

# St John's Catholic Infant School



*"Loving, Learning and Laughter Together With God"*

Article 3: "The best interests of the child must be top priority in all actions concerning children"

## Equality Scheme 2021-2024

We will offer *every* child whatever their  
individual characteristics ~  
the chance to achieve their  
full potential, feel secure and  
enjoy growing up.



*"Love your friends and let the Holy Spirit live in your heart. The fruits of the Holy Spirit inside your heart are **love, peace, joy, patience, kindness, goodness, faithfulness, gentleness and self control.** Let us live by these very special acts." (Galatians 5, 14-23)*

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## Forward

This Single Equality Scheme brings together the school's approach for promoting, equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – children, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

Mrs M S Bulmer  
Head teacher

If you would like this information in an alternative format that would better suit your needs e.g.: easy to read, large print, audio tape or if you would like the Scheme to be explained to you in your language please contact the school office

Tel: 0151 645 5291

Email: [schooloffice@stjohns-infant.wirral.sch.uk](mailto:schooloffice@stjohns-infant.wirral.sch.uk)

If you have any comments about our Scheme please contact us.

# 1. School Policy Statement

Equality of opportunity at this school is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – children, staff, governors, parents and community members.

It is based on the following core values and ethos as expressed in the school's aims and mission statement

## Our Mission Statement

*St John's Catholic Infant School is a welcoming, caring community and an extension of the home and parish. The children experience the Gospel message of God's loving care through the worship, relationships and teaching of the Catholic Church.*

*The curriculum is rich, broad and balanced reflecting the distinctively Catholic nature of the school. We will offer every child - whatever their individual characteristics - the chance to achieve their full potential, feel secure and enjoy growing up.*

Our Christian School Values are embedded into the heart of the school:

*"The fruits of the Holy Spirit are: Love, Peace, Faithfulness, Joy, Goodness, Gentleness, Patience, Self-Control and Kindness" (Galatians 5, 22-23)*

## Our School Aims

We aim:

1. Living out Catholic Life and Identity through witnessing the Gospel of Jesus Christ.
2. Strong culture of inclusion, respect and positive behaviour of children and staff, with safeguarding at its heart.
3. Consistently high expectations through quality teaching and learning, challenging all children to reach their potential.
4. Effective provision with purposeful engagement, leading to secure progress.

*The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that all our school policies take account of the nine protected characteristics. We strive to do the best for all of the children and staff irrespective of age, disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion/belief, marriage/civil partnership or sexual orientation or whether they are looked after children.*

*We have carefully considered and analysed the impact of our policies on equality and the possible implications for pupils with these protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

This school is committed to this Equality Agenda, and we intend to achieve equality of opportunity by removing direct and indirect discrimination wherever it exists.

a) We will:

- respect the equal human rights of all our children;
- educate them about equality; and

- respect the equal rights of our staff and other members of the school community.
- b) As we review our school policies and practices we will consider their impact and implement all necessary resulting actions in relation to the protected characteristics above
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
  - ethnicity,
  - religion or belief, and
  - socio-economic background.

## 2. School Practice

The attached appendix contains details of current school practice in:

- Children's attainment and progress
- The quality of provision – Teaching and Learning
- The quality of provision – The curriculum
- The quality of provision – Guidance and Support
- Behaviour and Attendance
- Partnership with children, parents, carers and the wider community
- Leadership and Management
- Linguistic Diversity

## 3. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act.

The access plan in section 11 addresses our duty under the Special Educational Needs and Disability Code of Practice.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act.

## 4. Community cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of the staff and governors of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

St John's Catholic Infant School is a Catholic Infant School, situated in Bebington, with a catchment area that also includes Port Sunlight and New Ferry. Our school takes children from the parishes of St John's, Bebington and St Luke's, Spital. The school is a two - form entry Catholic Infant school with six single aged classes and standard admission number of 60. The school provides a wraparound preschool provision pre-school (30hrs provision available) on site. Currently there are 216 children on roll, with 174 between the ages of 4 – 7. And 42 pre-school children currently on roll.

- *Religion/belief context of the school (local and national)*

88% of the children are baptised Catholics.

- *Ethnicity/culture context of the school (local and national)*

92% of our children are white with a UK heritage with 8% from minority ethnic backgrounds which is significantly below national average (26.7%).

2% of children have first language not / believed not to be English. This is significantly below national average (21%)

- *No significant difference between the number of girls and boys*

- *Socio-economic context of the school (local and national)*

Families live in a mix of privately owned and local authority housing with a largely stable population

Inward mobility at 0.8% is well below the national average (14.1%) – 100% Stability (Quintile 5)

The school location deprivation indicator was in quintile 3 (average) of all schools.

The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

14% are entitled to Free School meals, which is below national average (23%).

3% of our children are on the SEND register (This is lower than the national average (12%))

- *Current issues affecting cohesion at school, local and national level*

Teaching, Learning and the curriculum

Equity between groups in school, where appropriate

Engagement with people from different backgrounds, inc extended services

## 5. Responsibilities

Our head teacher and Governors' Safeguarding committee take the lead in:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, children, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to children, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;

- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The head teacher and/or deputy head teacher are responsible for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

## 6. Staff development

Appropriate teachers will continue to attend Diocesan and LA training and updates on Equality, Diversity and Community Cohesion.

This policy will form part of the induction pack provided for new staff and will be discussed with a member of the SLT as part of the induction process.

All staff will receive training which will enable them to meet their responsibilities as described above.

## 7. Publication

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available in the following ways:

- School Website
- Newsletters/Parent Mail
- Copy in school office
- Staff induction

## 8. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

## 9. How we conduct equality impact assessments

Whenever any policy documentation or other school procedures and practices are reviewed we will carefully consider any potential impact in relation to the protected characteristics outlined in the Equality Act 2010:

- Ethnicity/race/national origin
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation,

- age.
- Maternity,
- Pregnancy and
- Looked after children

Where an issue or potential issue is identified an equality objective will be included in the three-year plan in Section 10 below, or in the School Development Plan as appropriate.

## 10. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data
  - Data on ethnicity, religion or belief and socio-economic background collected and compared with local and national data
  - Attainment and progress data for all groups of children
  - Attendance Data for all groups of children
  - Data on representation of different groups in ability sets
  - Data on participation of different groups in extra-curricular activities
  - Survey data from children and parents
- iii. and from involving relevant people (including disabled people) from the start in the following way:
  - Discussions with groups of children e.g. School Council
  - Discussions with parents/ carers
  - Discussions at staff meetings
  - Discussions with governors
  - Discussions with local schools
  - Discussions with community users
  - Disability survey evidence at time of admission

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
  - Ethnicity/race/national origin
  - religion or belief,
  - socio-economic background,
  - gender and gender identity,
  - disability,
  - sexual orientation,
  - age.
  - Maternity,
  - Pregnancy and
  - Looked after children



During our discussions with staff, parents/carers, governors, local schools and the community, the following good practice was identified:

- School Values/ School Mission Statement – Our strong Catholic Faith is at the heart of everything we do
- Accessible school – all one level/ availability of accessible toilet and two changing room areas and designated drop off zone in car park for children with disabilities
- Staff well trained on the needs some children have
- The school has achieved the UNICEF Rights, Respecting Silver award which supports school procedures and policies
- The school has become a School of Sanctuary
- Mission Days take place regularly across the year which celebrate key liturgical themes, school values and worldwide celebrations/ other faiths e.g. Saints days, Anti bullying, RRS, Down's Syndrome day, Festivals
- Friendly and approachable staff – with male and female role models
- Procedures e.g. Health Care Plans, in place to meet any medical needs children may have in conjunction with School Nurse and in line with school policies
- Good record of pastoral care – PSHE (Jigsaw), Family Works, after school activities e.g. Relaxation Club.
- Admission form criteria includes information on disability
- Key policies in place
- ASP's in place for children with identified needs
- Positive atmosphere in classrooms - celebrating achievements/events/news
- High expectations on behaviour
- Celebration of events, achievements
- Children are given opportunities to express their views and ideas and develop their passions
- Established School Council to access children's views
- Collaborative learning – "learning buddies"
- Class charters – promote ethos across all areas of school life
- Encourage independence, creative thinking and making the right choices
- Enquiry based, child centred curriculum

During our discussions with the children, the following good practice was identified:

- All children are treated fairly and listened to by most adults within the school
- All adults connected with St John's respect the children, their ideas, opinions and their wishes
- All children are given the opportunity to, and encouraged to make a positive contribution to the life of the school e.g. through involvement in the School Council by election, class assemblies, fundraising, etc
- All children feel special; it doesn't matter where they come from
- Everyone is special no matter what they look like. The teachers always treat everyone the same, just as Jesus taught us to.

Discussions also identified the following needs:

- Ensure easy access to Equality Scheme when complete – for all our school community. Share the findings equally and easily.

- Ensure all the community understand the definition of “Disability”.
- Ensure all children are taught differences and tolerance, promoting shared values and awareness of human rights – as part of the PSHE/ RRS curriculum
- Create an atmosphere of mutual trust and respect where persons involved with the school feel confident about disclosing any disabilities they may have. Also to feel comfortable with being open about ethnicity/ religious beliefs
- Ensure community views are sought in a variety of ways – rather than just questionnaires, to ensure equality of ability to participate in any information gathering
- To invite representatives of various charities and organisations relating to race, disability and gender to school to give advice/support and assist with curriculum development (e.g. assemblies)
- Improve areas of the school to ensure they are fully accessible to all our community – including those with physical disabilities, hearing and visual disabilities
- The children wanted to learn about the countries where some of their friends come from and to celebrate the first language of some of the children at St John’s, including some keywords on displays.
- The children also wanted to spend more time looking at other cultures and their important religious celebrations

## 11. Ongoing evolvment of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolvment of our Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having periodic school open days/ evenings for the wider school community to celebrate the work of children and give the opportunity for feedback, including plays and performances

The Equality and Accessibility scheme and objectives will be reviewed annually and then replaced in September 2024

## 12. Equality Objectives 2021-2024

(To be kept under regular review)

Equality Strand	Action	How will the impact of the action be monitored?	Person responsible for implementation	Time frames	Success Indicators
All	Publish and promote the Equality Scheme (ES) through the school website and newsletters	Question about parents awareness of ES in annual survey	Head teacher	Annual	Parents are aware of ES
All	Staff Meetings to promote ES	Learning Walks Observations	Head teacher/ SLT	Ongoing	Staff are familiar with the principles of ES and use them when planning lesson, creating classroom displays
All	Monitor and analyse children's achievement in the protected equality characteristics and act on any trends or patterns in the data that require additional support for children	Achievement data analysed for equality groups	SLT	Termly	Analysis of teacher assessments/ annual data demonstrated the gap is narrowing for equality groups
All	Ensure all children are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election, class assemblies, fund raising	School council representation monitored by equality groups	Class teachers	termly	More diversity in school council membership
All	Ensure that the curriculum promotes role models and heroes that children positively identify with which reflects the school's diversity in terms of equality groups	Increase in childrens' participation, confidence and achievement levels	Class teachers	Ongoing	Notable increase in participation and confidence of targeted groups
All	Review and Monitor the PSHE Scheme of work (Jigsaw) from Pre-school to Y2	Staff Meetings Moderation of Work Pupil Voice	Teaching Staff PSHE Lead	Ongoing	Teachers confident in teaching high quality and relevant PSHE Across their time in the school the children develop a good understanding of the key themes.

Community cohesion	Celebrate cultural events/ other faiths throughout the year to increase childrens' awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	RE lessons, circle time, Collective Worship, Mission Days	Teaching staff	Ongoing	Increased awareness of different communities shown
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. E.g. books, learning materials	Increase in childrens' participation, confidence and positive identity – monitor through PSHE	Head teacher	Ongoing	More diversity reflected in school displays across all year groups
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Head teacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head teacher / Governing body	Reporting: November, February, May	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body
Disability. Equality of opportunity and participation	Children with disabilities can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies	Head teacher will monitor planning / curriculum	Head teacher	Ongoing	Teaching staff ensure children with disabilities are able to access all aspects of curriculum
All Promoting positive attitudes and meeting needs	Provide reasonable means for children to interact with people from different backgrounds and build positive relationships, including links with different schools and communities	Head teacher and teaching staff will arrange meetings with other schools through learning network and reported to governors	Head teacher	Ongoing	Teaching staff provide opportunities for children to meet and work with children from different schools

## 13. Access Plan 2021-2024

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers children only whereas the equality plan includes all members of the school community.

A more detailed Accessibility Plan is produced annually.

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	<p>Training for teachers on differentiating the curriculum <b>S</b></p> <p>Training for teachers on differentiating the curriculum <b>M</b></p> <p>All out-of-school activities are planned to ensure that participation of the whole range of children <b>S</b></p> <p>Classrooms are optimally organised to promote the participation and independence of all children <b>S/M</b></p> <p>Training for Awareness Raising of Disability Issues <b>M</b></p> <p>Subject Leaders purchase additional resources for curriculum areas with access for children with disabilities in mind <b>S/M</b></p>
ii. Physical improvements to increase access to education and associated services	<p>Audit of access to identify barriers to all school life. <b>S</b></p> <p>Ensure that all entrances to the building are accessible with wide doorways, low handles and ramps as appropriate. <b>S/M</b></p> <p>Ensure that as far as possible access within classrooms and teaching areas to resources is appropriate to children with disabilities e.g. wheelchair and walking frame users <b>S</b></p> <p>Ensure that corridors are kept clear to allow access and movement around the school <b>S</b></p> <p>Light switches, power outlets and emergency alarm buttons <b>L</b></p> <p>Two designated changing areas and accessible toilet <b>S</b></p> <p>Improved Drop Off zone for children with disabilities <b>S</b></p> <p>Refurbishment of main toilets for children <b>L</b></p>
iii. Improvements in the provision of information in a range of formats for children with disabilities	<p>Availability of written material in alternative formats <b>S</b></p> <p>Make available school brochures, school newsletters and other information for parents in alternative formats <b>S/M</b></p> <p>Review documentation with a view of ensuring accessibility for children with visual impairment <b>M</b></p> <p>Raise the awareness of adults working at and for the school on the importance of good communication systems <b>S/M</b></p> <p>Subject co-ordinators purchase additional resources for curriculum areas e.g. large print, Braille keyboards. <b>M/L</b></p>

## 14. Community Cohesion Plan 2021-2024

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
i. Teaching, learning and the curriculum	<p>Continued implementation of the UNICEF Rights and Responsibility programme.</p> <p>Continued implementation of School of Sanctuary work</p> <p>Update and review Jigsaw Scheme of Work when necessary</p> <p>All classes to designate 2 weeks at the start of each year to work on class charters &amp; behaviour expectations</p> <p>Mission Days to take place across the school year to focus on different celebrations</p> <p>Promote community cohesion through using the PE grant to develop children’s world understanding.</p>
ii. Equity between groups in school, where appropriate	<p>Undertake a review with the staff of Community Cohesion to show how we are delivering against equality and diversity outcomes.</p> <p>Develop how the school promotes a common identity, appreciates and values diversity, human rights and democracy e.g. curriculum projects, connections with diverse communities – celebrations, talks in schools, equality policy, recruitment, governors.</p>
iii. Engagement with people from different backgrounds, inc. extended services	<p>Liaison work with other schools to support our Sports and Faith development.</p> <p>Undertake an analysis of the school community, the neighbourhood and the local area</p> <p>To promote integration and cohesiveness in terms of what it means to be British alongside promoting and valuing diversity, culture and heritage.</p> <p>Continue to foster connections with local communities e.g. Parish, SJP, Junior School, Community Groups.</p>

Agreed by Governors: 19 <sup>th</sup> November 2020 (Min No: 14/20)	Full Review due: Autumn 2024
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## Appendix 1

### Children's attainment and progress

This school expects the highest possible standards. Staff have high expectations of all children and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse children's performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

### The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which children feel all contributions are valued. Positive steps are taken to include children who may otherwise be marginalized.

We take account of childrens' experiences and starting points and are responsive to childrens' different learning styles.

Grouping is planned and varied to reflect the requirements of children and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All children will be encouraged to question, discuss and collaborate in problem solving tasks. Children will be encouraged to be a resource for their peers.

Staff encourage children to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess children's progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all children with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

### The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for children of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All children participate in the mainstream curriculum of the school.

The curriculum builds on childrens' starting points and is differentiated appropriately to ensure the inclusion of:

- All genders

- Those with protected characteristic

- children learning English as an additional language

- children from minority ethnic groups, including Gypsies and Travellers

- children who are gifted and talented

children with special educational needs  
children with a disability  
children who are in public care  
children who are at risk of disaffection and exclusion  
LGBTQ+ young people/children

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all children.

The content of the curriculum reflects and values diversity. It encourages children to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events cater for the interests and capabilities of all children and take account of parental preferences related to religion and culture.

### **The quality of provision – guidance and support**

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster childrens' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all children

The school provides appropriate support for children learning English as an additional language and children are encouraged to use their home and community languages to enhance their learning

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

### **Behaviour and Attendance**

This school expects high standards of behaviour from all children, appropriate for their developmental level.

We have procedures for disciplining children and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.



Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LA/ Diocesan policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all children.

At St John's Infants, exclusions are extremely rare but are reviewed with reference to gender, ethnicity and special educational need. This school will take all reasonable steps to prevent the exclusion of a child for a reason related to any disability they may have.

Children, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion can be made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attendees and excluded children, which address the needs of all children.

Families are aware of their rights and responsibilities in relation to attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as children.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of children.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy children.

#### **Partnership with children, parents, carers and the wider community**

We monitor parental involvement and use various strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written to encourage parents to participate in their child's education. Where necessary information can be made available in languages and formats

other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEND is identified.

This school encourages participation of under represented groups in areas of employment. e.g: through work experience placements

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

### Leadership and Management

The school works with the Diocese and the LA to ensure that our school's admission process is fair and equitable to all pupils.

Comprehensive information about children's ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Diocesan/ LA guidelines.

Equality and diversity issues are reflected in our school's employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of children, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic children; displays to be positioned at eye level, etc.

### Linguistic Diversity

At St John's Infants, a very small number of children speak languages other than English, however we welcome this diversity and we look for opportunities to use languages to enrich the curricular experience of all our children and we draw upon the expertise of our school community wherever possible.

We recognise the positive role the home language has to play in the development of English language learning and in childrens' cognitive development. Bilingual children are encouraged to use their home language in school

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our children by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays

## Appendix 2

### Check list for school staff and governors

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- ☒ Is information collected on race, disability and gender with regards to both children and staff e.g. achievement, attendance, exclusions? Is this information used to inform the policies, plans and strategies, lessons, additional support and activities the school provides?
- ☒ How has your Equality Plan been shaped by the views, input and involvement of staff, parents and children?
- ☒ Is achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ☒ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ☒ Are all children encouraged to participate in school life? Are children who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- ☒ Is bullying and harassment of children and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other children? Are racist incidents reported to the governing body and local authority on a termly basis?
- ☒ Is the school environment as accessible as possible to children, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- ☒ Are the accessibility needs of parents, children and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ☒ Are procedures for the election of parent governors open to candidates and voters who are disabled?