



## **St Ambrose Barlow Single Equality Scheme and Action Plan 2017-2021**

**With St. Ambrose Barlow as our guide  
And Jesus at our side, we are all learning to  
Live, love and work together.**

This policy reflects the *Equality Act 2010* which harmonises and replaces previous legislation, including the Race Relations Act 1976, the Disability Discrimination Act 1995, the Gender Recognition Act 2004 and the Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender. Through this policy, St Ambrose Barlow School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity and, where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff and governors and also to visitors to the school.

### **Legal framework**

Duties as identified in the Equality Act 2010 and its *Schedules*: there are nine equality strands (known as Protected Characteristics), as follows:

Disability

Ethnicity (including Gypsy and Traveller groups)

Gender

Gender identity and transgender

Faith, religion and belief

Marriage and civil partnership

Sexual orientation (homophobia)

Pregnancy and maternity

Age

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination, harassment and victimisation. St Ambrose Barlow School will seek to achieve positive action in respect of the Act.

This Single Equality Scheme provides a format for addressing the statutory duties of the Equality Act 2010. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The plan also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.

- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- maternity and pregnancy

**It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the School's Governing Body. Employees of the school, acting on behalf of the Governing Body, are also liable for their own discriminatory actions.**

St Ambrose Barlow School is mindful of the *Public Sector Equality Duty*, which came into force on 5 April 2011, and will publish relevant information on the School's website. It will

- (i) collect and review employment information in line with the Equality Act
- (ii) publish the School's *Equality Objectives* and monitor and report on these annually.

### **Good practice**

1. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged with the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the world communities.
3. We support the *UN Convention on the Rights of the Child*, the *UN Convention on the Rights of People with Disabilities* and the *Human Rights Act 1998*.
4. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the Local Authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.

### **Guiding principles**

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 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, religious affiliation, national origin or national status
- whatever their gender or gender identity
- 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. Policies, procedures and activities must not discriminate but must nevertheless take account of differences in life-experience, outlook and background and of 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 experience of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised

- sexual identity

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

Policies, procedures and activities will promote:

- positive attitudes and actions 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, women and men, and an absence of sexual and homophobic harassment

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

Policies and procedures will 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 of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- gay people as well as heterosexual

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

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- gay people as well as heterosexual

***Principle 7: We address prejudice and prejudice-related bullying***

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudice reflecting sexism or homophobia

***Principle 8: Society as a whole should benefit***

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:

- the disabled and non-disabled
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- gay people as well as heterosexual

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

Each year we shall formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability
- ethnicity, religion and culture
- gender

### **Arrangements, roles and responsibilities**

1. The equality objectives of St Ambrose Barlow School will be set out formally and are referenced in the School Development Plan. (See Action Plan below) They will be reviewed annually and refreshed on a four-year cycle.

2. The equality employment information will be monitored and reported to the Governing Body on an annual basis.

3. St Ambrose Barlow School will undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2011.

### ***Curriculum***

4. Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments made as appropriate to ensure that equality groups are supported positively.

5. All other data relating to whole-school monitoring will encompass scrutiny of equality information so that groups are supported positively.

6. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

### ***Staff and Governors***

7. The Governing Body is responsible for ensuring that the School complies with legislation and that this policy and its related procedures and action plans are implemented.

8. A member of the Governing Body has the role of monitoring the implementation of this policy.

9. The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

10. A senior member of staff has day-to-day responsibility for coordinating implementation of this policy.

11. All staff are expected to:

- adhere to this policy

- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the School's Guiding Principles
- provide and analyse quantitative and qualitative data that support better understanding of equality groups and any issues that may arise, eg attendance, bullying, exclusion
- undertake or support Equality Impact Assessment (Equality Analysis) processes
- attend appropriate training to enable St Ambrose Barlow School to keep itself up to date with equality issues

12. All staff and Governors will have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. The School values the opportunity to take a holistic approach in fulfilling its Equality Duties.

13. All staff and Governors will exercise their safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

14. St Ambrose Barlow School is opposed to all forms of prejudice that could act as a barrier to the fulfilling of its legal duties and the fostering of community cohesion. Factors which such prejudice might reflect include:

- disability
- special educational needs
- racism and xenophobia
- gender and transgender
- religious groups and communities
- Travellers, migrants, refugees and people seeking asylum
- Sexism and homophobia

Member of staff with Lead Responsibility for this policy: Headteacher

Governing Body responsibility: Curriculum committee

St Ambrose Barlow School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Date approved by Governing Body: July 2017

Date to be reviewed: June 2018

## St Ambrose Barlow Single Equality Action Plan

Generic Action Plan					
Action	By Whom?	When?	Monitoring & Evaluation?	Success Criteria	Notes
1. Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff and governors are aware of this plan through governors meetings and staff meetings.	Headteacher / designated member of staff – Miss Traynor	Approved by Governors July 2017 On website September 2017	Question about parent awareness of Equality Scheme in annual survey Staff /governor questionnaires	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan	
2. Teacher's planning will provide opportunities for all pupils to take part and achieve.	All staff	On-going	HT/ SLT	All children will have access to a curriculum in which they can take part, achieve, reach their full potential and enjoy! Plans identify vulnerable groups of children with specific provision clear to meet needs of all pupils.	
3. Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	All staff	On going	All Staff SLT Increase in pupils' participation, confidence and achievement levels.	Notable increase in participation and confidence of targeted groups	

4. Tracking analysis identifies groups – (ethnicity, gender and disability) and monitors progress for parity with school averages.	SLT and SENDCo	Termly	Headteacher and Governing Body	School acts on any trends or patterns in the data that require additional support for pupils. All children make appropriate progress. Evidence of ‘closing the gap’ in attainment and progress	
5. Monitor attendance data to ensure that trends do not indicate any group is attending less than any other.	HT and office staff	Termly	Headteacher and Governing Body	All children will regularly attend school and be on time.	
6. Monitor rewards given to ensure that there is equality of opportunity for all children.	HT/SLT and SENDCo	Termly	Headteacher and Governing Body	All children will have equal opportunity to attain rewards for behaviour and performance.	
7. Monitor sanctions given to ensure that there is equality of opportunity for all children.	HT/SLT and SENDCo	Termly	Headteacher and Governing Body	Staff use sanctions appropriately as outlined in our Behaviour Policy and no group is adversely targeted.	

<b>Generic Action Plan</b>					
<b>Action</b>	<b>By Whom?</b>	<b>When?</b>	<b>Monitoring &amp; Evaluation?</b>	<b>Success Criteria</b>	<b>Notes</b>
8. Monitor staff recruitment and retention procedures to ensure equality of	Governing Body	Annually	Governing Body	All applicants have an equal opportunity regarding employment into the school.	

opportunity for all					
9. Monitor promotion procedures to ensure equality of opportunity for all.	Governing Body	Annually	Governing Body – Pay Committee	All applicants have an equal opportunity regarding promotion within the school	
10. Monitor staff disciplinary, grievance and competency procedures to ensure an equal process for all	Governing Body	Annually	Governing Body	All staff receive an equal process regarding sanctions within the school	

#### Disability Action Plan

Action	By Whom?	When?	Monitoring & Evaluation?	Success Criteria	Notes
1. Consider all adult needs individually e.g. poor eyesight, poor literacy skills and respond appropriately.	Headteacher and Inclusion Leader Teachers	On-going	GB	Parents with individual needs are sensitively assisted and met	
2. Continue liaison with secondary schools.	All plus Inclusion Leader	Liaison meetings ongoing IIEP meeting with secondary school for children at point of transition.	Headteacher, DHT SENDCo/Teachers	Staff have knowledge about every child's individual needs before start date. Appropriate, differentiated provision offered where appropriate.	
3. List of children who have special dietary needs.	School meals staff/office staff .	Termly In place	Headteacher and Governor with responsibility for special needs.	Children with special dietary needs enjoy eating school food.	
4. List of children who have special medical or toileting needs.	Appropriate school staff	Termly In place	Headteacher and Governor with responsibility for	Children with medical or toileting needs have provision in place so	



			Special Needs	that they have equal access to curriculum Supporting Pupils with Medical Needs Policy adhered to.	
5. Ensure that all school visits are made accessible to all pupils.	School office/class teachers and SENDCO	All visits are planned – On-going	Headteacher/all staff	All children will be able to access all Educational visits.	
6. Provide information about the school site and facilities available	ICT manager. Office staff	On-going on website and in leaflet to all visitors	Headteacher and Governing Body	Visitors can access information via websites or through any communication with school	

<b>Gender Action Plan</b>					
<b>Action</b>	<b>By Whom?</b>	<b>When?</b>	<b>Monitoring &amp; Evaluation?</b>	<b>Success Criteria</b>	<b>Notes</b>
1. Challenge stereotyping of gender roles in society	All staff	On-going	Pupil conferencing by Governing Body	Children aware that roles in society are not gender specific	
2. Adult language to challenge gender stereotypes	All staff	On-going	Headteacher	Formal and informal staff conversations show respect for equal gender opportunities	
3. Equal opportunities in the curriculum for boy/girl participation	Teachers and TAs	On-going	Headteacher Assistant Headteacher lesson observations	Boys and girls equally engaged in a range of activities	
4. Out of school activities to promote ideal that anyone can participate regardless of gender.	Headteacher and Deputy Headteacher	Ongoing	Headteacher and Deputy Headteacher	A range of activities which are equally appealing to boys and girls	
5. Introduce initiative	Miss Ball	On-going	SLT	Increased participation	

to encourage girls to take up sport outside the curriculum requirements, including offering dance and cheerleading, to make participation rates more reflective of the school population.			More girls take up after-school sports clubs	of girls in sports clubs and out of school sport activities.	
6. Encourage boys to read for enjoyment and promote boys reading in school. Class teachers to choose class novels that appeal to boys as well as girls.	Miss O'Driscoll	On-going	Pupil interviews Data Lesson observations	Boys are reading more books, attainment of boys reading increases	

### Race Action Plan

Action	By Whom?	When?	Monitoring & Evaluation?	Success Criteria	Notes
1. Ensure that we ask for all child/parent/carer/staff language needs when joining school and how they would like to receive information.	All staff when receiving new children. Office staff/teachers during home visit.	When joining school as a pupil/parent/carer or staff member.	Headteacher All Staff Governing body	Language needs of all attending, working and visitors will be met.	
2. Staff aware of racial incidents forms	All staff	Ongoing	Headteacher completes annual racial incidents return	Racial incidents successfully identified and acted upon	
3. Monitor curriculum to ensure resources chosen to celebrate cultural diversity	Year Group leaders	Termly	Headteacher Deputy Headteacher	All subjects have opportunities for intercultural elements	

4. Raise awareness of cultural diversity through visits and visitors as appropriate.	Teachers	On-going	Headteacher Deputy Headteacher	Children have a balance of experiences which reflect the diversity of our society	
5, Ensure cultures within our school are celebrated with culture week.	All Staff	Throughout the year with a focus during culture week	SLT	Children have a balance of experiences which reflect the diversity of our society	
6. Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	All staff H/T	On-going	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school approach led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body	

#### Other Equality Issues

Action	By Whom?	When?	Monitoring & Evaluation?	Success Criteria	Notes
1. Create opportunities for children in the school to share their faiths and beliefs at an appropriate level – through inter-faith visits.	All staff and RE Subject Leader	Ongoing	Governing Body	Children understand that children have different faiths and beliefs and this diversity is celebrated at St Ambrose Barlow.	
2. Build in	Teachers and TAs	Ongoing - annually	Governing Body	Children can talk	

<p>opportunities to explore practices and celebration of different faiths and cultures. International Culture Week.</p>				<p>about relevant key festivals and practices of different faiths and cultures. Share through assemblies and displays. Parents are invited to view displays.</p>	
<p><b>3.</b> Monitor curriculum to ensure resources chosen to celebrate different lifestyles, e.g. traveller.</p>	<p>Phase leaders</p>	<p>On-going</p>	<p>Headteacher DHT/SLT</p>	<p>Curriculum and classroom opportunities value children with different lifestyles/travelling heritage</p>	