



Saint Peter's Catholic Primary School

'Christ in the centre, excellence at the heart'

Mission Statement

To provide a	Catholic Education, embracing world faiths,
Nurturing	Happy and motivated children
Who want to	Reach to achieve high expectations
	In partnership with parents
	Supported by a committed staff and Governing Body
Who help children	To feel self-worth and know success

EQUALITIES SCHEME

Approving Committee: LGB

Approved / Adopted Date:

Meeting Minutes of:

Signed:

(Chair of approving/adopting committee)

Name:

Next Review Date: Spring 2019

INTRODUCTION

This is the Equality Scheme for St Peter's Catholic Primary School, Hinckley. It has been drafted with an eye to brevity as schemes of this sort can often be voluminous. A brief sharp document with a few realistic actions, but regularly reviewed is more likely to bring about effective changes than a tome that lists too many things to achieve.

The Scheme addresses the legal duties we have for race and ethnicity, gender and disability. Any further diversity strands can be absorbed within the document upon review. The Scheme lists the legal duties we have, explains our main functions and the persons affected, and briefly describes the way the duties are impacting upon the life of the School. It finishes with an action plan for the next 12 months. We will review the Action Plan every 12 months.

Why have a Scheme? Apart from the fact that it is the law, we recognise that diversity is about the fact that we are all different. We want to be fair to all people and inclusive. We want to ensure as far as reasonably possible that everyone has the opportunity to enjoy the service and facilities that we give. This is entirely consistent with being a faith School. Christ's teaching was about recognising and including those who traditionally, according to the custom of the time, were treated less favourably.

We recognise that we are a relatively small school with a tight budget. Therefore we need to be proportionate in what we can achieve. In some aspects the help of the Academy Trust, Local Authority and the Diocese may be at hand, or we may be able to draw on voluntary assistance from the Parish.

We are conscious that "disability" covers a number of conditions and thus in itself has a multitude of strands. These include impairment of hearing, sight, mobility and learning. The School recognises that equality of opportunity cannot be achieved by treating disabled and non-disabled people alike. By recognising the skills and abilities of disabled people and by valuing the contribution they can make to service delivery greater social inclusion and equality can be achieved. In delivering a service to the public, and by employing people within its organisation, the School wants to ensure equality for disabled people is achieved, even if that means treating disabled people more favourably

The School has a number on roll of 209. The School also currently has 37 staff (both full and part-time), which include the Headteacher, a Deputy Headteacher (4 days a week), and 9 other teaching staff, 12 Teaching Support Staff, a Premises Officer, a Cleaner, 7 Lunchtime Supervisors, 3 Kitchen Staff, 1 ICT Technician, 3 Office Staff and a Business Manager.

The Governing Body comprises 13 governors, including the Head and Parish Priest and 6 foundation governors.

LEGAL DUTIES

- Equality Act 2010

Race and Ethnicity	Gender	Disability
<p>The School must have due regard in everything done to: -</p> <ul style="list-style-type: none"> - eliminate racial discrimination - promote equality of opportunity - promote good relations between people of different racial groups 	<p>The School must, in carrying out its functions, have due regard to the need to:-</p> <ul style="list-style-type: none"> • Eliminate unlawful sex discrimination and harassment; and • Promote equality of opportunity between men and women. <p>'Due regard' comprises two linked elements: proportionality and relevance.</p>	<p>The Disability Discrimination Act defines disability in these terms:-</p> <p><i>"A person has a disability if he or she has a physical impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities"</i>.</p>

	<p>The weight which public authorities give to gender equality should therefore be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard should be paid to it.</p> <p>The Duty applies to all functions such as policy-making, service provision and in relation to enforcement or any statutory discretion and decision-making. It also applies with regard to services and functions which are contracted out.</p>	<p>The DDA places a <i>General Duty</i> on public bodies to have due regard to:-</p> <ul style="list-style-type: none"> • Promote equality of opportunity between disabled persons and other persons; • Eliminate discrimination that is unlawful under the Act; • Eliminate harassment of disabled persons that is related to their disabilities; • Promote positive attitudes towards disabled persons; • Encourage participation by disabled persons in public life; and <p>Take steps to take account of disabled person's disabilities, even where that involves treating disabled persons more favourably than other persons.</p>
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CUSTOMER BASE - WHAT WE CURRENTLY DO AND HOW WE MIGHT IMPROVE

Our Children

Race and Ethnicity	Gender	Disability
<p>We welcome all children to the School irrespective of their race and ethnicity. We monitor a child's ability to communicate in English, particularly where this is not their first language and provide them with extra assistance pursuant to being a pupil with EAL. We monitor for any harassment on race and ethnicity grounds in behaviour between the children and an annual report is made to the Governing Body regarding this.</p>	<p>We avoid stereotyping and provide opportunities for all pupils irrespective of gender.</p> <p>We treat all pupils fairly irrespective of gender.</p>	<p>We welcome all children to school irrespective of their disability. We would want to provide schooling for all pupils wanting to come to the School but this may not always be possible if the facilities available at the School (as reasonably adapted from time to time) are unsuitable.</p> <p>A child with a disability would be placed on the special needs record to take into account the aspects with which they would need greater help.</p>

The Curriculum

Race and Ethnicity	Gender	Disability
<p>The reading scheme and other resources are checked for positive messages they purvey on race and diversity.</p> <p>The curriculum provides our pupils with learning about other faiths, races and cultures.</p>	<p>The reading scheme and other resources are checked for messages they purvey regarding gender stereotyping</p>	<p>The reading scheme and other resources are checked for messages they purvey regarding disability, showing it in a positive light</p>

Our Employees and Volunteers

Race and Ethnicity	Gender	Disability
<p>All staff appointments are made in accordance with equal opportunities legislation prevailing at the time.</p> <p>Diversity information is sought from any job applicant and this is monitored.</p> <p>Agency staff are selected on criteria that are fair.</p> <p>Progression, allocation of bonuses and overtime is undertaken in a transparent and fair manner.</p> <p>Opportunity for training and development are undertaken in a fair manner.</p>	<p>All staff appointments are made in accordance with equal opportunities legislation prevailing at the time.</p> <p>Diversity information is sought from any job applicant and this is monitored.</p> <p>Agency staff are selected on criteria that are fair.</p> <p>Progression, allocation of bonuses and overtime is undertaken in a transparent and fair manner.</p> <p>Opportunity for training and development are undertaken in a fair manner</p>	<p>All staff appointments are made in accordance with equal opportunities legislation prevailing at the time</p> <p>Diversity information is sought from any job applicant and this is monitored.</p> <p>Agency staff are selected on criteria that are fair.</p> <p>Progression, allocation of bonuses and overtime is undertaken in a transparent and fair manner.</p> <p>Opportunity for training and development are undertaken in a fair manner.</p> <p>In recognition of the additional positive action available regarding disability discrimination, the School has actively encouraged applications from disabled people in recruitment of staff and volunteers.</p>

Our Parents and Carers

Race and Ethnicity	Gender	Disability
<p>We try to treat all people fairly. If parents do not have English as their first language we would offer for written messages from school to be written in the parents' preferred language and for parents' evenings or for allowing communication with their child's teacher we would offer an interpreter, if possible, or use the pupil to interpret.</p>	<p>Parents and carers are treated fairly irrespective of gender.</p>	<p>Most meetings for parents or carers or prospective parents and carers are held at the School. Local Governing Body meetings, to which the public might attend are held at the School. We try to make the School accessible. The Church is also a venue for School activities such as mass, or plays or meetings from time to time. It too is accessible to people with mobility problems and has an induction loop.</p>

Is this needed again

ACTION PLAN FOR THE NEXT 12 MONTHS

Duty	Action	Who and by when
All aspects	Policies are regularly reviewed by Governors, bearing in mind the objectives of the scheme.	Governors, at each policy review
All	Review this scheme after 12 months	Local Governing Body (LGB) Spring Term 2019
Disability	Arrangements for all parent or carer meetings of the School to be easily accessible to disabled people.	Health and Safety Committee to create list of meetings and review annually where there has been a need for such arrangements.
All	Collate equality monitoring data on current staff and applicants for employment, applicants for promotions, training and leavers. Identify any disproportionality.	Headteacher to bring report to LGB in Spring term 2019
Disability	Devise protocol for the recruitment process for disabled people who are applicants for jobs to take account of their disabilities	Headteacher to present to LGB meeting Spring term 2019
Gender	Review posts and pay within the School secretariat to ensure no inequality between men and women undertaking the same work or work of equal value. Report any inequalities to the LGB	Headteacher to provide report to LGB Spring term 2019 if there are any inequalities

COMPLAINTS PROCEDURE

Any member of the public wishing to make a complaint regarding the operation of this scheme or the failure of the School or any of its staff to meet the equalities duties covered by this Scheme may do so by writing to the Headteacher (see above for contact details).

REVIEW OF THE SCHEME

This Equality Scheme was adopted by the Governing Body in Spring 2018 and will be reviewed annually.

Signed by (Name)

Date

Signature

Designated Position



Protocol for equality in recruitment at St Peter's Catholic Primary School

Where a job has been advertised resulting in the receipt of a number of job applications, there will normally be a need to carry out a shortlisting exercise. If the number of applicants is very small, and all appear to be suitable for the post, it may be worth interviewing all of them, but otherwise selections will have to be made to reduce the number of applications to a manageable number. The shortlist will represent those candidates whom the company wishes to interview. The decision on how many people to shortlist for interview depends on how many people have applied for the job, the quality of the applications, the type of job and the resources (including time) available.

The core provisions of the Equality Act 2010, which applies to England, Wales and Scotland (but not to Northern Ireland), came into force on 1 October 2010.

The Equality Act 2010 largely consolidates and replaces previous anti-discrimination legislation, i.e. the Equal Pay Act 1970, the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995, the Employment Equality (Sexual Orientation) Regulations 2003 (SI 2003/1661), the Employment Equality (Religion or Belief) Regulations 2003 (SI 2003/1660) and the Employment Equality (Age) Regulations 2006 (SI 2006/1031).

The Equality Act 2010 makes it unlawful for employers to discriminate against job applicants (and existing workers) because of a "protected characteristic". The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Shortlisting should be carried out objectively and consistently, by comparing each application with the employee specification.

The Equality Act 2010 permits employers to encourage people from under-represented or disadvantaged groups to apply for employment and allows employers to take positive action in connection with recruitment and promotion in limited circumstances.

Managers responsible for shortlisting should disregard factors such as sex, family status, race and age and select for interview those candidates whose work-related background matches the employee specification.

If a job applicant has a disability such as dyslexia or learning difficulties, judging him or her on the basis of a poorly presented application form or CV could be discriminatory and unlawful.

If a job applicant has disclosed to an employer that he or she has a disability, it is important for the employer not to draw hasty or negative conclusions about the person's suitability for the job.

Where someone has had an illness in the past that at the time would have amounted to a disability under the Equality Act 2010 (or the Disability Discrimination Act 1995, which has been repealed by the Equality Act), it will be discriminatory to reject the person for employment on account of the past illness. It is potential discrimination on the ground of disability to ask a job applicant questions about his or her health or disability before making a job offer to that person, although there are some exceptions to this rule.

Reasonable arrangements should be made to applicants for the interview process, if short listed.



St Peter's Catholic Academy Equality Information and Objectives

All pupils are treated equally at St Peter's irrespective of: Sex; Race; Disability; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy or maternity.

The Equalities Act places a duty on the school to publish the following information on an annual basis.

Characteristics of our school population (as of February 2018)

STAFF

Gender

	Count	%
Male	2	5.4
Female	35	94.6

Ethnicity

Ethnicity	Count	%
Asian	2	5.4
White British	31	83.8
White Irish	1	2.7
White Other	3	8.1

Job Applications

Post	Total Applications	Male	Female	Non White British Applicants	Disability
1-2-1	4	1	3	0	1
Lunchtime Supervisor	3	0	3	1	1
French Teacher	3	0	3	2	0

PUPILS

Gender

	R - Y6
Total	209
Boys	115
Girls	94

Free School Meals

	Count	%
Ever 6 (Funded 17/18)	14	6.7
FSM (not Including UIFSM)	3	1.4

Ethnic Groups

Ethnicity	Female	Male	Grand Total	%
Any other Asian background	2		2	1
Any other ethnic group	1		1	0.5
Any other mixed background		4	4	2
Any other White background	14	9	23	11
Chinese		2	2	1
Indian	4	1	5	2.4
White - British	65	93	158	75.6
White - Irish		2	2	1
White and Asian	5	3	8	3.8
White and Black African	3	1	4	2
Grand Total	94	115	209	

First Language

Language	Number of Pupils	%
Bulgarian	1	0.5
Chinese	2	1
Czech	1	0.5
Dutch/Flemish	1	0.5
English	179	85.6
Italian	1	0.5
Malayalam	1	0.5
Nepali	1	0.5
Other than English	1	0.5
Polish	13	6.2
Romanian	1	0.5
Russian	1	0.5
Slovak	2	1
Spanish	1	0.5
Tamil	2	1
Tagalog/Filipino	1	0.5

Special Education Needs

Stage	Numbers	%
No Specific SEND	186	89
SEND Support (Not incl. EHC)	20	9.6
Statement/EHC Plan	3	1.4
% children with SEND for R - Y6	23	11

Admissions

St Peter's Catholic Academy was founded by the Catholic Church to provide education for the children of Catholic families using rites and liturgy of the Catholic Church. As stated in our Admissions Policy, priority will be given on the basis of faith criteria in cases where classes are oversubscribed in accordance with the criteria outlined in the policy.

Collective Worship, Benefits, Facilities and Services

As a Catholic school, we celebrate specific events through the Catholic liturgical year. Our Catholic ethos permeates through the whole curriculum. Our faith is visible in every classroom with a focal prayer corner and cross. Trips to our parish Catholic church are a part of school life and our parish priests are very involved through collective worship, class discussions on our faith and celebrating mass within the school. Parents have the right to withdraw their child from acts of collective worship if they so wish.

The Curriculum

At St Peter's we deliver the National Curriculum and adhere to curriculum guidance as set out by the Department for Education. Relationship and Sex Education is taught following the teachings of the Catholic Church and in line with our R.E and Sexual Relationship Education policies.