

St. Sebastian's R.C.
Primary School



Equality Objectives

2021 - 2022

*St. Sebastian's
Mission Statement*

As we walk in the ways of the Lord, we will:

- *Keep Christ at the heart of all we do*
- *Love learning and grow our gifts and talents*
- *Make lasting memories full of joy*
- *Understand our special place in the family of God*
- *Open our arms in love to all*
- *Live life to the full*



Equality Objectives 2021-22

St. Sebastian's is committed to ensuring all pupils realise their full potential and to promoting pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. We aim to not only eliminate discrimination, but also increase understanding and appreciation for diversity. The following two tables demonstrate how we are meeting the needs of the equality duty at St. Sebastian's.

Table 1

Objectives	Actions	Evaluation
<p>To close the gap in outcomes for vulnerable groups/identified groups currently:</p> <p>Pupil Premium/Non-Pupil Premium</p> <p>EAL/Non-EAL</p>	<p>Monitor changes to the curriculum to ensure they result in good outcomes.</p> <p>Review the curriculum in light of the performance measures.</p> <p>Implement booster groups/quality first smaller group teaching before and after school across Key Stage Two.</p> <p>Provide an enriched language programme that improves vocabulary and accelerates performance of children who have English as a second language.</p> <p>Implement targeted SALT interventions in EYFS/Year One.</p> <p>Implement Phonics Booster sessions in EYFS/Key Stage One.</p>	
<p>To promote and advance equality.</p>	<p>Ensure classroom teaching, assemblies and special events expose our pupils to ideas that may challenge their understanding and to encourage them to become more accepting and inclusive of others.</p> <p>Promote positive attitudes, a sense of belonging and acceptance within the school community by: being respectful, encouraging compassion and open-mindedness, always treating all members of the school community fairly, developing an understanding of diversity and the benefits it can have.</p> <p>Include regular celebrations of equality and diversity.</p> <p>Ensure that all pupils can take part in extra-curricular activities and residential visits.</p> <p>Monitor uptake to ensure no one is disadvantaged on the grounds of a protected characteristic.</p>	

	Respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs. Create a prejudice free environment.	
Ensure systems of dealing with prejudice-related incidents are consistent across the school.	Ensure all staff, including lunchtime supervisors, have sufficient training on identifying discriminatory behaviour, dealing with prejudicial incidents and record keeping is maintained.	
Ensure equality and dignity in the workplace.	Ensure all staff members act in accordance will the school's various policies relating to equality, including the school's code of conduct and disciplinary procedures.	

Table 2

What we mean	What we do	What we intend to do
<p>RELIGION or BELIEF A religion or belief refers to a religious and/or philosophical belief including lack of belief (Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods, but must affect how a person lives their lives or perceives the world.</p>	<p>We celebrate Catholicism as we are a faith-based school. Our curriculum teaches about other faiths and embraces difference and diversity. We provide trips and visits to other places of worship and invite speakers of other faiths. We celebrate festivals and feast days. We explore other religions in Assemblies. We have trained Chaplains.</p>	<p>We will actively endeavour to find opportunities to promote and raise awareness of differences between religions and cultures. We will follow the advice and guidance concerning the general exceptions to the 2010 Act for Catholic Schools.</p>
<p>DISABILITY We recognise that a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.</p>	<p>We promote understanding of disability through our lessons. We hold special events to promote empathy and positive attitudes, e.g. Wheelchair sports, visiting speakers. We ensure our building is accessible for pupils, parents and visitors. Information for parents is accessible. Our curriculum is accessible to all children. We use communication friendly and ASD resources. We purchase specific resources to meet individual needs.</p>	<p>We will take necessary steps in our approach and planning, exploring the use of new technologies and providing auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life. We will actively ensure our resources include positive images/messages of disability and challenge stereotyping. We will celebrate National Disability Awareness Week in June, using resources (Mencap...) We will ensure the delivery of written information meets the needs of individuals.</p>
<p>RACE The school adopts the definition of Race as outlined in the Equality Act 2010 as referring to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.</p>	<p>We use themed days, weeks, assemblies to celebrate racial diversity, explore cultural traditions and address current issues (Diversity week, Refugee week..). We ensure our curriculum and schemes reflect positive images of multi-cultural society, including the Early Years.</p>	<p>We will actively promote opportunities within our curriculum to enable pupils to identify and challenge racism and give them the language to express their opinions. We will continue to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.</p>

<p>PREGNANCY and MATERNITY Treating a woman (or a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.</p>	<p>We ensure our curriculum explores family and relationships and follow the schools adopted curriculum on Sex and Relationships. We adhere to protocols and LA guidance on Paternity and Maternity rights, etc. We provide facilities for working parents/single parents to accommodate their needs. We do not discriminate against pupils or staff in absences related to pregnancy or maternity.</p>	<p>We will seek to make arrangements for females/staff to ensure that they are not treated less favourably because they are pregnant or breastfeeding. We will explore curriculum opportunities to break down stereotypical images and expectations of motherhood, roles, responsibilities and raise awareness of changing roles in society.</p>
<p>GENDER We recognise that a person's gender refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.</p>	<p>We abide by all employment guidance provided by the LA. We encourage mixed sports teams and attendance at various clubs (cookery, Rosary). We have purchased high interest reading books specifically aimed at both genders. We encourage boys to be monitors and to take responsibility for belongings and tidying up, to break down stereotypical attitudes.</p>	<p>Use the curriculum to explore stereotypical images /attitudes in literature and advertising and give pupils the skill base to identify and challenge expectations of male/females. Identify underperforming gender groups in year groups, target and track performance.</p>
<p>SEXUAL ORIENTATION The school uses the definition as outlined in legislation as meaning a person's sexual orientation towards: Persons of the same sex, the opposite sex or either sex. The school extends the definition to include references to: A person who is of a particular sexual orientation or who shares the same sexual orientation.</p>	<p>As a faith school, we promote Catholicism whilst balancing our views with a sensitive and supportive approach to personal choice and preference. We will follow LA guidance and protocols that no individual is treated less favourably for a reason which relates to his/her sexual orientation.</p>	<p>We continue to develop our employment opportunities within the Catholic framework and national employment guidance. We follow advice and guidance by the C.E.S. for exceptions to the 2010 Guidance for Catholic schools.</p>
<p>GENDER RE-ASSIGNMENT We recognise that a person may express their gender in a way that differs from or is inconsistent with the physical gender that they were born with.</p>	<p>We promote an ethos that safeguards the dignity and well-being of everyone and respect the confidentiality of those seeking reassignment. We understand gender re-assignment does not necessarily require a medical process to be undertaken and that a person will be protected because of gender re-assignment if they:</p>	<p>We will explore curriculum opportunities in relation to the catholic ethos of the school and the advice provided by Salford Diocese.</p>

- make their intention known to SLT.
- behave or dress according to the gender they identify with
- undergo treatments such as surgery or hormone therapy
- have already received gender recognition under the GR Act of 2004.

General Exceptions to the 2010 Act: Catholic Schools

Further information on general exceptions to the Equality Act as laid down for schools with a religious character or a registered religious ethos can be obtained from the school office.

They refer to:

Acts of Worship, Employment, Delivery of the Curriculum and Gender Reassignment.

CES guidance notes for schools can be found at:

<http://www.catholiceducation.org.uk/schools/guidance-for-schools/item/1000069-equality>

Access Plan

St. Sebastian's R.C. Primary School 2019 – 2021

Priority 1: Information		Priority Target: To ensure that all with disabilities can access information on an equal basis			
<p>Ensure needs of those with medical/sensory /physical needs are met</p>	<p>Provide pupils, parents/carers with documentation in the appropriate format as required (coloured backgrounds, enlarged print..)</p> <p>Ensure signage around school in class is accompanied by pictures where necessary</p> <p>Organise pupils with auditory/visual/medical needs are in suitable seating positions in class</p> <p>Ensure pupils with Medical Plans have access to medicines and emergency supplies and parents maintain medicines in date</p> <p>Ensure staff are aware of Medical Plans of other staff and pupils and emergency procedures</p> <p>Prepare individual Risk Assessments/ Evacuation Procedures for pupils with disabilities (including those with SEBD)</p> <p>Maintain up to date medical records</p> <p>Provide updated training for staff (asthma etc)</p>	<p>Continued adjustments matched to pupil need (Google translate on website, various formats of documentation made available, classroom organisation modified)</p> <p>Medical Plans managed</p>	<p>Headteacher/SMT/SENCO to ensure plans are shared, implemented, reviewed termly</p> <p>Office Staff maintaining Medical information obtained from parents</p>	<p>Termly</p> <p>Half termly</p>	<p>SENCO/class teacher ½ day release time to share plans</p> <p>INSET training twilight session Health Service</p>

Plan					
Priority 2: Curriculum		Priority Target: To ensure that all pupils with disabilities can access the curriculum on an equal basis with their peers		Priority coordinator	
Raising attainment of specific pupil groups and promoting equality through an enriched curriculum				SEN Coordinator/Subject Coordinators	
Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Evaluation process and time line	Resources/Costs (Input)
<p>Boost performance of specific group: SEND</p> <p>Ensure achievement of age related expectations of specific groups</p>	<p>Analyse performance data of specific groups</p> <p>Identify barriers to learning through robust diagnostic assessment and question level analysis</p> <p>Set suitable targets in Reading, Writing and Maths in particular*</p> <p>Monitor attendance and punctuality of pupil groups (SEND)</p>	<p>SEND pupils make progress in line with their previous standardised score</p> <p>Areas for development identified</p> <p>Teachers using Assessment for Learning process to act on misconceptions as soon as possible</p> <p>Additional intervention in place. Pupils well supported.</p>	<p>Teachers to monitor pupils progress towards targets through work scrutiny</p> <p>HT/DH to hold Pupil Progress meetings</p> <p>Question level analysis - end of Key Stages - identifying whole school issues</p>	<p>SDP review, Analysis of end of Key Stage results - HT, SLT</p> <p>annually</p>	<p>SENDCO/Assess coordinator release time</p>
<p>Maximise learning opportunities to challenge stereotypes, promote positive attitudes to equality</p>	<p>Use the Arts as a vehicle to promote tolerance, understanding and community cohesion</p> <p>Provide quality texts to challenge bias</p> <p>Provide opportunities to explore issues around equality within the curriculum</p> <p>Key Stage Workshops E-Safety, Cyber bullying</p>	<p>Community cohesion, gender roles etc explored through Arts projects (Lowry project, Dance, Shakespeare...)</p> <p>Staff selective about resources, draw out key issues within texts</p> <p>Staff proactively planning opportunities to enable pupils to discuss, debate, evaluate issues of equality</p>	<p>Subject coordinator to monitor projects, review resources, quality of learning outcomes in books</p> <p>Questionnaires from pupils to review at the end of specific projects</p>	<p>Coordinator/HT/SLT to review outcomes of projects on completion</p>	<p>Cost of curriculum specialists</p> <p>Time for coordinators</p> <p>NSPCC Workshops KS2</p>

	<p>Hold International Days, Diversity weeks and special Assemblies</p> <p>Ensure groupings, activities and questioning are 'disability friendly'</p> <p>Deliver relevant staff training</p>	<p>Whole school community brought together to promote understanding and tolerance</p> <p>(Language Day, Chinese New Year, World Book Day....)</p> <p>All are prompted to participate fully in activities, e.g. sporting activities</p>			Staff INSET
Promote positive attitudes/British/gospel values towards diversity and those less fortunate	<p>Organise community events and charitable acts</p> <p>Raise awareness of world religions</p> <p>Celebrate the achievement of well-known people from diverse backgrounds, faiths and people who have disabilities</p> <p>Invite speakers/CAFOD volunteers to raise awareness of/make links with those less fortunate in other countries</p> <p>Hold Retreats – Spiritan Centre</p> <p>Promote peer mentoring/buddy systems</p>	<p>Ethos of empathy and cultural understanding established</p> <p>Increased empathy for those who have overcome difficulties to succeed</p> <p>Appreciation of local/global need</p>	HT/SLT/Coordinator to monitor effectiveness of teaching and learning re: disability and diversity	Ongoing	Time for coordinators

Ratification by Governors

Committee:	Full Governing Body		
Date :	September 2019	Review Date:	September 2021
Ratified by:	Full Governing Board		
Signature:	J Atherton		