St Mary's Roman Catholic Primary School

Wisdom & Faith

Inclusion and Equality Statement

Adopted and signed for on behalf of governing body: (Name)	
Date	30th November 2022
Policy to be reviewed on	October 2023

St Mary's RC Primary School

Inclusion and Equality Statement

The dignity of the human person is rooted in his or her creation in the image and likeness of God.
The Compendium of the Catechism of the Catholic Church

St Mary's is a Roman Catholic Primary School where we are committed to developing each child's potential within an environment permeated by Gospel teachings.
Mission statement

Inclusion is at the heart of our Mission Statement and underpins the way that we relate, the way that we teach and the way that we learn.

Our commitment to inclusion is reflected in the core values that we share including:

- love and mutual respect
- justice and fairness
- high expectations of each other

Inclusion is embedded in our school aims and these include:

- to ensure that all are provided with a challenging, broad and balanced curriculum
- to ensure that the life and the curriculum of the school celebrates and respects the differing ethnic and cultural backgrounds present in the school and in society
- to create a calm, disciplined and positive atmosphere where praise and reward enhance the children's confidence and self-esteem
- to support parents/ carers and the parish community in fulfilling their responsibilities towards the religious and educational development of the children

KEY PRINCIPLES OF INCLUSION

The following principles inform and guide our policy and practice so that all children are affirmed and cherished:

- each person in our school community is recognised and valued as a unique individual, created in God's image
- meeting the diverse and complex needs of each individual is embedded in everything that we do
- equality does not mean treating everyone 'exactly the same'
- promoting the achievement of different groups is a priority for the Headteacher, senior managers and the whole staff
- inclusion and equality are best realised in partnership with parents and carers
- engagement, effort, diligence and dedication enable all pupils to nurture and develop their many gifts and talents
- the curriculum is responsive to the needs, values and interests of the individuals and groups in schools
- the curriculum reflects the diversity present in our school, our community, our society and our world

Above all we celebrate and affirm the diversity in our school, our community, our society, and our world and commit ourselves to enabling all our pupils, parents and staff to participate constructively as they grow in faith and love of God.

REALISING INCLUSION AND EQUALITY

This policy exists to promote and foster the inclusion of all individuals and groups regardless of disability, gender, race, ethnicity, home language, home circumstances, age, sexual orientation, marital / civil partnership status, pregnancy and maternity, gender reassignment, religion or belief.
Inclusion is made a reality through the implementation of the following policies:

- Child Protection
- SEND
- Disability & Accessibility
- Equality
- Gifted & talented
- Induction
- Children 'looked after'

PUBLIC SECTOR EQUALITY DUTY

The General Duty

We recognise our duty to have due regard to the Equality Act 2010: Public Sector Equality Duty (PSED). Whenever significant decisions are being made or policies developed, there is careful consideration of any equality implications. We are committed to the three main elements of the PSED:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Specific Duty

We ensure that we fulfil the specific duties of the Act namely:

- to publish information to demonstrate how we are complying with the PSED
- to prepare and publish equality objectives

Equality Objectives (2019/2020 – 2022/2023)

In order to eliminate discrimination, advance equality of opportunity and foster good relations within our school community, we have identified the following objectives:

- To use quality, up to date data and data analysis in order to ensure that the diverse needs of all pupils are being met
- To update the SEND report with parents so that it is easily accessible for all
- To provide further professional development for all staff on a range of specific disorders and conditions that may affect children's learning and their access to the curriculum, so as to further enhance the provision for all pupils.
- To provide training with the Educational Psychologist for teachers and teaching assistants on maximising the use of teaching assistants
- To provide training on the use of visuals and implement across the school (supporting children with EAL and SALT)
- To narrow the gaps in performance between children on all stages of English fluency-
- To ensure that all children, including those with special educational needs and/or disabilities make good progress in relation to their abilities and particular needs.
- To create a Sensory Room in order to further support children with SEMH (Social, emotional and mental health) needs
- To integrate the new Safeguarding IT (Edukey) programme and ensure effective use
- To improve facilities for staff, pupils, parents and visitors ensuring accessibility and engagement for all

St. Mary's R C Primary School

Equality Information and Our Performance Towards the Aims

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

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

How We Have Due Regard For Equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it.

Our governing body is fully aware of the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of the governing body meetings. The Governing Body has a Safeguarding and Equalities Committee who monitor the school's provision and consider all aspects of the equalities agenda.

We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. Our complaints procedure sets out how we deal with any complaints relating to the school.

Disability

We are committed to working for the equality of people with and without disabilities.

The school building is fully compliant with the current DDA legislation requirements, although each year relevant remedial works may be undertaken across the premises to make the facilities more accessible to pupils and or adults with a disability.

How we advance equality of opportunity:
We support pupils with disabilities by meeting their individual needs and through meeting with parents, carers and with specialists to draw up individual support plans. These needs are communicated to all members of staff who come into contact with the child to ensure their needs are fully met. Regular and ongoing training for staff takes place to keep them informed of any specific needs. The school ensures that it does not discriminate against people with disabilities for any advertised posts.

How we foster good relations and promote community cohesion:
The promotion of the spiritual, moral, social and culture development of all pupils is outstanding as was recognised by our most recent OfSTED inspection in 2014.

We ensure that the curriculum has positive images of people with disabilities. Pupils, staff, parents and visitors are fully included in all aspects of school life - regardless of any disability.

What has been the impact of our activities?
We help pupils to see other people, including those with disabilities, as equals. They respect and value others regardless of any disabilities.

Ethnicity and Race (Including EAL Learners)

We are committed to working for the equality of all ethnic groups.

How we advance equality of opportunity:
We monitor the attainment and progress of all our pupils by ethnicity every term and take actions to address any negative trends that may materialise.

How we foster good relations and promote community cohesion:
The promotion of the spiritual, moral, social and culture development of all pupils is outstanding as was recognised by our most recent OfSTED inspection in 2014.

We ensure that the curriculum has positive images of people from a range of ethnic backgrounds. All ethnic groups represented in our school community play an active role in the life of the school.

What has been the impact of our activities?
Pupils see other people, including those from other ethnic backgrounds, as equals. Any incidents of discriminatory name calling or bullying are followed up and dealt with swiftly.

Girls and Boys

We are committed to working for the equality of girls and boys and women and men.

Analysis of assessment trends generally indicate that girls and boys generally perform at least as well, and frequently better than, national comparatives.

How we advance equality of opportunity:
We monitor the attainment and progress of all our pupils each term and take actions to address any negative trends that may materialise.

How we foster good relations and promote community cohesion:
The promotion of the spiritual, moral, social and culture development of all pupils is outstanding as was recognised by our most recent OfSTED inspection in 2014.

We ensure that the curriculum has positive images of people of both sexes. We invite a variety of groups / speakers into school to inspire our pupils. Visits take place to a wide variety of events and exhibitions.

What has been the impact of our activities?
Pupils see other people as equals. Boys and girls treat each other well and learn and play well together at school. Male and female members of staff work very well together as a team.

Religion and belief

As a Catholic school, or faith is central to our school day and Gospel values permeate all that we do and the way in which we treat one another. We are committed to working for equality for people based on their religion, belief and non-belief.

How we advance equality of opportunity:
The school supports our pupils to build their sense of identity and belonging in their faith, which helps them to flourish within the school, their local communities and as citizens in a diverse society.

How we foster good relations and promote community cohesion:
The promotion of the spiritual, moral, social and culture development of all pupils is outstanding as was recognised by our most recent OfSTED inspection in 2014.

The curriculum makes good provision for the teaching of other faiths across the school in line with the schools RE Policy and Scheme of work – 'Come and See'.

As well as attending our parish church and regularly visits by our parish priests, the children have opportunities to visit places of worship and listen to speakers from other faith groups.

What has been the impact of our activities?
As well as growing in their own faith and deepening their relationship with God, pupils understand and respect the beliefs of others.

Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Teachers and senior leaders in the school are easily accessible to all pupils and parents.
- High quality information is communicated through regular newsletters, letters, invitations to attend events and the school website

Important information is shared with parents and the wider community as soon as possible- inspection reports are shared in full and further feedback is requested at every opportunity. Regular and meaningful consultation takes place with the School Council. Surveys of pupils, parents and staff are undertaken and analysed and then shared with the school community annually.

St. Mary's R C Primary School

Information about the Pupil Population 2022-23

Number of pupils on roll at the school: 308

Information on pupils by 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: 0

Pupil Special Educational Needs and Disabilities (SEND) Provision

Number of pupils: 48

Percentage (%) of school population

No Special Education Need: 85%
Special Educational Need: 15 %
Education and Health Care Plan: 2.3% (8 children)

Pupil Ethnicity:

Asian or British Asian

Bangladeshi heritage 0%, Indian heritage 0%, Pakistani heritage 0%, Other Asian heritage 0%

Black or Black British

Black African heritage 28.01%, Caribbean heritage 6.51%, Other heritage 0.32%

Chinese

Chinese 0%

Mixed

Other mixed heritage 5.86%, White and Asian 0.65%, White and Black African 1.3%, White and Black Caribbean 3.58%

Any Other Ethnic Group

British heritage 0.32%, Irish heritage 1.95%, Traveller of Irish heritage 0%, Gypsy / Romany 0% Other White background 0%

Gender

Male 47.9%
Female 52.1%

Religion and Belief

Catholic 84.14 (Roman Catholic) %, Other Christian 12.94%, Buddhist 0%, Muslim 0%, Sikh 0%, Hindu 0%, Jewish 0%, Other Religion 2.91% No Religion 0% Unknown 0%

Information On Other Groups Of Pupils

OfSTED inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)
Total percentage of school population 64.4%
Boys 81 (47.06%)
Girls 101 (52.94%)
Number of pupils who speak English as an additional language 182
Number of pupils who are at an early stage of English language acquisition
A-New to English 72 (39.56%)
B-Early acquisition 26

Pupils eligible for Pupil Premium Funding
Total Percentage of school population 28.01%
Boys 41.86%
Girls 58.14%

Looked after children
Number of pupils who are looked after 0.65%
Boys 0.32%
Girls 0.32%

Young carers
We do not have any young carers at present

Other vulnerable groups
We have 39 pupils who are categorised as vulnerable.

Information about the Staff Population

Information about our employees:
If we have more than 150 employees we are required to publish information about them.

The school has 38 employees at present.

This policy is regular reviewed and updated on an ongoing basis.

This policy was reviewed November 2022
Next review date October 2023