units, to increase access to English e.g. visual aids, pictorial vocabulary</p> <p>4. Monitor the ethnic profile of pupils receiving interventions</p> <p>5. Monitor the attendance of parents/carers at consultation meetings by ethnicity and other equality strands. Ensure they are notified that they can bring a friend or relative to interpret. In cases where this is not possible, provide interpreters:</p>	Books IWB resources		Inclusion policy	Yearly surveys
<p><b>Eliminate unlawful discrimination:</b> Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow up as necessary.</p>		HT, SMT and governors		Ongoing
<p><b>Eliminate racist harassment:</b> Promote harmony and follow up any harassment. Use assembly and the curriculum to build harmony &amp; understanding and to challenge racism and harassment and equality for all</p>	Circle Time, SEAL activities	All staff		Ongoing
<p><b>Promote good relations between different ethnic groups:</b></p> <p>1. Ensure resources are free of racial bias</p> <p>2. Provide extra-curricular activities</p>		Class teachers and leaders of special projects		Ongoing
<p><b>Other actions required:</b> Review curriculum content-ensure diverse experiences are represented e.g. contributions</p>		SMT		Ongoing

of different ethnic groups to art, history, science etc. Monitor ethnicity of children who are recorded in the Behaviour Book for inappropriate behaviour and those who are excluded. Monitor rewards.				
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<b>Sexual Orientation</b>				
<b>Action</b>	<b>Resources</b>	<b>Lead</b>	<b>Link to school priority/other policy</b>	<b>Timescale</b>
<b>Eliminate unlawful discrimination:</b> Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow up as necessary.		HT, SMT and governors		Ongoing

<b>GENDER</b>				
<b>Action</b>	<b>Resources</b>	<b>Lead</b>	<b>Link to school priority/other policy</b>	<b>Timescale</b>
<b>Analysis of all pupil achievement and performance by gender:</b> Analyse tracking sheets and targets		Assessment leader		Termly analysing of data
<b>Range of gender friendly teaching styles and strategies:</b> Planning to include a variety of styles to meet the needs of boys and girls		Class teachers		Ongoing
<b>If all things been equal recruitment of more male staff to ensure more equitable balance:</b>		HT and governors		When employing new staff

<b>Gender Re-assignment</b>				
<b>Action</b>	<b>Resources</b>	<b>Lead</b>	<b>Link to school priority/other policy</b>	<b>Timescale</b>
<b>Eliminate unlawful discrimination:</b> Continue to ensure all statutory duties are carried out. Ensure fair employment		HT, SMT and governors		Ongoing

practices. Monitor, follow up as necessary.				
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<b>AGE</b>				
<b>Action</b>	<b>Resources</b>	<b>Lead</b>	<b>Link to school priority/other policy</b>	<b>Timescale</b>
<b>Staff and governing body representation of community make-up: Recruit members that reflect the community</b>		Diocese/Governors		Ongoing
<b>Range of citizenship projects/activities: Sponsor a variety of charities</b>		Relevant Staff Members, School Council		Ongoing

<b>Marriage and Civil Partnership</b>				
<b>Action</b>	<b>Resources</b>	<b>Lead</b>	<b>Link to school priority/other policy</b>	<b>Timescale</b>
<b>Eliminate unlawful discrimination:</b> Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow up as necessary.		HT, SMT and governors		Ongoing

<b>DISABILITY EQUALITIES</b>				
<b>Action</b>	<b>Resources</b>	<b>Lead</b>	<b>Link to school priority / other policy</b>	<b>Timescale</b>
<b>Review accessibility plan:</b> Ensure access for all needs represented in our community				Yearly
<b>Analysis of all pupil achievement and performance by disability:</b> Analyse tracking sheets and targets		Assessment leader		Termly
<b>Training:</b> Staff training on SEN linked to disability		Inclusion manager		

<b>Pregnancy and Maternity</b>				
<b>Action</b>	<b>Resources</b>	<b>Lead</b>	<b>Link to school priority/other</b>	<b>Timescale</b>

			<i>policy</i>	
<b>Eliminate unlawful discrimination:</b> Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow up as necessary.		HT, SMT and governors		Ongoing
<b>Risk Assess:</b> Ensure that all risks associated with completing duties are explored and managed.		DHT and staff member		As required.

<b>Religion and Belief</b>				
<b>Action</b>	<b>Resources</b>	<b>Lead</b>	<b>Link to school priority/other policy</b>	<b>Timescale</b>
<b>Eliminate unlawful discrimination:</b> Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow up as necessary.		HT, SMT and governors		Ongoing

<b>ALL EQUALITIES</b>				
<b>Action</b>	<b>Resources</b>	<b>Lead</b>	<b>Link to school priority / other policy</b>	<b>Timescale</b>
<b>Staff and governing body representation of community make-up:</b> Recruit members that reflect the community		Diocese/Governors		<i>Ongoing</i>
<b>Range of citizenship projects/activities:</b> Sponsor a variety of charities				<i>Termly</i>
<b>Monitoring of behaviour and exclusions:</b>		SMT		<i>Termly</i>

K. Andrews and M. Creed, Updated July 2016