

St Thomas More Catholic Primary School



Learning to love, live and celebrate as we grow in the knowledge and love of Christ.

Equality Plan 2020-2024

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1: Vision and Values

Our equality vision and the values that underpin our school life

The Catholic Ethos of the School

St. Thomas More Catholic Primary School was founded by and is part of the Catholic Church. Our school is to be conducted as a Catholic school in accordance with canon law and teachings of the Catholic Church, and in accordance with the Trust Deed of the Archdiocese of Westminster and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Our school mission statement:

"Learning to love, live and celebrate as we grow in the knowledge and love of Christ."

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat all members of our community with the respect and dignity due to a child of God. We therefore accept the duty to care for all and recognise that we have to make special efforts to ensure that all groups prosper.

We aim to provide the highest quality education and care for all our children. We work hard to offer a welcome to each child and family and to provide a safe, warm, inclusive and caring environment within which all children can learn and develop and so all have equal access in order to achieve the highest possible standards of achievement.

This School Equality Scheme reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. It is in keeping with our vision, *'Learning to love, live and celebrate as we grow in the knowledge and love of Christ'*, that, through our curriculum, we will prepare our pupils for participation in our richly diverse society. It furthers our aim to promote equality of opportunity and good race relations, and to eliminate any form of racial discrimination and prejudice against children, parents, carers, staff, visitors and the wider community served by the school.

It recognises that our school is located within an area that is lacking in cultural diversity, although we have a small number of families from a multicultural context for example Pakistan, India, China and Poland, and covers members of all ethnic and national groups represented in our wider community. Using a whole-school approach, we will ensure that we do not inadvertently discriminate. We will achieve this by monitoring and reviewing our practice, planning opportunities within the curriculum for promoting good race relations and dealing with racist incidents effectively. We will implement our strategies for dealing with racist incidents according to guidance provided by the Equality and Human Rights Commission (EHRC) and the local authority, and in accordance with known best practice for supporting all children, parents, carers, staff and visitors to the school.

We are committed to offering an inclusive curriculum to ensure the best progress for all our pupils, whatever their needs and abilities. We want to identify and break down possible barriers to learning.

At St. Thomas More Catholic Primary School we endeavour to:

- ✓ Create a happy, Christian community of pupils, staff, parents, governors and parish where the teaching and values of Christ are at the heart of all our activities

- ✓ Sustain the Catholic life of our school through religious teachings, through the experience of prayer and worship and through the Christian values which permeate throughout the school
- ✓ Provide a stimulating and challenging curriculum in an effort to attain the highest possible standards
- ✓ Encourage our children to question and answer without the feeling of failure, to give them a sense of achievement
- ✓ Foster self-confidence and to motivate our children to take pride and pleasure in their work, to build on their successes
- ✓ Help our children acquire the knowledge and skills to respond with commitment and enjoyment to the learning environment
- ✓ Encourage our children to work both independently and co-operatively
- ✓ Assist our children to develop problem solving and investigative techniques and to assess their own learning
- ✓ Encourage in our children a sense of responsibility for their own learning, their personal growth, their community and for the world in which they live
- ✓ Provide support, enrichment and realistic expectations for our children
- ✓ Provide opportunities for parental involvement in their children's education.
- ✓ Provide opportunities for our children to develop an understanding and respect for the diversity of families in our local and wider community eg mum and dad, mum and mum, dad and dad, only mum or only dad as well as understanding and respecting issues related to sexuality and gender

Achieving equality throughout the school is a fundamental part of the school's ethos. The school recognises that it has to make special efforts to ensure that all groups and individuals prosper, including those with special educational needs; who have difficulties in accessing the school's facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parental expectations; with emotional, mental and physical needs: who exhibit challenging anti-social behaviours and who come from minority ethnic groups.

2: School Context

The characteristics of our school

St Thomas More School is a one-form entry Catholic Primary school and Nursery within the trusteeship of the Diocese of Westminster. We serve the parishes of Corpus Christi in Tring and Sacred Heart in Berkhamsted. We recognise that our school is located within an area that is lacking in cultural diversity, although we have an increasing number of families from a multicultural context for example Pakistan, India, China and Poland, and covers members of all ethnic and national groups represented in our wider community. Our ethnic diversity has quadrupled over the last 2 years which is really pleasing. Using a whole-school approach, we will ensure that we do not inadvertently discriminate. We will achieve this by monitoring and reviewing our practice, planning opportunities within the curriculum for promoting good race relations and dealing with racist incidents effectively. We will implement our strategies for dealing with racist incidents according to guidance provided by the Equality and Human Rights Commission (EHRC) and the local authority, and in accordance with known best practice for supporting all children, parents, carers, staff and visitors to the school.

Children's attainment on entry is variable year on year and historically, was generally above national averages. Over the last 3 years the profile has changed and more children with complex and diverse needs are entering the school. Children with special educational needs, including those with EHCPs, are identified and supported through the school's Provision Maps. Currently, 23% of our children are on the SEN/D register, 5 of these have an EHCP with 3 more applications for assessment in place. The majority of pupils are White/British. A very small minority are registered for Free School Meals. A small number have a first language other than English. Attendance is good, with very little unauthorised absence. Details are recorded on the annual census.

Characteristic	Total	Breakdown
Number of pupils	168 (plus 14 Nursery 182)	Female 71 – 42% Male 97 – 58%
Number of staff	36	Female 34 Male 2
Number of governors	11	Female 7 Male 4
Religious character	123 Catholic	Catholic 68% Christian 14% Hindu 1% Muslim 4% No religion 13%
Attainment on entry		Attainment on entry up to 2019 was always above national average but has declined in the prime and specific areas over the last two years.
Mobility of school population (2019)	86.9%	Some of our children leave to move to Private Schools in the area at the end of KS1 and we receive on average 5 in-year applicants each year to a variety of year groups. In 2021-22 we had 18 in-year arrivals and 6 leavers. In this academic year (2022-23) we have had 6 arrivals, no leavers.
Pupils eligible for PPG	18	Female 12 Male 6
Deprivation factor (2019)	0.07	
Staff with disabilities	0	
Pupils with SEND	39	23%
Pupils with disabilities (no SEN)	1	
Pupils declared as ethnicity other than 'White British'	62	7 White Irish 22 White other 2 Italian 3 White & Black African 3 White & Asian 7 Any Other Mixed Background 3 Black African 2 Indian 7 Pakistani 3 Any Other Asian Background 2 Chinese 1 Any Other Ethnic Group

Pupils who speak English as an additional language	31	1 Albanian 1 Arabic 1 Chinese (Cantonese) 1 Hindi 2 Italian 1 Malayalam 3 Panjabi 2 Polish 6 Portuguese 1 Romanian 1 Sinhala 1 Slovak 1 Spanish 1 Tamil 4 Ukrainian 4 Urdu
Attendance rate	95.3% (2 children are on a reduced timetable linked to their SEND)	Boys 94.7% Girls 96.2% PPG /Ever FSM 91.1%/93.1% Summer born 96.3% SEND 90.2% EAL 94.3%

3: Legal Background

The duties that underpin our scheme

As a school we welcome our duties under the *Equality Act 2010* and we are committed to ensuring equality of education and opportunity for our pupils and staff, and the families we serve. These principles are embedded in our values.

The Act sets out what it calls 'protected characteristics' for schools. These are:

- age*
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership*

*for staff only.

To view the full Equality Act 2010 visit the website address:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

We take seriously our duties as a school and work to ensure that those with a 'protected characteristic' are not discriminated against and are given equality of opportunity. We respond to any barrier to learning or opportunity and so consider our duties to include other groups that need this protection for example those pupils: with illness, with impairment or progressive conditions, from armed forces families etc.

The Act sets out *General Duties* and *Specific Duties* that must be carried out by the school.

We have a *General Duty* to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations.

We have two *Specific Duties* to demonstrate our commitment to the *General Duties*:

- publish equality information
- to set and publish Equality Objectives every four years.

To do this we collect data related to the protected characteristics and other vulnerable groups and analyse it to determine our focus for Equality Objectives. Data includes pupil achievement, admissions, attendance, exclusions and prejudice related incidents. Our Equality Objectives show the steps we will take to ensure equality and are shaped by the data we gather. The impact of these objectives will be measurable.

We also welcome our duties under the *Education and Inspections Act 2006* to promote community cohesion. We recognise that these duties reflect international human rights as expressed in the *UN Convention on the Rights of the Child*, the *UN Convention on the Rights of People with Disabilities* and the *Human Rights Act 1998*.

Our focus on community cohesion helps pupils 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.

4: Roles and Responsibilities

The roles and responsibilities of members of the school community

The Board of Governors, supported by the Executive Headteacher and staff, is responsible for ensuring the implementation of this scheme. The Executive Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. All staff are responsible for delivering the scheme both as employees and as it relates to their own area of work.

Governors will:

- Provide leadership and drive for the development and regular review of the school's Equality Scheme and other policies
- Ensure that all school policies are underpinned and implemented mindful of our commitment to equality as expressed in the legislation and embedded in our values
- Ensure that any issues arising from the review of policies or data will be carried forward into the Equality Objectives
- Provide leadership and ensure the accountability of the Executive 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 pupils and staff
- Congratulate examples of good practice from 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 including the provision of 'returns' to the local authority.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life.

The Executive Headteacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Ensure that teaching and the curriculum supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them
- Enable 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
- Consult pupils, staff and 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
- Ensure that there is support for pupils for whom English is a second language to enable them to achieve at the highest level possible in English
- Provide appropriate role models for all staff and pupils
- Highlight good practice from staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying and racist incidents
- Ensure that the school carries out its statutory duties effectively.

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with senior teachers which could contribute to policy review and development

- Maintain awareness of the school's current equality policy and procedures
- Deliver lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- 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 and racist incidents
- Contribute to the implementation of the school's equality scheme
- Implement the policy as it applies to staff and pupils.

Member of Staff with the specific responsibility for inclusion will

- Make the role known to parents and other members of the school community
- Be a conduit for information from parents, staff or other professionals to all relevant members of the school community. This could include issues such as: temporary hearing loss, bereavement, allergies
- Enable a consistent and timely response to any potential barrier to learning or hurdle to opportunity
- Review and evaluate, at least annually, the effectiveness of the schemes in place to collect and disseminate information.

Pupils

- Pupils will show positive and respectful attitudes towards staff, parents, carers and everyone in the wider community.
- Pupils will treat everyone in the way in which they would like to be treated.
- Pupils will behave in accordance with the school's policies and the Catholic teachings.

Parents and Carers

- Parents and carers will be made aware of this policy and will know that the aims of the *Equality Act 2010* are embodied in our vision and values.
- Parents will support the governors and staff of the school by upholding the school's policies and the Catholic teachings.
- Parents are asked to support the school in the implementation of this policy and to help to foster an attitude of tolerance and respect for others so we can together celebrate our community while appreciating the uniqueness of each other.

Although all staff are committed to fostering equality of education and opportunity for our community, the responsibility for overseeing various aspects of our provision and clear observance of our statutory obligations has been allocated as in the table below.

Responsibility for	Key person/personnel
Single equality scheme	D Swarbrick (GB), K Little (Executive Headteacher)
Disability equality	M Lally (Assistant HT)) C Manning (INCo),
SEND	C Manning, (INCo)
Accessibility	M Lally (Assistant HT), C Manning (INCo), E Nichol (Caretaker)

Behaviour (including bullying incidents)	M Lally (AHT), C Manning (INCo)
Gender equality (including bullying incidents)	M Lally (AHT), C Manning (INCo)
Race equality (including racist incidents)	M Lally (AHT), C Manning (INCo)
Equality and diversity in curriculum content	M Lally (AHT)
Equality and diversity in pupil achievement	M Lally (AHT)
Equality and diversity – behaviour and exclusions	K.Little (Executive Headteacher), M Lally (AHT)
Participation in all aspects of school life	SLT and All staff
Impact assessment	D Swarbrick (GB), K.Little (Executive Headteacher)
Engagement /Stakeholder consultation	K Little (Executive Headteacher), M Lally (AHT)
Policy review	D Swarbrick (GB), K Little (Executive Headteacher)
Communication and publishing	K Little (Executive Headteacher), E Final (Clerk to Governors)

5: Our School's Equality Objectives

Key priorities for action

Our school equality objectives will be reviewed annually and will be an integral part of the termly priorities of our School Improvement Plan (called our Single Plan).

Equality Objectives 2020-2024

List of equality objectives:

Equality Objectives	Protected Characteristic
1. Ensure good progress for all groups of SEND and other identified vulnerable pupils/groups (through evidence based provision and the 'Assess, Plan, Do, Review' cycle)	All
2.Ensure our curriculum provision supports 'catch up' due to missed learning from the Covid-19 pandemic	All
3. Review whole school curriculum to ensure it reflects our equality policy (particularly in relation to racial justice, equality and diversity) and develops our children's cultural capital	Ethnicity and race, Religion and Belief
3. Ensure our whole school community understands the fully inclusive nature of our school	Disability, Ethnicity & Race, Religion & Belief,
4. Ensure good progress for all boys in the EYFS by developing the inside and outside learning environment.	Gender
5. Ensure that learners with additional needs or those with continence difficulties have appropriate privacy and space afforded to them that is not just a 'disabled' toilet	Gender

Equality Objectives Action Plan 2020-2024

Equality Objectives	Action	Protected Characteristic	Lead Person(s)	Measurable Success Criteria & Evidence Base	Timing	Review Date
Ensure good progress for all groups of SEND and other identified vulnerable pupils/groups (through evidence based provision and the 'Assess, Plan, Do, Review' cycle)	<p>Termly PPMs ensure provision is robustly planned and implemented and outcomes are assessed accurately</p> <p>Termly PPMs collate accurate assessment data</p> <p>Termly class provision mapping highlighting specific interventions for support</p> <p>Termly APDR cycle (half-termly for EYFS)</p> <p>SLT Learning Walks and half-termly 'Deep Dives' collate evidence linked to pupil progress</p> <p>Link Governor undertakes termly meeting</p> <p>Other Governors take part in 'Deep Dive' methodology across a variety of curriculum areas</p>	<p>disability</p> <p>ethnicity & race</p> <p>gender (sex)</p> <p>gender identity & reassignment</p> <p>religion & belief</p> <p>sexual orientation</p>	HoS & INCo	<p>All SEND children make expected or better progress each year.</p> <p>An increased % of SEND pupils reach end of Key Stage expectations.</p>	Termly	Dec 2023

Ensure our curriculum provision supports 'catch up' due to missed learning from the Covid-19 pandemic	<p>Termly PPMs identify pupils at risk and not making progress – target with Booster groups and specific Catch Up interventions (over and above general class provision mapping)</p> <p>SLT Learning Walks and half-termly 'Deep Dives' collate evidence linked to pupil progress</p> <p>Link governor undertake termly meeting</p>	<p>disability</p> <p>ethnicity & race</p> <p>gender (sex)</p> <p>gender identity & reassignment</p> <p>religion & belief</p> <p>sexual orientation</p>	HoS & INCo	All pupils identified as needing 'catch up' make expected or better progress on return to school post lockdown, through high quality, targeted interventions led by the Teacher in small catch-up/booster groups	Half Termly	<p>July 2022</p> <p>After this date, 'catch up' will not be a separate target but will be included in the ongoing PPMs for all children in every class.</p>
Review the whole school curriculum to ensure it reflects our equality policy (particularly in relation to racial justice, equality and diversity) and develops our children's cultural capital	<p>Monitor the curriculum to ensure equality issues are addressed effectively and that pupils foster an understanding and acceptance of differences</p> <p>Review texts used for reading and phonics to ensure they take into consideration a range of cultural differences and ethnic groups</p> <p>Invite visitors from a range of cultures and faiths to share their knowledge and expertise with the pupils</p>	<p>ethnicity & race</p> <p>religion & belief</p>	<p>SLT</p> <p>Curriculum Leaders</p> <p>All staff</p>	<p>Range of texts being used in class is monitored and new resources purchased where required</p> <p>SLT learning walks</p> <p>Governor Environment Walks</p> <p>Assembly/Collective Worship themes</p> <p>Theme of the Week, promoting Gospel Values, BLP</p> <p>Fundraising events</p> <p>School Newsletter</p>	Termly	Dec 2022

	<p>Celebrate significant events from other cultures around the world</p> <p>Teaching of Black History significant events and recognise the cultural impact of these</p> <p>Recognise the ongoing changes in society in relation to equality of all ethnic groups, whatever the background</p> <p>Monitor how multi-faith festivals are incorporated into assemblies and displays</p> <p>Visit places of worship from different faiths</p> <p>Encourage an interest in current affairs, eg bidding prayers, where world community issues can be highlighted</p> <p>Celebrate successes from around the world, nationally and locally</p>					
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	Highlight different Catholic traditions from around the world Utilise pupil voice to fully implement and promote the new school Saints					
Ensure our whole school community understands the fully inclusive nature of our school	Create an inclusion and diversity display board in the main school hall Ensure families are directed to our Behaviour Policy and understand its therapeutic nature.	disability ethnicity & race religion & belief	SLT INCo	Children will see and understand that diversity is celebrated and values Children will see examples of positive role models Children will understand the difference between equality and equity	By the end of the first half term 2020	Termly updates where relevant
Ensure good progress for all boys in the EYFS by developing the inside and outside learning environment	Revamp the EYFS outside areas – link between Nursery and Reception. Develop resources available for child-initiated learning both inside and outside the EYFS classrooms Termly PPMs (half-termly APDRs) ensure provision is planned to ensure pupils make good or better progress through targeted intervention	gender	SLT EYFS Staff	Boys are supported and challenged appropriately to engage with and make progress in their learning	Termly	December 2022
Ensure that learners with	Ensure all pupils have access to clean, well-stocked toilets	disability gender	Caretaker School	Good bladder and bowel health will link to good attendance and children's positive mental health	Planned use of	December 2022

additional needs or those with continence difficulties have appropriate privacy and space afforded to them that is not just a 'disabled' toilet	<p>appropriate to the needs of all children.</p> <p>Waste bins to be provided in KS2 girls toilets for sanitary products</p> <p>Accessible toilet for any children who have had an accident and need support with changing. (re-label the 'disabled' toilet as 'accessible' toilet)</p> <p>Plan to convert/adapt existing KS2 toilet facilities into non-gender specific cubicles with full height walls and doors.</p> <p>Include pupils and parents in the discussions about the proposals for improvement and changes to the toilet facilities.</p>		Cleaners FGB SLT	<p>and well-being</p> <p>Girls who have reached puberty will have access to appropriate provision for the disposal of sanitary products</p> <p>Single cubicles will preserve the dignity and privacy of pupils</p> <p>Accessible toilet available for children who need to clean themselves after an accident due to incontinence or menstruation.</p> <p>Increased choice and accessibility for all learners</p> <p>The school will meet the legislative requirements for schools to provide privacy for pupils who are taking steps to live in an alternative gender.</p>	capital funds in 2022 or 2023 or funds raised by STMSA	
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