

Public Sector Equality Duty Statement

All Our Lady and St Chad Catholic Academy policies are underpinned by the Mission Statement of:

TRUTH JUSTICE CHARITY FORGIVENESS RESPECT PEACE

We will work and learn through faith, prayer and trust in God.

**We will be guided by the teaching of
his Son Jesus Christ and the Church,
in a school where, as we live in communion,
we are empowered to respect ourselves and one another.**

**We will build a community where
all have the confidence to make the choices which will enable us
to become the best we can be.
We will work to treasure creation
with wisdom and wonder.**

Our Lady and St Chad Catholic Academy is an academy within the Pope John XXIII MAC. This Catholic Company, its vision and policies are formed with an implicit understanding of the virtues:

Forward

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day to day practices and interactions within the whole school community.

Our scheme includes our whole school- pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive of our children and young people.

1. What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a four year period from 2017-2021 and is published as part of the school's duties under the Public Sector Equality Duty (2011). It integrates our statutory duties in relation to those with protected characteristics, as defined by the Equality Act (2010) which covers:

- Age;
- Race;
- Sex;
- Disability;
- Sexual Orientation;
- Religion or Belief
- Gender Reassignment;
- Pregnancy and Maternity;
- Marriage and Civil Partnerships.

The duties cover staff, pupils and people using the services of the school such as parents.

Under the Equality Act (2010), schools designated with a religious character are exempt from the requirement not to discriminate on grounds of religion or belief, in relation to admissions, in the provision of education and in access to any benefit, facility or service. This means that schools with a religious character do not have to make special provision for pupils of a different faith or incorporate aspects of their faith into the curriculum.

Our Single Equality Scheme and Action Plan enables us to set out how the school is complying with the Equality Act and how we plan to improve equality further. It also sets out the action we will take to comply with the Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and setting new Equality Objectives at least every four years.

2. Compliance with the Equality Act 2010

- a) The school provides training to all staff to outline the requirements of the Equality Act 2010 and the school's Public Sector Equality Duties.
- b) The school has a diverse workforce and an equality statement is included on all vacancy adverts.
- c) Information is provided to the Local Authority about workforce diversity as part of the School Census.
- d) The school monitors pupil's performance to assess whether or not they are achieving to their potential and to target support where it is needed, using:

RAISE-online;

Tracking of individual pupil's progress at least quarterly; and

Further tracking of other vulnerable groups, including those known to have protected characteristics.

- e) The school has consulted widely on its performance on Disability Equality. Pupils, parents and staff were surveyed. Recommendations from these surveys have been used to feed in to our action plan (see below).
- f) A "pupil voice" exercise was undertaken to explore the children's opinions about diversity in school. This showed that there was an overwhelmingly positive view of equality within the school. Recommendations made by the children were reviewed and considered and, as a result, travel arrangements for disabled children taking part in school trips were changed.
- g) Parents are sent a bi-annual disability questionnaire.
- h) An accessibility plan was commissioned by the school and carried out by a specialist firm. This plan is consulted regularly as work is undertaken in school to improve access to the school's buildings.
- i) SEND children have a review meeting at least annually. At this meeting the children and their parents are asked about any ways in which the school can help them further. The information from these meetings is reviewed by the Equality Co-ordinator so that any equality issues can be highlighted and action taken to address them.
- j) Children with protected characteristics are included in all aspects of school life. This includes participation in extra curricular activities, including school drama performances, talent shows and sporting competitions.
- k) During lesson planning, staff are encouraged to consider how the piece of work relates to education on equality and to highlight this to pupils where appropriate.
- l) PSHE lessons include equality topics, including racism and discrimination based on faith or sexuality.
- m) The school's policies are reviewed to make sure that they comply with the Equality Act 2010.
- n) Inset training has taken place on Dyslexia, Attachment Difficulties, Dyspraxia, managing medical needs, Down Syndrome, Hearing and Vision Impairment, ASD and ADHD.
Training has also taken place on specific medical conditions which can fall under the definitions of the Equality Act (eg, epilepsy, diabetes, asthma).

- o) Information on disabilities and medical conditions is included on the school's computer system and all staff have been informed about where to find this information.
- p) Any bullying incidents are categorised on the school's records system. This system is regularly interrogated by the Pastoral Team to check for instances of identity based bullying.
- q) Detailed Individual Education Plans are drawn up for those children with a Statement of Special Educational Needs (SEN). Some of these children may have a disability.
- r) SEN information for individual children is accessible to staff on the school's computerised records system (SIMS) and regular SEN training is given to all staff. This includes detailed briefings about children who are new to the school.
- s) Work within school is differentiated if this is required, so that children with disabilities can access the curriculum.
- t) Small group interventions are provided by the SENCO and SEN teacher.
- u) Withdrawal groups for humanities are set up for some children with SEN or disabilities. This helps to boost attainment.
- v) A group of Year 9 children with SEN or disabilities are disapplied from Modern Foreign Languages and this time is used to boost their literacy and numeracy skills.
- w) The SEN department's base is a classroom. This classroom is opened up at lunch time for any children to use to play games in an environment where they feel secure. This helps to foster good relationships between children who share protected characteristics and those who don't.
- x) In addition, there are various lunch time and after school activities which are open to all pupils, including musical and sporting activities.
- y) School staff have been provided with safeguarding training and clear policies and procedures are in place.

3. Equality Objectives

The school has consulted widely to decide on its Equality Objectives:

- a) To further educate the children about discrimination
- b) To improve physical access to the school
- c) To make all school trips as inclusive as possible

