



SS. Osmund & Andrew's RCP School

Equality Scheme

***Together in Love, Growing in Faith, A Journey of Hope.
Together in Love, Faith and Hope.***

Review Date: Summer 2025

This policy will be reviewed in line with the policy review schedule

Policy Statement

At SS Osmund and Andrew's, we will work together to achieve our aim of being a fully inclusive and accessible school where all pupils can engage in a curriculum that meets their needs and where governors, staff, parents and carers contribute to achieving this aim.

As a school we ensure that all pupils and staff are treated fairly and equally. All pupils have equal rights to access all areas of the curriculum, regardless of race, gender and disability. The leadership and all staff endeavour to provide the appropriate provision for this to occur.

- a) In accordance with our Mission Statement and school values and school ethos we will:
 - Respect the equal human rights of all our pupils
 - Educate them about equality
 - Respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school policies and practices implementing all necessary resulting actions in relation to:
 - Ethnicity
 - Religion or belief
 - Socio-economic background
 - Gender and gender identity
 - Disability
 - Sexual orientation
 - Age
- 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
 - Socio-economic background

The equality scheme seeks to address three main areas:

1. **Teaching, learning and the curriculum** – The school recognises and values all forms of achievement. We will monitor and analyse pupil performance half termly at pupil progress meetings 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.
2. **Equity between groups in school, where appropriate** – 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.
3. **Engagement with people from different backgrounds** – To increase the understanding and respect for different cultures and religions from their own.

Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The school's accessibility plan addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and new requirements under Children and Families Act 2014.

The community cohesion plan included as part of this document addresses our duty under the Education and Inspections Act 2006.

Community cohesion

The majority of our pupils are from a White British background and a high proportion are of the Catholic faith therefore we have adopted a more explicit approach to multicultural teaching and learning in order to prepare them for their diverse world, with many cultures and beliefs. The social context of the area indicates that we are in a disadvantaged and deprived area of Bolton. This shows itself in the percentage of pupil premium eligibility and the proportion of pupils recognised as having additional educational needs.

Responsibilities

One named governor takes the lead, but the governors as a whole are responsible for:

- Drawing up, publishing and implementing the school's equality objectives
- Making sure the school complies with the relevant equality legislation
- 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, pupils, 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
- 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 students, 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
- Dealing with prejudice-related incidents
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities

The child protection and safeguarding designated personnel are responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

Staff development

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

Publication and review

This equality scheme fulfils statutory requirements under the terms of legislation. As a public document, the school governors publish it by making it available on request and by being available for viewing on the school website.

The scheme will be kept under regular review.

Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter at the end of each school year. 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.

How we conduct equality impact assessment

As a school we carry out rigorous monitoring and analysis of all pupils and their progress half termly, termly and annually so the Head teacher, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis by the Head teacher, SLT, SENCO and subject leaders we are aware of any groups or individuals who are not making at least expected progress.

Evidence of this process can be found in the Head teacher's office.

Complaints procedure

In the event of any disputes arising in respect of the school fulfilling its equality duties, the governors' complaints procedure is available should be followed.

How we chose our equality objectives

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

- From the monitoring and analysis of pupil progress including the monitoring of all identified groups
- From the following data- Raise on Line, Bolton data analysis, schools own tracking system, pupil progress and teacher assessment records, pupil files. SEN and behaviour files
- From involving relevant people(including disabled people) from the start in consultation and discussion

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

1. Promote equality of opportunity for members of identified groups
2. Eliminate unlawful discrimination, harassment and victimisation, and
3. Foster good relations between different groups in terms of
 - ethnicity
 - religion or belief
 - socio-economic background
 - gender and gender identity
 - disability
 - sexual orientation and age

Equality Objectives

Review of objectives from 2019-20

Equality objectives	Review
To ensure that identified vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.	All pupils, including vulnerable pupils, are set challenging targets. The majority of pupils made good progress in reading, writing and maths and some pupils made outstanding progress. Gaps in attainment are narrowing.
To raise attainment of the most able pupils throughout the school.	School identifies the most able pupils in all co-horts and work is planned and differentiated to challenge these children. This remains a focus area for school improvement.

To improve the outcomes for pupils with special educational needs.	The majority of pupils identified as having an additional need have made good progress in reading, writing and maths.
To increase the understanding and respect for different cultures and religions from their own.	Pupils show understanding and tolerance for people of other cultures and religions. Our RE curriculum and PSHE scheme of work ensure that children are educated for the world we live in and the diverse nature of our own local authority.
To improve access and make positive reasonable adjustments for disabled pupils and disabled parents of the school.	School is in the process of looking at the suitability of accommodation to address all needs. The long term plan will be to increase the number of classrooms. In the event of any new building consideration will be made to improved access and any necessary adjustments for disabled pupils and disabled parents/carers.

Objectives for the academic year 2025-2026

- To ensure that the identified vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced
- To improve the outcomes for pupils with special educational needs, modifying provision to reduce barriers to learning
- To ensure that our curriculum promotes respect for different cultures and religions from that of our children
- To improve access and make positive reasonable adjustments for disabled pupils and disabled parents of our school

Community Cohesion Plan 2025-2026

The choice of appropriate actions to promote community cohesion is based on the needs identified in our school context and relate 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

	Community Cohesion Objectives
i. Teaching, learning and the curriculum	<p>Planning a curriculum that meets the needs of our pupils and builds on their experiences and backgrounds will continue to be a priority. RE, science and PSHE will have key roles in developing awareness of ethical issues, making judgements on moral dilemmas and respecting the opinions and beliefs of others.</p> <p>Visits and visitors will enhance these learning opportunities and a whole school calendar of events will be accessible to parents/carers through newsletters and on the school website.</p>
ii. Equity between groups in school, where appropriate	<p>Equity occurs where schools prioritise teaching and learning and the school ethos is one that values respect for others.</p> <p>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.</p> <p>Analysis of data relating to vulnerable groups will be a key focus for pupil progress meetings on a termly basis.</p>
iii. Engagement with people from different backgrounds, including extended services	<p>Pupil premium funding provides opportunities for pupils from disadvantaged socio-economic backgrounds to engage in a broader range of activities.</p> <p>To increase the understanding and respect for different cultures and religions from their own through the work of the Diocese in curriculum coverage and in the introduction of Caritas in Action.</p>