

Equality Scheme

For

St. Edmund's Catholic Primary School, Skelmersdale

Overarching statement

In accordance with our *mission statement* we pledge to respect the equal human rights of all our pupils and to educate them about equality.

We will also respect the equal rights of our staff and other members of the school community.

In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation and for
- ensuring that the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

The Headteacher, David Ashley is responsible overall for dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

Race Equality Plan 2007

1. Introduction

This plan sets out how St. Edmund's Catholic Primary School will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Authority's procedure for reporting racist incidents involving pupils in schools.

2. Ethnic monitoring

This will be monitored annually making use of data a range of sources and from PLASC

3. Impact Assessment

The following policies/plans have been assessed in regard to the general duty under the Race Relations (Amendment) Act 2000

DDA; Equality of Opportunity Policy; Race Equality Policy; Access Plan;

The outcomes of this were: That all policies were appropriate and were being implemented.

The following policies/plans are to be assessed over the next year:

Race Equality Policy

4. Action Plan to address the General Duty to promote race equality

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity	Continue to implement the school's policies on equality.	All staff and Governors			
ii. Eliminate unlawful discrimination	Ensure that school's existing policies are acted upon	All staff and Governors			
iii. Eliminate racist harassment	<p>Ensure that curriculum time is given to this issue and that it forms part of work undertaken during RE; Citizenship; Circle Time; Anti-Bullying Week activities.</p> <p>Report all incidents to LA</p> <p>Take firm disciplinary action against any member of the school community found to be responsible for such harassment.</p>	Governors and Senior Leaders			
iv. Promote good relations between different ethnic groups	Value the various cultures and traditions of all members of the school community (Polish/Slovak/Traveller/Jews)	Invite members of these communities to visit school to speak and lead workshops with pupils and staff.			
Other actions					

required (please list)					
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5. How policies and practice are monitored

Staffing Committee of Governors will ensure that vacancies are advertised in accordance with the policies in place and that ethnic and cultural information is requested. These procedures will be reported to LA and data returned for their information and analysis.

Headteacher will report to Governors re. visits and workshops of cultural nature.

6. How information gathered is used

Senior leaders within the school community (Governors; Headteacher; Deputy Headteacher) will analyse attainment data and set challenging targets for black and minority ethnic pupils.

7. Staff development

Training in managing Equality issues will be made available to Governors and staff as appropriate.

8. Annual reporting in relation to the Action Plan, linked to the School Development Plan, will occur as follows:

Headteacher will report to Governors at least annually regarding progress of the plan.

9. The next race equality plan in 2010 will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date:

Disability Equality Plan 2007

*Please note this can not be adopted as it stands - you will need to involve disabled people in designing your own. It is the **process** of developing your Plan that leads to setting the school's priorities, the school's individual objectives, which will dictate the action the school needs to take.*

1. Introduction

This plan sets out how St. Edmund's Catholic Primary will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

2. Involvement of disabled people

Mr. D. Ashley and Mr. B. Stapleton wrote the scheme. They involved disabled people in its formulation by inviting their views through discussion. The outcomes of this were that ramps were included in the redesign of the school access points/entrances.

3. Impact Assessment

The following policies/plans have been assessed in regard to the general duties under the Disability Discrimination Act 2005 and the Special Educational Needs and Disability Act 2001

The outcomes of this were:

The following policies/plans are to be assessed over the next 12 -18 months:

SEN Policy
Accessibility Plan
Race Equality Plan

4. Action Plan to address the disability equality duty

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity between disabled persons and other persons	(see also Accessibility Plan)				
ii. Eliminate unlawful discrimination					
iii. Eliminate harassment related to disabilities					
iv. Promote positive attitudes to disability					
v. Encourage participation by disabled people					
vi. Take steps to take account of disabled people's disabilities					
Other actions required (please list)					
Educational Opportunities Achievements, e.g: School Trips Participation in all activities and services school provides Pupils in position of Responsibility Work Experience					

5. Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001

	Actions	By whom	Start	Finish	Evidence that it is completed
i. improvements in access to the curriculum					
ii. physical improvements to increase access to education and associated services					
iii. improvements in the provision of information in a range of formats for disabled pupils					

6. How policies and practice are monitored (*e.g. employment issues, attainment of disabled pupils*)

Governors and LA ensure that school complies with best practice routines/procedures/regulations.

Governors and LA monitor progress and attainment of SEN pupils.

7. How information gathered is used

Information/data is gathered from a range of sources – Statutory SAT’s Results/Optional Tests/Pupil Attitudinal Questionnaires/Pupil Surveys/School Council/Parents’ Questionnaires....This information/data is analysed and used to make changes to policy and/or procedures where necessary.

8. Staff development

Appropriate Training is identified (ELS/FLS/ALS; Dyslexia/Dyspraxia/SEN/Autistic Spectrum etc) and is made available to appropriate staff.

9. Annual reporting in relation to the Action Plan, linked to the School Development Plan, will occur as follows;

Via Headteacher reports to Governors; School Profile; School Self-Evaluation Form.

10. The next disability equality plan in 2010 will build upon this plan’s actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date:

Gender Equality Plan 2007

Please note this can not be adopted as it stands - you will need to use the results of consultation, to find out what your biggest issues are in gender equality, use national and local information and other information in designing your own Plan, adapting existing systems – School Development Plan, Self-Evaluation Form

(See Appendix 1 for further information.)

1. Duties

This plan sets out how St. Edmund's Catholic Primary School will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2006.

2. Impact Assessment

The following policies/plans have been assessed in regard to the schools' duties under the Equality Act 2006:

SEN Policy

Equality of Opportunity

The outcomes of this were:

That the school and its staff will continue to follow agreed policies in order to ensure continuing compliance with statutory requirements and best practice.

3. Action Plan to address the Gender Equality Duty

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Eliminate unlawful sex discrimination					
ii. Eliminate harassment related to gender					
iii. Promote equality of opportunity between men and women <u>Other Actions:</u> required (please list) Note: the gender pay gap includes: occupational segregation and caring responsibilities; under-representation of women in senior roles; flexible working					
iv. Promote equality of opportunity between boys and girls. <u>Other actions:</u> required (please list) e.g. curriculum, monitoring boys' and girls' attainment, underachievement anti-bullying policies to tackle sexist bullying, attitudes to violence, health initiatives, sport, gender stereotyping careers					

4. Gender monitoring

Pupil Attitudinal Questionnaire
Analysis of SATs Results
Analysis of Optional SATs Papers

5. How information gathered is used

All staff will use the data collected to plan for progress and success of all pupils.

6. Staff development

Development needs of staff will be identified and appropriate training accessed.

7. Annual reporting in relation to the Action Plan will occur as follows

Via annual update of School Profile and SEF.
Effectiveness of SEN Policy will be reported in Headteacher's regular reports to Governors and to parents and the wider community via newsletters.

8. The next gender equality plan in 2010 will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date: