



St George's Catholic Voluntary Academy

Equality Statement and Objectives 2020-2023

September 2020

Vision and Values

St George's Catholic Voluntary Academy makes all members of our school community feel welcome irrespective of race, colour, creed or ability. Our vision and values promote equality and tackle discrimination.

St George's Catholic Voluntary Academy is committed to equal opportunities. We:

- Follow areas of excellence that resists notions that ability is fixed
- Offer a choice of learning challenges
- Respond to children's diverse needs
- Overcome potential barriers to learning

St George's Catholic Voluntary Academy has high ambitions for all pupils and expects them to participate and achieve in every aspect of school life.

Our work is underpinned by **nine guiding principles**:

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, national origin or national status
- Whatever their gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in 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 experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys and women and men are recognised
- Religion, belief or faith background
- Sexual identity

We foster positive attitudes and relationships and a shared sense of cohesion and belonging

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

We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures 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 identify and with full respect for legal rights relating to pregnancy and maternity

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
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

We consult and involve widely

We engage with a range of groups and individuals 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. We consult and involve:

- Disabled people as well as non-disabled
- People from a full range of ethnic, cultural and religious backgrounds
- Both women and men and girls and boys
- People of all sexual orientations

Society as a whole should benefit

We intend that our 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:

- Disabled people as well as non-disabled
- People from a full range of ethnic, cultural and religious backgrounds
- Both women and men and girls and boys
- People of all sexual orientations

We base our practices on sound evidence

We maintain and publish our compliance with the public sector duty (PSE) set out in clause 149 of the Equality Act 2010.

Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

Context

St George's Catholic Voluntary Academy is primary academy with 350 pupils on roll. The school is oversubscribed in many year groups with a waiting list held which is by the LA and updated weekly.

The school is open for children from 7.30am until 5pm each day.

The school buildings are all on ground level except for Class 12. There is one adult toilet and one shower suitable for disabled use.

The building is well maintained and all classrooms (except for Class 12) have disabled access from outside entry points.

Characteristic	Breakdown	
	<i>Total</i>	
Number of pupils	346	
Number of staff	39	31 Female 8 Male
Number of governors	6	50% Female 50% Male
Attainment on entry		Attainment on entry is significantly below the national average.
Mobility of school population		Mobility is low.
Pupils eligible for FME	49.5%	62 pupils
Deprivation factor	0.37%	School 0.37% National 0.21%
Disabled staff who are not registered disabled but have recognised difficulties.	0	One member of staff has diabetes.
Disabled pupils (SEN/LDD)	0	
Disabled pupils (no SEN)	0	
BME pupils	156	
BME staff	4	
Pupils who speak English as an additional language	9	Home languages include: Chinese, Polish, Hungarian, Lithuanian
Average attendance rate	96.2%	

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.

Legal Background

Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation

- Marriage and civil partnership (for staff only)

At St George's Catholic Voluntary Academy we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

General duties

Disability general duty - *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty - *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty - *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty - Working towards a common vision and a sense of belonging by all communities.

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard 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 the 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
- building a school culture where intolerance and harassment is not tolerated but strong, positive and mutual civility encourages respect for diversity and a commitment to common and shared

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their 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 disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Our school equality scheme will be published on our website. At St George's Catholic Voluntary Academy we will publish information annually about equality.

Roles and Responsibilities

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

Commitment to implementation

The Head teacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Headteacher on actions and progress.

The link governor will monitor the policy.

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	Rachael Snowdon-Poole
Disability equality (including bullying incidents)	Rachael Snowdon-Poole / Julie Young
SEN/LDD (including bullying incidents)	Bethany Holmes
Children Looked After	Rachael Snowdon-Poole/Julie Young
Safeguarding & Vulnerable children	Rachael Snowdon-Poole/Julie Young
Accessibility	Premises Manager / Health and Safety Committee
Gender equality (including bullying incidents)	Rachael Snowdon-Poole/Julie Young
Race equality (including racist incidents)	Rachael Snowdon-Poole/Julie Young
Equality and diversity in curriculum content	Rachael Snowdon-Poole/Julie Young/SLT
Equality and diversity in pupil achievement	Rachael Snowdon-Poole/Julie Young/SLT
Equality and diversity - behaviour and exclusions	Rachael Snowdon-Poole/Julie Young
Participation in all aspects of school life	All staff
Impact assessment	Rachael Snowdon-Poole
Policy review	Rachael Snowdon-Poole
Communication and publishing	Rachael Snowdon-Poole

Commitment to review

The school equality scheme will be aligned with the School Development Plan and Premises / Accessibility Plan. Its implementation will be monitored within the school's Monitoring and Evaluation 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 four 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 four years - in which we will make proposals for future action.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none"> Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies Highlight good practice and promote it throughout the school and wider community
Behaviour	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Congratulate and praise 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Initiate and oversee the development and regular review of equality policies and procedures
Policy pupils, Implementation	<ul style="list-style-type: none"> Ensure the effective communication of the policies to all staff and stakeholders Ensure that the staff team 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	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Highlight good practice from 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 Dutie	<ul style="list-style-type: none"> Ensure that the school carries out its statutory duties effectively
	Line managers will:
Policy Development	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Behave in accordance with the school's policies, leading by example

	<ul style="list-style-type: none"> Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> Contribute to managing the implementation of the school's equality scheme

	All staff: teaching and non-teaching will:
Policy Development	<ul style="list-style-type: none"> Contribute to consultations and reviews Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> Maintain awareness of and responsibility for the school's current equality policy and procedures Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Contribute to the implementation of the school's equality scheme

Briefings will be held with the staff team and a 'hot spot' item in the newsletter to gather additional views.

Impact Assessment

All school policies 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. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each Autumn term.

Equality Objective:

Action plan 2020-2023

Attainment

Equality Objective: To explore and understand all issues to impact on narrowing the attainment gap for all vulnerable groups.

Actions

1. Explore the local statistics and compare with the national which is the school's expectation for all children.
2. Identify the gaps between all vulnerable groups to ensure they are achieving the expected levels over a year and from the start to the end of a key stage, across the curriculum.
3. Analyse disadvantaged data in detail drilling down to individual attainment.
4. Evaluate current pedagogy and teaching introduced in previous academic years and roll out the successful ones across school. (Maths), writing sequence, precision pedagogy - spelling, grammar, comprehension and discussion groups.

5. Consult with the school community; parents/carers through Teaching and learning conferences; staff through achievement meetings and briefings and pupils through pupil voice sessions (Talk circles), pupil learning surveys. TLCs embedded with pupils leading learning discussions.
6. Explore best practice in schools locally and nationally who have similar issues. Extend our practice through working with schools that are graded as outstanding.
7. Take in to account the latest research e.g. (EEF). Pupil premium plan
8. East midlands network - best practice in leadership, pedagogy and curriculum. SAFs and Assessment for learning.

Attendance

Equality Objective: To explore and understand the reasons for persistent absence and what support can be given to individual pupils to begin to improve attendance rates.

The schools attendance figures show that some pupils on roll have disproportionately higher absentee levels than that of their peers.

1. Explore the categories of pupils that have an absence rate of under 90%. Is there a particular vulnerable group?
2. Do adults within school understand the reasons for absence?
3. What impact does this absence have on the pupil's progress from their starting points?
4. Involve parents/carers; governors, LA and Targeted Support. What support would make a difference to the absence rate?

Home collections. Home visits. Warning Letters.

Family Action Plans

5. Identify best practice from other LAs and schools with similar issues.
Explore ways of refining policy in school.

6. Attendance articles in every newsletter.

Additional Objective:

To keep high profile British Values, our Community Code and Learning Code to prepare our children for becoming successful citizens for entering the future workplace.

ACTIONS:

1. Maintain the use of our Values throughout the school day. 2020-2023
2. Carry out in-depth training in British Values. 2021-2022

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To employ a more diverse workforce

We recognise that it is important to have a workforce that represents the society we serve.

We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct another survey of existing staff to collect additional diversity data. This will happen in 2020-2021

Where we identify an under-represented group we will endeavour to attract staff using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage.

Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent society.

We will engage with our school community to ensure the objectives identified are the best ones. The equality objectives for St George's Catholic Voluntary Academy are displayed in school and integrated in to our school improvement planning. They will be monitored by our Chair of Governors.