



St. Teresa's Catholic Primary School

Equality Plan/ Policy



Spring 2018

St. Teresa's School welcomes the duties placed on it by the Equalities Act 2010.

This document has been produced in response to current legislation and guidance relating to equality and diversity.

The school has taken as its starting point our Diocesan Statement of Values for Catholic Schools (attached).

The school's **Core Values** are crucial in relation to this area of work:

Respect

Justice

Compassion

Courage

Responsibility

Hope

Integrity

Wisdom

These Core Values underpin our **Code of Conduct** which all strive to achieve:

"Be Kind, Be Safe, Be Responsible"



Equality Statement

St. Teresa's is a Catholic School with a clear mission statement which commits all members of the community to work to promote Christian values.

Justice and **equality** underpin the work of the school and are essential aspects of a community which **celebrates diversity** and **values difference**.

We commit ourselves to ensuring that at all times we promote positively the rights of all groups and individuals to feel welcomed and valued. We willingly accept the LA statement relating to Equality and will work to uphold its aims.

"Essex as a LA asserts its opposition to racism and its total commitment to equal opportunities and to treating people equally regardless of race, ethnicity, culture and lifestyle choices. The LA considers that all manifestations of racism and discrimination are wholly unacceptable and will act positively to eradicate these where they occur. The LA will seek to identify the effects of discrimination and take effective and systematic action to address racial, ethnic, cultural and lifestyle inequalities."

In terms of the Equality Act 2010, there are exceptions for schools with a religious character. These cover the areas of admissions, curriculum, acts of worship and appointment of senior staff. For these reasons, we follow Diocesan guidance.

It is unlawful to discriminate in the following areas, termed **protected characteristics**:

Age
Disability
Gender
Gender reassignment
Marriage and civil partnership
Pregnancy
Race
Religion or belief
Sexual orientation

We are committed to:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

- Fostering good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

Our RE programme, “Come and See” has explicit links to world faiths other than Christianity. Children are encouraged to reflect on the similarities between our faith traditions and those of others.

NSPCC and “**Show Racism the Red Card**” workshops provide invaluable curriculum support in these important areas.

The Headteacher has undertaken “**Stonewall**” train the trainer CPD and is a designated “**Stonewall Champion.**”

This statement will be monitored by the Governing Body.

The LA will have a specific monitoring role in terms of incidents and performance of pupils from vulnerable groups. The school will provide data to the LA on request.

The school will monitor closely the progress made by pupils from vulnerable groups through Achievement Meetings and Standards Meetings and will take appropriate action to ensure barriers to learning are removed where necessary.

Equality Objectives 2017/18

St. Teresa’s has a higher than average proportion of boys. In 2016/17, this proportion reached two thirds.

We recognise that outcomes for boys nationally are often lower in English, writing in particular.

Our aims are:

- To ensure no significant difference in outcomes across the school for boys in all three aspects of Reading, Writing and Maths in 2017/18.
- To ensure all boys make at least expected progress in all three aspects of Reading, Writing and Maths in 2017/18

In order to secure these aims:

- Teachers have high expectations of all pupils, including boys.
- Teachers select carefully the themes and texts which engage boys well
- Teachers reflect on boys’/ individuals’ preferred learning approaches and maximise opportunities for these.
- The Leadership Team track boys separately and report attainment and progress outcomes to governors via the Termly Key Facts Document.



St. Teresa's Catholic Primary School

'Accessible Schools: Planning to increase access to school for disabled pupils/staff/ members of our community.'

This plan has been developed in response to duties which build on and complement best **inclusive practice**. Our school has made significant progress in relation to inclusivity and in recent years has been proactive in providing appropriately for a number of pupils with significant Special Educational Needs.

There are areas which will require further work and this plan reflects our commitment to making progress in this regard as soon as practicable, taking account of a number of factors affecting progress, for example staff expertise and confidence, physical limitations of our building and resourcing.

- Our classrooms have been adapted to accommodate pupils with specific access needs. In particular, during our window and door replacement project in Summer 2017, a second ramp and disabled entrance was installed to the front of the building.
- In Summer 2018, a second phase of window/ door replacement will take place and further access points provided.

We plan to ensure that:

- Staff continue to have the necessary training to teach and support disabled pupils.
- Our classrooms are extended in order to accommodate pupils/staff with specific access needs.
- Classrooms are optimally organised for disabled pupils/ staff.
- Lessons continue to provide opportunities for all pupils to achieve.

- Lessons respond to pupil diversity
- Lessons continue to involve work to be done by individuals, pairs, groups and whole class.
- Staff recognise and allow for the mental effort expended by some disabled pupils (eg. lip reading)
- Staff allow additional time for disabled pupils to use equipment in practical work.
- Staff provide alternative ways for disabled pupils to engage in lessons where they cannot experience the same aspects as their classmates (eg. PE lessons).
- Computer technology is appropriate for disabled pupils
- School visits, including Yr. 6 residential visit, are made accessible to all pupils irrespective of attainment or impairment.
- There continue to be high expectations of all pupils
- Staff seek to remove all barriers to learning and participation.
- Physical barriers are removed so that pupils using wheelchairs can move freely around the school.
- Emergency routes and systems allow for evacuation of all pupils (physical ramps, auditory and visual alarms etc.)
- Signs are clearly understood by all (including those with visual impairment, autism or epilepsy)
- Background noise is reduced for the benefit of pupils with hearing impairment
- Furniture and equipment is selected, adjusted and located appropriately.
- Newsletters, and other school communications are provided upon request in formats which allow access for all.
- Staff liaise with external agencies in order to take advice on appropriate provision for individuals.
- The school employs a counsellor from the Brentwood Catholic Children's Society to support pupils / families.
- Parents of vulnerable pupils are supported by our Extended Services team (Rainbow group etc.)
- Staff use home / school liaison books for regular contact with parents / carers of statemented and Looked After pupils where required.
- Staff are used to provide support at playtimes and lunchtimes as well as curriculum time.
- Minor adaptations to equipment and additional specific resource purchases are provided in response to individual need.
- All pupils are encouraged to participate in the full range of activities on offer within and beyond the school day.