

ST. BEDE'S CATHOLIC JUNIOR SCHOOL

celebrates life and learning

EQUALITY DUTY STATEMENT 2018 -2021

MISSION STATEMENT

St. Bede, patron of our school, wrote:

"It was always my delight to learn and to teach".

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

We journey together so that we

"Might have life - life in all its fullness".

John 10:10

St. Bede's Catholic Junior School is committed to equality both as an employer and an education provider. We carry out our day to day work through our mission statement and values:

1. We try to ensure that everyone is treated fairly and with respect.
2. We want to make sure that our school is a safe, secure and stimulating place for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
4. We recognise that for some pupils extra support is needed to help them to achieve and be successful.
5. We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council and House Captains.
6. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We set our Accessibility Plan objectives for a three year period and review the progress annually.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. Furthermore, we welcome the emphasis, in the Ofsted Inspection Framework, on the importance of diminishing the difference in achievement which affect, amongst others:

1. pupils from certain cultural and ethnic backgrounds
2. pupils who belong to low-income households and pupils known to be eligible for free school meals
3. pupils who are disabled, or who are in the process of being diagnosed as disabled
4. pupils who have special educational needs
5. boys in certain subjects, and girls in certain other subjects.
6. vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

Whilst these groups are not protected characteristics under the Equality Act 2010, as a school we are committed to meeting the needs of all.

In addition to this short statement, we also have a full school policy on Equal Opportunities and Equality & Diversity for School Staff.

THE EQUALITY ACT 2010

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

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

At St. Bede's Catholic Junior School we have rigorous and robust systems for monitoring standards and challenging any under-achievement and/or under-attainment; our responsibility in this equality duty is scheduled as part of this rigorous process.

Schools and Local Authorities have two sets of specific duties:

- to publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty (see above);
- to prepare and publish objectives which they will pursue over the coming years to achieve the three aims.

In line with the Act, the following statement demonstrates the school's commitment to providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community.

Part 1: Information about the pupil population and their achievements compared to National where available

Number of pupils on roll at the school: 305 (as at 04.09.21)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’.

Disability: The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

Number of pupils with disabilities: 57 (SEN register September 2021)

There are pupils at our school with different types of disabilities and these include:

1. Asthma & Eczema
2. Physical Disability
3. Attention Deficit Disorder
4. Autism Spectrum Condition
5. Global Learning Delay
6. Diabetes
7. Attachment Disorder

At St. Bede’s we are committed to ensuring equality of education, opportunity and treatment for all employees, pupils and any others involved in the school community, particularly those who share relevant protected characteristics. We aim to ensure that they are not treated less favourably in any procedures, practices or service delivery, while also developing a culture of inclusion and diversity in which people feel free to disclose their needs and participate fully in school life. The achievement of all groups will be monitored and we shall use this data to raise standards and ensure inclusive teaching. We shall make reasonable adjustments to ensure that the school environment is as accessible as possible.

At this school we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Currently we have 163 boys and 147 girls:	BOYS	GIRLS	TOTAL
Year 3	47	36	83
Year 4	48	29	77
Year 5	31	44	75
Year 6	37	38	75
	140	165	305

The very great majority of them are from a White British heritage and of Catholic / Christian background. The proportion of minority ethnic groups is low (4.9%). We currently have fifty seven children with additional needs. (18.7%) (Figures accurate at 09/2021).

How we achieve this:

Identify groups (who share a protected characteristic) within our school community;

- Actively engage and consult with our school community;
- Ensure all staff and Governors are aware of the Equality Act;
- Promote positive role models throughout school life and delivery of the curriculum;
- Gather data on the achievement and attainment of pupils who share protected characteristics;
- Embed equality in our school ethos;
- Regular monitoring of progress against objectives set; fully integrate equality into School Management;
- Systematically assess the impact across all school policies and practices to ensure they comply with the Equality Act;
- Ensure equality requirements are built into procurement contracts where necessary;
- Make reasonable adjustments, where possible, to ensure quality of access to the same standard of education and working life.

EQUALITY - ACTION PLAN

General Duty:

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

<p>Race, religion and ethnicity: We are committed to a curriculum which embraces and celebrates cultural diversity and the international dimension through a rich range of experiences, both in and beyond the school</p>		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>School fosters a sense of belonging through its mission, ethos, uniform, assemblies and international days. We deliver a curriculum which is underpinned by the school's mission statement</p> <p>We provide good quality training for our staff on cultural diversity.</p> <p>We promote positive links with our International partners</p> <p>Liaising and working in partnership with a number of professional organisations from diverse backgrounds..</p>	<p>Our school admissions criteria which welcomes all pupils.</p> <p>Regular communication with international partners</p> <p>Shared learning experiences</p> <p>We enable all pupils to learn about the experiences of all people and the discriminatory attitudes they often experience.</p> <p>We ensure that the curriculum and resources we use have positive, non-stereo-typical images of all races, religions and ethnic groups.</p>	<p>Children experience a positive education and learn about other races, religions and ethnicity.</p> <p>International partners, other agencies and parents/carers are kept well informed.</p> <p>Effective, positive relationships with International partners, other agencies parents/carers, school and home working in partnership to support the child.</p> <p>Pupil voice shows that our children are happy in school</p>
		<p>NEXT STEPS 2018/19:</p> <p>Working with international partners and develop sustainable curriculum links</p>
		<p>NEXT STEPS 2019/20</p>

Disability: We are committed to working for the equality of people with & without disabilities		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We set challenging targets to ensure our children with disabilities make good progress.</p> <p>We provide good quality training for our staff on inclusion.</p> <p>When required we gain external advice and support for many different professionals</p> <p>We promote positive links with our parents/carers.</p> <p>There is a designated Governor for SEND.</p> <p>Specific targeted support where appropriate. Annual reviews</p> <p>Liaising and working in partnership with a number of professional organisations.</p> <p>A wide range of resources stored in an easily accessible central location</p>	<p>Our school admissions criteria which welcomes all pupils.</p> <p>We work with the Infant School ensuring transfer into Year 3 is effective & as smooth as possible</p> <p>We liaise with special schools in the LA and beyond regarding effective provision</p> <p>Regular meetings with parents/carers.</p> <p>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.</p> <p>We ensure that the curriculum and resources we use have positive images of disabled people.</p>	<p>Children experience a positive start.</p> <p>Parents/carers are kept well informed.</p> <p>Effective, positive relationships with parents/carers, school and home working in partnership to support the child.</p> <p>Effective inclusion of children with disabilities.</p> <p>Pupil voice shows that our children with additional needs are happy in school</p>
		<p>NEXT STEPS 2018/19:</p> <p>Working with Local Authority on the SEND board ensuring EHC process is positive and developing increased parent voice.</p> <p>Review outdoor provision to ensure a greater opportunity for all children to access our full grounds.</p>
		<p>NEXT STEPS 2019/20</p>

Ethnicity & Race incl EAL Learners: We are committed to working for the equality of all ethnic groups		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>Initial assessments are completed promptly for new pupils and learning plans are put into place, these may include targeted intervention.</p> <p>We identify appropriate provision and then monitor its impact.</p> <p>A supportive network: we use a variety of strategies to support our EAL families.</p> <p>Children are buddied up with a child within their class</p> <p>We set targets to improve the attainment and progression rates of particular groups of pupils.</p> <p>We identify and address barriers to the participation of particular groups in learning and other activities.</p>	<p>We use ICT to support translations</p> <p>An informal open door policy: staff are available at the start and end of the day.</p> <p>We are revising the curriculum to ensure it explicitly supports all pupils to understand, respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p>	<p>Children experience a positive start at St. Bede's Catholic Junior School.</p> <p>Parents/carers are kept well informed and they do attend school events: assemblies, Collective Worship, Parents/carer evenings and workshops.</p> <p>Effective, positive relationships with parents/carers, school and home working in partnership to support the child.</p> <p>Pupil voice is monitored regularly as part of our cycle & it shows that our children with EAL are happy in school</p>
		<p>NEXT STEPS 2018/19: Looking at including 'special events' that are pertinent to our EAL pupils are celebrated through assembles etc. to aid feeling fully included and accepted into our predominantly white British school. To monitor attainment of significant groups as part of our assessment cycle</p>
		<p>NEXT STEPS 2019/20</p>

Gender: We are committed to working for the equality of both sexes		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We monitor the attainment and progress of all our pupils by gender.</p> <p>We take a “Which boys? Which girls?” approach to address underachievement: neither boys nor girls are treated as homogeneous groups.</p> <p>We set targets to improve the attainment and rates of progress of particular groups of boys and girls.</p> <p>The School Council ensures both boys and girls views are equally represented.</p> <p>Sports teams: these are equally represented by boys and girls.</p> <p>Our pupil Curriculum Committee has both boys and girls.</p> <p>We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities</p>	<p>We support all our children in their interests of running extra-curricular clubs which are interest led, not gender led</p> <p>We hold grandparents day where grandparents support learning</p> <p>We try to ensure we include positive, non-stereotypical images of men & women in the curriculum</p>	<p>Children’s attainment does not show any systematic differences in attainment</p> <p>The curriculum is enhanced by increased pupil voice</p>
		<p>NEXT STEPS 2018/19:</p> <p>Further developing our pupil voice in the curriculum to ensure it is meeting the needs of all</p>
		<p>NEXT STEPS 2019/20</p>

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EQUALITY ACTION PLAN 2015 – 2018

REVIEW

**GENERAL DUTY – TO ELIMINATE DISCRIMINATION, HARASSMENT, VICTIMISATION AND
ANY OTHER CONDUCT PROHIBITED BY THE EQUALITY ACT, 2010**

Objectives	Timescale	Responsibility/Involvement	Strategies	Success Criteria	Review / Evaluation	Evaluation Outcome
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To ensure zero tolerance of prejudice and bullying.	2017 - 2018	F. Tiernan K. France L. Harrington All staff	Anti-bullying education is an integral part of the PSHE Education and the teaching of SEAL scheme of work.	Children feel safe on school premises and visits.	Comments in the 'worry box' Recorded incidents of racism/bullying	100% of pupils feel safe in school
	Sept, 2017		Anti-bullying Ambassadors trained by The Diana AntiBullying Award Group.	Anti-bullying Ambassadors utilise skills to identify bullying and work as part of the group to support individuals.		There are no recorded incidents of racism or bullying School Council have worked to ensure there is understanding about what constitutes bullying
	Academic Year	J. Kaye All staff	Children are taught strategies for e-safety in the curriculum.	Children use information technology systems safely and are aware of the messages highlighted in the E-Safety Policy.	Feedback from School Council Responses on surveys and exit questionnaires	ICT is safe. Pupils and parents/carers are well informed.
	Autumn term	School community	School participates in National AntiBullying Week annually.		Number of recorded bullying incidents	Nationally Antbullying week is celebrated and is successful
To sustain a curriculum which embraces and celebrates cultural diversity and the international dimension through a rich range of experiences, both in and beyond the school	tbc	J. Tetlow	PC Jane Tetlow (Youth Engagement Officer) to deliver two workshops for parents/carers related to ESafety and Prevention of Cyberbullying.	Pupils engage in the workshops and awareness is raised of E-Safety and Prevention of Cyberbullying.	Feedback from school community	Whole School assembly and workshops delivered by staff, PCSOs and Digital Leaders
			School staff attend INSET on The Equality Act Review and revise the Equality Policy, Scheme and Action Plan. School fosters a sense of belonging through its mission, ethos, uniform, assemblies and	Children feel as though they belong and they are accepted. They are valued for their uniqueness and contribution.	Feedback from children, parents/carers, visitors Discussion Responses to surveys	The Equality Duty is met in school. The whole community is valued. SMSC provision scrutinised and monitored. Next steps identified in the Curriculum content

Objectives	Timescale	Responsibility/Involvement	Strategies	Success Criteria	Review / Evaluation	Evaluation Outcome
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<p>To ensure equality of access and opportunity for all improving the achievements and attainments of children with SEND</p>		<p>S. Lloyd-Green Teachers Teaching Assistants</p>	<p>team systems Role models from different walks of life are encouraged to visit school and share their experiences Review SMSC Policy Monitor implementation of SMSC Policy and provision.</p> <p>SENDCo to work with Educational Child Psychologist in Cluster Meetings to develop strategies for teaching and learning. SENDCo to lead TAs in interventions. Monitor the implementation of the (0-25) SEN Code of Practice.</p>	<p>Role models represent a wide range of the population to challenge stereotypes of age, gender, ethnicity, disability and occupation.</p> <p>SENCO continues with mapping and developing provision; record keeping; use of assessment data; identification of SEN; teaching additionally; working with outside agencies; managing meetings; information sharing; developing personal management skills.</p> <p>Children's needs are met and there is continuity and progression in learning.</p>	<p>Observation Discussion Feedback</p> <p>Feedback from Staff, Parents/Carers and Children</p>	<p>A wide range of role models are represented in the staff, visitors and wider community.</p> <p>SENDCo maps and develops provision; keeps records; uses assessment data; identifies SEND; leads interventions and works with outside agencies</p> <p>First Well-ness Day in school for pupils, parents/carers and the community</p>
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GENERAL DUTY – ADVANCE EQUALITY OF OPPORTUNITY BETWEEN PERSONS WHO SHARE A RELEVANT PROTECTED CHARACTERISTIC AND THOSE WHO DO NOT SHARE IT

Objectives	Timescale	Responsibility/Involvement	Strategies	Success Criteria	Review / Evaluation	Evaluation Outcome
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To ensure equality of access and opportunity for all improving the achievement and attainment of pupils from disadvantaged families	Ongoing	F. Tiernan G. Geoghegan L. Harrington All staff	Tracking of pupils' progress, including vulnerable groups is undertaken rigorously. Target Tracker s track pupils' progress and attainment, Achievement gaps identified and strategies put in place to narrow gap in performance (TA support, parent/carer intervention, different levels of intervention). Intervention provided by FSW to enable emotional wellbeing to be prioritised. Homework Clubs to continue to be provided in every year group to support children Extra-curricular clubs specifically for disadvantaged pupils	Systems successfully track pupils' progress and attainment relative to their starting point. Children achieve their potential. Appropriate intervention addresses gaps in attainment and achievement. Children use homework to consolidate/progress learning undertaken in school. Children receive accreditation for commitment to out of hours learning.	Data analysis Observation Feedback Parent/carer feedback Analysis of data	Pupils' progress and attainment is carefully scrutinised to ensure there is no underachievement and under-attainment. Children achieve Appropriate intervention addresses gaps in attainment and achievement to enable pupils to reach their potential Children use traditional and project homework to consolidate learning undertaken in school.
To ensure equality of access and opportunity for all.	2017 - 2018	Governing Body S. Lloyd-Green F. Tiernan All staff	School SEND Report updated on the website to inform of school provision for children with Special Educational Needs and/or disabilities. Physical disability needs addressed as they arise	SEN Code of Practice implemented. Processes family centred; parents/carers and children involved in decision making; robust, integrated working across all agencies. Physical accessibility of school is maintained. School environment is enhanced.	Feedback from everyone involved in the process Observation Feedback	SEN Code of Practice is fully implemented. School attains IQM Award Outdoor environment is enhanced. Accessibility is maintained.

Objectives	Timescale	Responsibility/Involvement	Strategies	Success Criteria	Review / Evaluation	Evaluation Outcome
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<p>To ensure the gender gap in English and mathematics is narrowed</p>	<p>Ongoing</p>	<p>All staff All staff All staff</p>	<p>Children with disabilities or experiencing SEN given adequate aids, support, e.g., overlays, laptop, support from FSW, TAs, SENCO and SEN Service.</p> <p>Monitoring of attainment and achievement of pupils with disabilities and/or experiencing special education needs.</p> <p>Work is differentiated; ability groups in English and mathematics in all year groups. Targeted planning for boys (English: reading and writing) and girls (mathematics).</p>	<p>Reasonable adjustments made to ensure that pupils with disabilities access the curriculum and are not at a substantial disadvantage compared with their peers.</p> <p>Gaps in attainment and achievement identified and strategies put in place to reduce/remove gap.</p> <p>Teachers secure high quality learning by setting challenging tasks that are matched to children's specific learning needs.</p> <p>Children achieve potential.</p> <p>Difference in attainment of girls and boys is limited.</p>	<p>Feedback from parents/carers and pupils</p> <p>Analysis of data Observation</p> <p>Attainment and achievement of pupils Feedback from pupils and parents/carers</p>	<p>Adjustments are made for pupils with disabilities to enable access to the curriculum</p> <p>SEND pupils achieve their potential</p> <p>Pupils achieve potential. There is little difference in progress of boys and girls, SEND, disadvantaged.</p>
<p>To continue to identify barriers to learning and participation and make appropriate provision to meet a diversity of need.</p>	<p>Ongoing</p>	<p>Headteacher L. Harrington EWO All staff</p>	<p>Attendance and discipline patterns monitored by staff, L. Harrington, Headteacher and EWO.</p> <p>Vulnerable children work in one- to one or small groups with Family Support Worker.</p> <p>Family Support Worker engages with parents/carers to support family and pupil's learning.</p>	<p>School monitors pupils' attitudes to learning and addresses concerns.</p> <p>School attendance 96%+.</p> <p>Attendance and discipline patterns highlight vulnerable individuals and strategies are put in place to support children/families.</p> <p>Vulnerable pupils and families achieve as well as their peers.</p>	<p>Responses to surveys</p> <p>Exit questionnaires</p> <p>Analysis of data</p> <p>Feedback from children, parents/carers and external agencies (e.g. EWO, Social Care)</p> <p>Analysis of Reflection Book, incidents, team points etc.</p> <p>Feedback from children, parents/carers, staff.</p>	<p>Attendance is scrutinised and letters sent to all parents explaining attendance each term.</p> <p>School attendance is above national and at the end of 2017/18 academic year was: 96.7%</p>