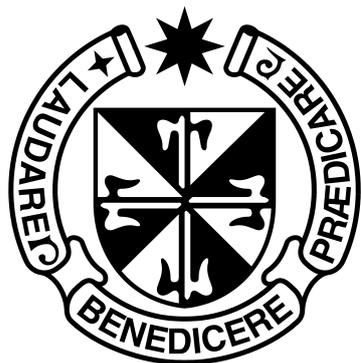


School Equality Scheme

2020

St. Cuthbert Mayne Catholic School



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1: Vision and Values

Our equality vision and the values that underpin school life

St. Cuthbert Mayne: Aims of the School

- To implement the Mission Statement at the heart of the school.
- To place the child at the centre of the whole educational enterprise.
- To provide quality teaching in the expectation of quality learning.
- To implement a variety of teaching methods in the knowledge that children learn in many different ways.
- To acknowledge that every individual within the community is capable of learning, and that learning is a life-long process.
- To develop children's confidence, independence, self-esteem, initiative and self-discipline.
- To enhance the unique quality of every child, building on positive qualities and accepting and applauding individual differences.
- To instil qualities of courtesy, respect and care for everyone.
- To achieve the highest possible standards of literacy and numeracy for all our children.
- To provide opportunities for all to participate in sport, music and the performing arts.
- To enable individuals to meet challenges with confidence, in the knowledge that mistakes will be supported as part of the learning process.
- To create and maintain mechanisms whereby individuals can be supported in formal and informal ways.
- To create a happy and relaxed atmosphere where purposeful learning can flourish.
- To foster a corporate sense of commitment to the school and the well-being of its community.
- To nurture in the children, staff, parents and governors a sense of responsibility for the high standards of the school.
- To pass on traditions and successes of the school to subsequent members of the community.
- To ensure that parents know they are valued as worthy partners in their children's learning.
- To involve children in the decision-making process.
- To encourage involvement in the wider community of parishes and neighbourhood.
- To promote cooperation within the school community, encouraging a sharing of talents.
- To encourage children to be responsible stewards of the world in which they live, caring for God's earth now and for the future.
- To develop and maintain systems whereby individuals are safeguarded at school.
- To liaise closely with colleagues and partner schools to ensure good systems for the transition of pupils.
- To implement the directed curriculum.

In seeking to fulfil the aims of the school listed above, we have regard to the following principles of equality:

- ❖ All learners are of equal value
- ❖ We recognise, respect and value difference
- ❖ We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- ❖ We observe good equalities practice in staff recruitment, retention and development
- ❖ We aim to reduce and remove inequalities and barriers that already exist
- ❖ We consult widely and involve stakeholders as fully as possible in the life of the school
- ❖ We expect society to benefit from the work we do in school
- ❖ Our practices reflect our compliance with the public sector equality duty
- ❖ We identify objectives to support and promote our work in equality.

2: School Context

The characteristics of our school

A brief description of our school and its community setting

St. Cuthbert Mayne is a two-form entry Catholic junior school within the trusteeship of the Diocese of Westminster. As such, it has voluntary-aided status and gives priority within its admission arrangements to children of the Catholic faith.

The catchment area is particularly wide. This results in a very diverse pattern of social and economic background. The school deprivation indicator is low.

Attendance is good, with little unauthorised absence. The school monitors attendance and has a number of procedures to follow up absences in order to achieve excellent attendance levels.

Most children transfer directly from St. Rose's Infant School and most Year 6 move on to John F. Kennedy Secondary School

Children's attainment on entry is above regional and national averages in the core subjects. Children with special educational needs and disability, including those with Education and Health Care Plans, are identified on the SEN provision list. The majority of pupils are White/British. A small minority of children are registered for FSM, although many who are thought to be eligible do not apply. A number of children have a first language other than English. Details are recorded on the annual census.

Significant partnerships, extended provision, etc.

We have formed partnerships with a number of educational and other groups. Current partnerships include:

- Diocese of Westminster
- St. Albans Deanery
- Herts for Learning
- John F Kennedy Family of Schools partnership
- Member of Dacorum Schools' PE Partnership
- Dacorum Music School
- Thomas Coram SPLD Base
- Apex Sports
- Gade Family of Schools
- Dacorum Schools' Partnership
- Dominican Associates

A significant amount of extended provision is provided for pupils in after-school or extra-curricular clubs. Currently these are: Breakfast Club, multi-sports, gymnastics, Mile A Day, football, netball, athletics, music, orchestra, Science, Tae-Kwondo, lunchtime clubs.

Characteristic	Total	Breakdown (number and %)
Number of pupils	238	117 Female 49% 121 Male 51% (Jan 2020 census)
Number of staff	32	31 Female 1 Male (Jan 2019 census)
Number of governors	13	10 Female 3 Male
Religious character		Catholic
Attainment on entry		Attainment on entry is well above the national average
Mobility of school population		Academic Year 2018-19: In-Year Leavers = 3 and In-Year Arrivals = 1
Pupils eligible for PPG	19	January 2020 census
Deprivation factor	0.16	Deprivation indicator
Disabled staff	0	No current declarations
Pupils (SEN)	35	
Disabled pupils (no SEN)	0	Pupils with a declared disability
Pupils declared as ethnicity other than 'White British.'	75	
Pupils who speak English as an additional language	42	
Attendance rate	97%	Autumn Term 2019

Figures in the table above relate to academic year 2019/2020 unless stated

3: Legal Background

The duties that underpin our scheme

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 Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- *Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*
- *To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.*

Protected Characteristics

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

- *age (for staff only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*

Disability

At St. Cuthbert Mayne School we implement accessibility plans which are aimed at:

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

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.

These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion

- *Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.*

4: Roles and Responsibilities and Publish Information

Chain of accountability

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.

Responsibility for	Key person
Disability equality	Headteacher, SENDCO
SEND	SENDCO
Accessibility	Headteacher, SENDCO and Site Manager
Behaviour (including bullying incidents)	Headteacher, SLT
Gender equality (including bullying incidents)	Headteacher, SLT
Race equality (including racist incidents)	Headteacher, SLT
Equality and diversity in curriculum content	Headteacher, SLT
Equality and diversity in pupil achievement	Headteacher, SLT
Equality and diversity – behaviour and exclusions	Headteacher
Participation in all aspects of school life	SENDCO, SLT
Impact assessment	Headteacher, SLT
Stakeholder consultation	Headteacher, Deputy Headteacher
Policy review	Headteacher, Nominated Governor
Communication and publishing	Headteacher, Clerk to Governors

Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation 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.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Publish Information - specific duty to demonstrate compliance with the public sector equality duty

At St. Cuthbert Mayne School we will publish information annually.

Where will equality information be published? Information must be Accessible.

At St. Cuthbert Mayne School equality information will be available on the school website.

Commitment to Action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- 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
- Provide appropriate role models for all managers, staff and pupils
- Congratulate 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
- Ensure that the school carries out the letter and the spirit of the statutory duties.

Headteacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, 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
- Ensure that the school carries out its statutory duties effectively

Line managers will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- 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
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- 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
- Contribute to the implementation of the school's equality scheme

All Pupils/students will be expected to:

- Respect each other, regardless of difference or disability
- Undertake activities to promote equality and tackle discrimination
- Behave in accordance with school policies
- Sign the Home School Agreement

All Parents/carers will be expected to:

- Support school policies
- Teach their children respect of difference and disability and act as positive role models
- Work with the school to promote equality and tackle discrimination.
- Sign the Home School Agreement

5: Engagement

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

We have engaged with our school community in agreeing the final policy and have been inclusive of all parents and carers. In so doing, we have taken into account the protected characteristics under the Equality Act 2010.

We consult with parents, staff and governors on an annual basis so that we are aware of the needs of the community and can seek to address them.

We signpost parents to the following agencies for information/support on equality:

- Disability Information Bureau (DIB)
- Young Carers Project

The agreed policy can be found on the school website. Signposting is done through the newsletter and Wednesday email.

6: Using information – Equality Impact Assessment, Data and Other Information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

Impact Assessment is carried out in the following ways:

- Questionnaires to parents/pupils
- Evaluations of specific events
- Use of assessment data to track achievement of vulnerable groups
- Monitoring of incidents of harassment, eg bullying, racism, comments relating to children's academic ability, etc.
- Termly HT Report to Governing Body
- Termly tracking of behavioural incidents and reporting to Governing Body

We promote equality through assemblies and take part in local/national initiatives, eg Anti-Bullying Week/ Feeling Good Week.

7: Our School's Equality Objectives

Key priorities for action

Inception of the Scheme:

Governors first began work on an Equalities Scheme, as a way of bringing together other policies relating to equality, in the Autumn term 2007. A working party, consisting of parents, governors and staff met to agree action and to compile a questionnaire on disability and how it affects an individual's capacity to engage with the school. A scheme was drawn up and consultation took place with all stakeholders in Spring 2008. A first specific request was made to parents for disability information and the first Register of Access Needs was drawn up in the Spring term 2008. Since this time, parents have been contacted on an annual basis to provide disability information. The register of Access Needs is updated annually on the basis of this information. A Soundfield System has been fitted in all classrooms to support those with a hearing impairment.,

The most recent reviews/activities linked to the Equalities Scheme are as follows:

Staff and Governor training in anti-radicalisation, November 2015
 Anti-Bullying Workshop, 'Sticks and Stones,' Jan 2016
 Complaints Procedure, Spring 2018
 School Development and Access Plan update Termly
 Update of Register of Access Needs, Sept 2019
 Behaviour Policy Summer 2018
 SEN and Disabilities Policy, Spring 2018
 Data Protection Policy, Autumn 2018
 Attendance Policy, Spring 2018
 Staff Health and Attendance Policy Spring 2019
 Whistleblowing Policy Spring 2019
 RSE Policy Spring 2019
 Anti-Bully Summer 2019
 Disciplinary policy and procedure Summer 2018
 Inclusion Policy Autumn 2019
 CLA Policy Autumn 2019
 Child Protection Policy Autumn 2019
 Supporting Pupils with Medical Conditions Autumn 2019
 Health and Safety Policy Spring 2019

Our school's equality objectives are implicit in our Mission Statement and School Improvement and Progress Plan. They reflect our belief that we are all made in the image and likeness of God and that God's love for us is unconditional.

List of equality objectives:

Equality Objectives	Protected Characteristic
1. Diminish the difference in achievement of disadvantaged and “others”; SEN and “others”.	Equality in opportunity
2. Increase progress of all children, including all minority groups.	Gender, race, disability, religion and belief.
3. Promote racial harmony and understanding.	Race
4. Protect individuals from bullying and harassment.	All characteristics.
5. Promote the uniqueness of individuals as a miracle of creation and cause for celebration.	All characteristics.

Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
1. Diminish the difference in achievement of disadvantaged and “others”; SEN and “others”.	Equality in opportunity		x		To ensure equality of opportunity for disadvantaged and those with SEN.	Overall: FS Religion: JS Maths: ER English: KG SEND: AR All classroom staff.	AM7 reports, tracking grids and ASP demonstrate a pattern of disadvantaged and SEN diminishing the difference in comparison to their peers.	Termly	Summer 2020
Increase progress of all children, including all minority groups.	Gender, race, disability, religion and belief.		x		To ensure equality of opportunity between all groups of children.	Overall: FS Religion: JS Maths: ER English: KG SEND: AR All classroom staff.	AM7 reports, tracking grids and ASP demonstrate a pattern of comparable achievement for all groups.	Termly	Summer 2020
Promote racial harmony and understanding.	Race			x	To ensure equality of opportunity for children from all racial backgrounds.	Overall: FS All staff.	Racist incident monitoring demonstrates few incidents.	Termly	Summer 2020
Protect individuals from bullying and harassment.	All characteristics.			x	To promote safety and happiness of all individuals.	FS and SLT. All staff.	Increased levels of good behaviour and fewer incidents of bullying (behaviour records).	Termly	Summer 2020
Promote the uniqueness of individuals as a miracle of creation and cause for celebration.	All characteristics.			x	Eliminate discrimination based on difference.	FS, SLT. All staff.	Good behaviour, increased numbers of children receiving Citizenship Stars. Questionnaire responses indicate general levels of happiness.	Annually	Summer 2020