



The Federation of St Mary's Catholic Schools

"I can do all things through Christ who strengthens me"
Philippians 4:13

Respect

Compassion

Resilience

Equality and Inclusion Policy, audit and action plan

Approved by Governors:

September 2023

Next review due by:

September 2024

The Federation of St Mary's Catholic Schools is a secure, friendly and faith-centred community where we seek to realise the full potential of all our family through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values which are:

Compassion

Respect

Resilience

We promote these values by our words and deeds, and Catholic doctrine and practice therefore permeates every aspect of our school's activity

INTRODUCTION

The Federation of St Marys Catholic Schools is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. In accordance with our school's vision, mission and school values, we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

LEGISLATION AND DUTIES

The following list identifies the equality legislation that affects the school.

- Human Rights Act 1998
- Education Act 2002 (Section 78)
- Education and Inspectors Act 2006 (Section 38 (1))
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Children and Families Act 2014

Human Rights Act 1998

The Human Rights Act 1998 makes it unlawful for schools to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by a school that interferes with an individual's Human Rights must only be considered if it is a justified and proportionate means of achieving a legitimate end.

Education Act 2002 (Section 78)

Section 78 requires governing bodies for all maintained schools to provide a curriculum that "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life".

Education And Inspections Act 2006 (Section 38 (1))

Section 38 (1) of the Education and Inspections Act 2006 states that:

"The governing body of a maintained school, shall, in discharging their functions relating to the conduct of the school:

- Promote the wellbeing of pupils at the school, and
- Promote community cohesion.

The Children and Families Act 2014

Sets out how the School will support children and young people with Special Educational Needs, Social Care Needs and Health Needs. The School will

- Contribute appropriately to the 'local offer' detailing relevant services available for children with disabilities and / or Special Educational Needs.
- Contribute appropriately to a pupil's Education, Health and Care Plan.

Equality Act 2010

The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The Federation of St Marys Catholic Schools will take the following action as reasonable steps to demonstrate due regard to the General Duty of the Equality Act 2010:

- Produce a written equality policy identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
- Ensure hate incidents and hate crime reporting is integrated within the School's Anti Bullying Policy
- Audit the curriculum, and teaching and learning methods, to ensure they are accessible, inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion, British values, and a positive image of a diverse community.
- Make reasonable adjustments to ensure that disabled staff, pupils and parents are not disadvantaged in employment or the provision of education, and have equality of access to information, facilities and other services at the School.

Equality Act 2010 (Section 10) requires schools to prepare and maintain an accessibility plan in order to

- increase the extent to which disabled pupils can participate in the school's curriculum

- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

In order to meet Section 10 of the Equality Act 2010, The Federation of St Marys Catholic Schools will publish the outcome of our Equality, Accessibility and Cohesion Audit and Action Plan on the school's website. In addition, the school takes into account the widening definition of disability within its decisions and functions, and gives due regard to the "Social Model" of disability. This model recognises the barriers caused by the environment and people's attitudes to disability.

The Equality Act 2010 (Specific Duty) Regulations 2011 requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

In order to meet the Specific Duty, The Federation of St Marys Catholic Schools will

- Publish sufficient information to demonstrate compliance with the general equality duty across its functions annually.
- Prepare and publish equality objectives to demonstrate how the general equality duty will be met

PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are: Age, Disability, Gender, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion, Sexual orientation. (However, age, and being married or in a civil partnership do not apply to education provisions.)

RESPONSIBILITIES

Governors are responsible for:

- Ensuring that the School meets the duty of the Equality Act 2010.
- Ensuring that they understand the equality implications of all key decisions on policy and practice before they are made.
- Requesting an annual report from the Head Teacher on progress against the school's equality policy, equality objectives and action plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments

The Executive Head Teacher is responsible for:

- Producing, implementing and maintaining the school's
 - Equality Policy
 - Publishing the School's contribution to the "local offer"
- Ensuring all staff know their responsibilities under the Equality Policy, and receive training and support in carrying these out
- Ensuring that hate incidents and hate crime reporting is integrated within the School's Complaint Process and Anti Bullying Policy
- Ensuring tools are in place to show how the school has shown due regard to all protected groups, such as.
 - Equality impact assessment of policies
 - Equality monitoring of policies e.g. employment, admissions, pupil attainment, exclusion, hate incidents
 - Curriculum Equality Audit

- Completing of the equality, accessibility and cohesion audit and action plan
- Publishing the School's Equality Policy and the outcome of the equality, accessibility and cohesion audit and action plan, on the school website, to demonstrate compliance with the general equality duty across its functions, updating this annually
- Using information from the equality, accessibility and cohesion audit to develop equality objectives for the school
- Publishing the equality objectives on the school website; reviewing them annually.
- Reviewing and revising the School's Equality Policy every three years
- Reporting to Governors annually progress against the School's Equality Policy, Equality Objectives and Action Plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments.
- Ensuring the School's Equality Policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about it
- Ensuring the School's Equality Policy is followed consistently by all staff and pupils
- Ensuring appropriate and consistent action is taken in cases of discrimination, harassment, victimisation, hate incidents and hate crimes

All staff are responsible for:

- Ensuring they follow the equality policy and procedures, and take up equality training and learning opportunities provided by the school
- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
- A consistent challenge to unwanted behaviour, including inappropriate use of language.
- Consistent application of all school policies

Staff with responsibility for areas of the curriculum, are responsible for completing Curriculum Equality Audits for each area and making appropriate changes to teaching and learning methods to (i) improve accessibility, (ii) advance equality of opportunity, (iii) eliminate discrimination, harassment and victimisation, and (iv) foster good community relations. (See Appendix 2)

Gill Curly is responsible overall for dealing with reports of hate-incidents

Nicola Follin is responsible overall for Children with Special Educational Needs

Pupils, parents, visitors and contractors are responsible for:

- Ensuring they follow the equality policy and procedures
- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
- A consistent challenge to unwanted behaviour, including inappropriate use of language

DEFINITIONS OF DISCRIMINATION, HARASSMENT AND VICTIMISATION

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

- Direct Discrimination, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.
- Discrimination because of pregnancy and maternity occurs when women (including a female pupil of any age) are treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

- Indirect Discrimination, which occurs when a rule or condition which is applied equally to everyone:
- Discrimination arising from disability is different from direct discrimination. Direct discrimination refers to less favourable treatment and requires a comparison to show that a person without the protected characteristic would be treated differently. Discrimination arising from disability refers to unfavourable treatment and does not require a comparison to a non-disabled person.
- Discrimination by Association occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.
- Discrimination arising from perception takes place where education provider behaves as if the person has the characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic.
- Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, this treatment is because of something which has come about as a result of the disabled person's disability ('something arising in consequence of the person's disability'), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language 'a proportionate means of achieving a legitimate aim').

Harassment occurs when unwanted conduct has the purpose or the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or gender. Although the harassment provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion or belief; or pregnancy and maternity, in relation to schools, unwanted conduct related to any of these protected characteristics that results in a pupil, governor, staff or visitor being disadvantaged would constitute direct discrimination.

Victimisation: occurs when a person is treated less favourably because they have taken action in respect of discrimination, e.g., by bringing a complaint or giving evidence for a colleague.

DISCRIMINATION, HARASSMENT AND VICTIMISATION WITH REGARD TO PUPILS

We will not discriminate, harass or victimise any child seeking admission, nor with regard to any pupils, or their parents or carers on grounds of gender, race, disability, sexual orientation, religion or belief, pregnancy and maternity. This includes discrimination, harassment or victimisation in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

There are some limited exceptions to this.

- School curriculum and prayer and liturgy⁰² are not covered by the requirements on schools not to discriminate on grounds of religion or belief
- With regard to disability, the school will make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably

EMPLOYMENT

We are committed to a fair and equal pay policy and a free from bias pay structure. We will not discriminate, harass or victimise in employment unlawfully on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination, harassment or victimisation in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

The school will monitor the information as set out below disaggregated by disability, gender, religion, sexual orientation and different racial group.

- The number of staff in post, and
- The number of applicants for employment, training and promotion

Where agreed, the school will ensure that it sends employment equality monitoring data to the Council's Human Resources Section, in a format specified by the Council.

Exceptions to the Policy

Schools with a religious character may discriminate on grounds of sexual orientation, gender reassignment and religion, in some cases, in terms of employment of staff. These exemptions only apply where there is genuine religious reason, e.g., the appointment of a Head Teacher.

MONITORING AND ANALYSIS

We will monitor the following policies to ensure that we are meeting equality duties.

- Pupil Admission
- Pupil Exclusion
- Pupil Attainment
- The progress of pupils identified as having special educational needs
- Complaints
- *Hate Incidents*
- Satisfaction Surveys

Where appropriate we will use the equality monitoring categories for race, gender, religion and disability used by St. Helens Council's Children and Young Peoples Department. This will ensure consistency of data and enable us to set targets that are comparable with other agencies.

We will disaggregate the results of monitoring by the equality profile (race, gender, religion and disability) to identify if there were any issues or outcomes particular to one specific group. Where relevant, actions will be taken to improve any adverse outcomes for any group. The results of equality monitoring will be reported to the school governors annually. Any identified improvements will be included in the School's Improvement Plan. The results of such monitoring and analysis will be published, to enable viewing by any interested party.

EQUALITY IMPACT ASSESSMENT (EIA)

The school's Equality Impact Assessment will be carried out on all of our key policies at least once every three years. We will ensure that the Equality Impact Assessment process is updated in line with new legislation.

The Equality Impact Assessment template is based upon the relevant equality duties. For each of the school's functions the Equality Impact Assessment process will cover the following areas:

- The advancement of equality of opportunity
- The elimination of unlawful discrimination, harassment and victimisation
- To foster good relations between different groups of our community
- The promotion of positive attitudes to disability
- The participation by disabled people in public life
- The meeting the need of disabled people, even when that means treating them more favourably than non-disabled people.
- Improving health and wellbeing

The outcome of equality impact assessments will be reported to the school governors. Any identified improvements will be included in the School's Improvement Plan

The local Authority will ensure all template policies in relation to education provision and employment have been informed by an equality impact assessment

CURRICULUM EQUALITY AUDIT

The School's curriculum equality audit tool ensures that each member of teaching staff with responsibility for a curriculum area (i) will promote inclusive and positive images of a diverse community, British Values, and examples that demonstrate "due regard" to the duty to promote good community relations; (ii) will increase the extent to which disabled pupils can participate in the curriculum, (iii) will challenge gender, racial, religious, disablist, ageist and homophobic stereotypes, e.g. prejudices about what people from particular groups should/shouldn't or can/can't do

Schools with a religious character, like ours, will be exempt from challenging the curriculum with regards to religion and sexual orientation.

REPORTING PROGRESS

School Governors will monitor the School's Equality Policy and Action Plan. The Head Teacher will produce an annual report for the School Governors on progress against the Equality Policy, Equality Objectives and Action Plan. This report will include the results of consultation, equality monitoring and equality impact assessments.

The Equality Policy and Action Plan will be reviewed annually.

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR

The Federation of St Marys Catholic Schools

Equality, Accessibility and Cohesion Audit and Action Plan

This audit will identify and set out how The Federation of St Marys Catholic Schools will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the School. School governors should monitor progress against the actions within the Equality Policy Action Plan at least quarterly.

1.1 How to use the audit toolkit

To use the tool use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. The boxes are coded as follows:

A = we are confident about this; work has already been done in this area and is ongoing

B = we haven't done much on this yet, but know what needs to be done and how to go about it

C = we still need to do work on this area and to identify our initial priorities

Use the 'Evidence' column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C).

The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the schools equality policy.). The action plan should spell out in more detail how you plan to achieve the task, who will be responsible and when it will be fully implemented.

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|--|--------|--------|--------|---|---|------------------------|
| Legal compliance | | | | | | |
| 1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan. | ✓ | | | Minutes of FGB 26 th April | Audit plan reviewed by the FGB | FGB |
| 2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives | ✓ | | | Equality Policy updated and accepted by FGB on 26 th April Accessibility plan completed Equality objectives to be signed | Equality policy to be updated on the website Equality policy and audit to be added to review cycle for yearly policies | FGB |
| 3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan. | ✓ | | | Equality Policy on annual policy list and brought to FGB for review yearly | Equality policy and audit to be added to review cycle for yearly policies Safeguarding report in Part 2 of HT report also reports on issues relating to equality | FGB |
| 4. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning | ✓ | | | St Helens Council Policies are accompanied with Impact Assessment attached. Some school policies have Impact Assessments included | Remind staff that any policies produced or reviewed should include an IMS. | Whole school – ongoing |

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|---|--------|--------|--------|--|--|------------------|
| 5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body | | ✓ | | Equality statement to be added on all policy documents, minutes of meetings and adoption of all St Helens Policies | FGB continue to ensure we comply when making key decisions | Clerk – ongoing |
| 6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken | ✓ | | | All Governors to complete training on equality and diversity (April 2023 | Ensure all new governors attend induction training | COG |
| <i>The context of your school</i> | | | | | | |
| 7. Training on the Equality Legislation is given to all members of governing body. | ✓ | | | Governor access training completed 2023 | Equality, Inclusion and Diversity training offered to all staff and governors | COG |
| 8. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff. | ✓ | | | LA Code of conduct used Code of conduct for children in place Staff Handbook updated yearly | To ensure the induction procedure remains up to date and reflects equality legislation | JM |
| 9. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement. | ✓ | | | Home school agreement issued on admission to school | | JM |

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|---|--------|--------|--------|---|---|--------------------|
| 10. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear | ✓ | | | Updated policy on school website | Inform parents of availability on website or request for hard copy | Admin |
| 11. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment | ✓ | | | Pastoral staff have an open door policy. Records are kept securely and recorded on CPOMS Safeguarding report to Governors | To continue to record accurately From analysis look for trends | GC Termly |
| 12. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes | ✓ | | | Updated Anti Bullying Policy (May 2023) | Child Friendly Policy completed by School Council | FGB September 2023 |
| 13. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers. | ✓ | | | Good relationships with multi agencies Care plans in place PEEP in place if appropriate Termly reviews with the LA | | NF |
| 14. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.) | ✓ | | | Accessibility plan in place. Provisions made to ensure fair access to the physical environment and the school's curriculum. Use of OT, translation service through dojo and H and | | NF |

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|--|--------|--------|--------|--|--|---------------------|
| | | | | Safety. Newsletters. Parent text facility, access to school nurse. Signposting to other service providers. Multi-agency meets and support. | | |
| 15. The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs | ✓ | | | Local offer and information report on website | Link on website with hyperlink to SEND page and LA local offer | NF |
| 16. The school contributes appropriately to Pupil Education, Health and Care Plan | ✓ | | | Process completed successfully currently in school | Yearly reviews Use of Las TESSA platform where appropriate | NF |
| 17. The school provides parents, carers and guardians of "pupils with Education, Health and Care Plan" with information on how to access St.Helens Special Educational Needs and Disability Information, Advice and Support Services (St.Helens IASS). | ✓ | | | NF meets with all parents going through this process and signposts them if necessary to further support | Continue to monitor | NF |
| 18. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion. | ✓ | | | The SEF is completed and review regularly, monitoring and evaluation, headteacher report to governors | Continue to review the needs of our community | EHT reviewed termly |
| Monitoring and impact assessment | | | | | | |

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|--|--------|--------|--------|--|--|---|
| 19. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability | ✓ | | | Profiles of children are accurate and up to date and kept confidently on SIMs. Equal Ops information submitted to HR after interview process | Governors to access Governorhub to update profile | Chair September 2023 |
| 20. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs | ✓ | | | School has a list of policies and documentation that EIA will be attached SES Monitoring and Evaluation, HT report to Govs | Continue to review the needs of our community | EHT/SBM to add impact assessment where appropriate |
| 21. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes. | ✓ | | | IDSR/ASP compare schools. Data from Insight is monitored for children and some protected characteristics are included in this monitoring | Data pack includes PPG V NPPG Gender SEND | EHT Termly reports |
| 22. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning. | ✓ | | | Self-review process informs policies and practices | | |
| 23. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP) | ✓ | | | Chn with EHCP plans are monitored closely by class teacher and SENCO | | Pupil progress meetings Termly reviews by LA |

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|--|--------|--------|--------|---|---|---------------------|
| | | | | | | SENCO data analysis |
| 24. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes | ✓ | | | All contracts issued by LA through HR section | Ensure any procurement undertaken follows the same rigour | SBM– ongoing |
| <i>Sense of belonging</i> | | | | | | |
| 25. There is a strong sense of children’s rights and responsibilities in the school regarding equality, diversity, British Values & community cohesion | ✓ | | | Strong Christian Ethos, Good community links British Values planned as part of the curriculum Children play a key role in school: School Council | | |
| 26. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs | ✓ | | | Induction prior to start. Pastoral and Admin teams work closely to support the families. School seeks professional advice as needed. Extended services information sharing with other professionals. Use of translation tools | Look to simplifying school induction packs to incorporate multi-lingual information | SBM |
| 27. The school works with parents of children with special educational needs as equal partners in their child’s education. | ✓ | | | Regular meetings held IEPs shared | To continue to monitor parental engagement | NF |
| <i>Teaching learning and curriculum</i> | | | | | | |
| 28. The curriculum is regularly assessed to ensure that it promotes British values, equality and cohesion for all protected characteristics | ✓ | | | Key drivers ensure we are delivering a curriculum that | Continue to review | EHT/HOS/ SL |

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|---|--------|--------|--------|--|---|--------------------------|
| | | | | promotes equality, tolerance and British Values | | |
| 29. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum. | ✓ | | | Adaptations are made where necessary to ensure all pupils can participate e.g. sloping desk, Mic System, | Curriculum equality audit to be completed | EHT/HOS |
| 30. The school responds to individual needs at all levels through appropriate differentiation of the curriculum. | ✓ | | | Activities scaffolded by task, outcome or support High level of adult support . Some children have a modified curriculum including physical and sensory support. Nurture provision, wellbeing focus and differentiated tasks | Provision for SEND children to be a continued focus for the SIP | September 2023 EHT/NF |
| 31. The school implements appropriate group and individual intervention programmes to address learning difficulties. | ✓ | | | Programme of intervention in place | Review termly | NF/CB |
| 32. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly. | ✓ | | | Very friendly and welcoming staff and children | To continue to have individual meetings to ensure good communication from the start | HOS |
| 33. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children | ✓ | | | Support from EAL service given including training for staff | Software purchased to support EAL support service if needed | JM |
| 34. Governors are able to identify examples of reasonable adjustments made at the school | ✓ | | | Information shared at Committee meeting such as PEEP, Modified curriculum data | | Ongoing |
| 35. Governors are able to identify examples where British values, different cultures, religions and beliefs are respected and appreciated | ✓ | | | Curriculum Design Displays Learning walks Discussions with children Children's books | Continue to celebrate different cultures, religions and beliefs | Governors ongoing – |

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|--|--------|--------|--------|---|---|------------------|
| 36. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been | ✓ | | | Governing aware of vulnerable groups Data pack from Insight presented at every FGB through HT report Standards Committee looks at vulnerable groups and their provision | Termly update to Governors | EHT termly |
| 37. The school is confident that where possible suspended or self-suspended pupils are successfully re-integrated | ✓ | | | When suspended a re-integration meeting held with a member of SLT Exclusion reported to Gobs termly | | GC Termly |
| 38. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful | ✓ | | | CPOMS in place to rigorously track incidents All behaviours reported to Gobs termly via detailed behaviour report in HTs report | To look for patterns/trends | GC termly |
| 39. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body | ✓ | | | Safeguarding report with exclusions shared as part two at every FGB meeting Exclusions reported on SIMS | Continue to monitor and report on SIMS | GC termly |
| <i>Equity and Extended Services</i> | | | | | | |
| 40. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being | ✓ | | | SEF to be complete and updated termly Parent questionnaire, termly HT report | Continue to consult with parents and the wider community | EHT termly |
| 41. The governors know of the impact of: <ul style="list-style-type: none"> • Partnership arrangements with other schools • Use of shared facilities | ✓ | | | HT report to Governors termly SEF to be complete and updated regularly | Continue to seek further partnerships to further support our families | EHT termly |

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|---|--------|--------|--------|---|--------------------------------------|------------------|
| <ul style="list-style-type: none"> Opportunities for intercultural activities | | | | Curriculum design | | |
| 42. The governors know how funds such as—Pupil Premium have benefited children. | ✓ | | | Lead Pupil Premium Governor to be put in place PP report published yearly Sports Premium published yearly Vulnerability matrix identifying all LAC and Post LAC children | Impact statement to Governors termly | EHT |
| 43. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management | ✓ | | | Governors take advice from LA | | |

Curriculum Equality Audit for Schools

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

There is equality of opportunity to access the curriculum through teaching and learning

- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as sex segregation of subjects (design and technology, home economics, sciences etc)
- Promote community cohesion and a positive image of a diverse community

This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme. This is not an exhaustive list

| <u>Enabling the learner to:</u> | <u>How is (or could) this taken into account</u> | <u>Actions</u> | <u>By Whom and When</u> |
|---------------------------------|--|----------------|-------------------------|
|---------------------------------|--|----------------|-------------------------|

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| <p>Appreciate the needs of others, insight into the lives of people from different backgrounds.</p> | <p>Prayer and liturgy School Values – respect, compassion and resilience. Books across the curriculum Picture News– key figures, current affairs RSHE curriculum Issues relating to diversity and other communities are reflected during enhancement weeks or days Staff training and professional development relating to specific needs of our cohort.</p> | <p>Team around the child meetings. Regular monitoring and communication systems in place. Strong communication with wider staff to raise awareness of individual needs and circumstances which may impact on pupils/families within the school community.</p> | <p>GC Safeguarding and Pastoral Lead. KG/ AMc Personal Development Lead/SMSC KG/NF Curriculum Lead. JK Teaching and Learning Lead. NF/CB SEND Autumn term 2023</p> |
| <p>Respect different points of view, recognising and respecting different viewpoints</p> | <p>Prayer and liturgy Books across the curriculum Pupil roles and Responsibilities – School Council, Worship Warrior, Eco and Buddies, House Captains, Safeguarding Team, Y6 Play Leaders, Y6 Librarians, PE ambassadors, Junior Technicians. Pupil Voice Questionnaires Picture News School Rules- Be Respectful- one of our school values</p> | <p>Opportunities for discussion and questioning is promoted throughout school life Enrichment and awareness days/ events.</p> | <p>GC Safeguarding and Pastoral Lead. KG/ AMc Personal Development Lead/SMSC KG/NF Curriculum Lead. JK Teaching and Learning Lead. Autumn term 2023</p> |
| <p>Experience and celebrate cultural diversity</p> | <p>Assemblies Prayer and liturgy Books across the curriculum and within the Sharing Stories offer School and British Values Different faiths/cultures celebrated through the RE curriculum, in line with Come and See. Enrichment and awareness days/events.</p> | <p>Enrichment overview is in place and updated termly. Investment in literature that promotes and celebrates diversity</p> | <p>GC Safeguarding and Pastoral Lead. KG/ AMc Personal Development Lead/SMSC KG/NF Curriculum Lead. JK Teaching and Learning Lead. Autumn term 2023</p> |
| <p>Recognise commonalities shared by people from diverse and different backgrounds</p> | <p>Local History links Class prayer and liturgy Sports events Key Thinkers network, PALS</p> | <p>Seek opportunities to collaborate with other schools. St Helens Primary Network meetings</p> | <p>GC Safeguarding and Pastoral Lead. KG/ AMc Personal Development Lead/SMSC KG/NF Curriculum Lead.</p> |

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| | | Entry into Sports competition/ event run by St Helens schools | HB/KQ PE lead JK Teaching and Learning Lead. Autumn term 2023 |
| Recognise and challenge abuses, discrimination and injustice | Restorative Behaviour Policy Pastoral support Nurture provision Assemblies/workshops/Events/Picture News- Kindness weeks (anti bullying) Black History Month. Curricular links Class prayer and liturgy rota | Monitor and review the implementation of the behaviour policy. Promote discussion using Picture News as a stimulus | GC Safeguarding and Pastoral Lead. KG/ AMc Personal Development Lead/SMSC KG/NF Curriculum Lead. JK Teaching and Learning Lead. Autumn term 2023 |
| Using the teaching programme to promote | How is (or could) this taken into account | Actions | By Whom and When |
| Accessible lessons: information, signage, class times, school trips, course work examples, etc | School trips Visual signage Promotion of School Values Discuss author roots Visible timetables Prayer and liturgy Use of dyslexic-friendly fonts and filters on the computer/screen | Continue to review curriculum and the school environment | JK NF/CB - SEND |
| The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry | CPOMS logs Awareness events- Kindness Week (anti bullying) RSHE Curriculum | Safeguarding and Pastoral lead to monitor any racist or homophobic cases Regular staff training and updates | JK/ GC/ KG/NF/ All Staff |
| The appropriate use of translation and interpretation. | EAL services | Arrange an interpreter if needed for school events eg parent's evening Use dual language apps End of year reports translated if needed | JM/KG/NF |
| Positive images of a diverse community: locally, regionally, nationally and internationally. | Literature Arts Week Local history/ geography topics Events/awareness days: Remembrance Day, World Book Day etc | Review the school environment and classroom literature. | JK/NF |

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| | Diversity across the curriculum audit to include protected characteristics CAFOD club – being aware of our global neighbours – fundraising in Lent. Geography topics that take this into account – Y6 Fairtrade element to Economics topic | | |
| Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns? | Geography/History links Prayer and liturgy Different faiths/cultures World events – global goals Links with local care homes | Create links with school within the area | JK/ KG /NF |
| The challenging of sex, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn't or can and can't do. | Assemblies Different faiths/cultures School and British Values Literature RSHE curriculum Links with local care homes | Subject monitoring T&L Monitoring Personal Development review | JK/ KG/AMc/ GC/NF |
| An awareness of the support needs for children that are carers | Pastoral support Referrals to Young Carers in St Helens – advice from service when needed. | Attend relevant training and disseminate to staff. | NF/GC |
| A positive image of Civil Partners – having the same rules, benefits or requirements as married couples | Prayer and liturgy | Inclusive environment-treating all members of the community the same Whole school training | JK/ KG/GC/NF |
| A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives | Prayer and liturgy | RSHE Policy Inclusive environment-treating all members of the community the same Whole school training | JK/ KG/GC/NF |
| Positive images and a positive attitude towards disabled people | School environment Curriculum planning Picture News Share role models e.g. Paralympian Sharing of books/ppts that have positive images | Visitors Awareness day/ events timetabled | JK/MW/AH |

Equality Impact Assessment

Aims: To ensure everyone is treated equally in our community

Impact upon different people with different protected characteristics:

It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims. For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment; age, gender, disability, race, gender reassignment, religion, sexual orientation, pregnancy and maternity, marriage and civil partnership. (age, marriage and civil partnership do not apply to school provisions.) The following seven principles, derived from the duties set out in the Equality Act 2010 should be considered when conducting the EIA.

- a. All learners are of equal value All learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.
- b. Relevant differences should be recognised. Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.
- c. Workforce development Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.
- d. Positive attitudes and relationships should be fostered Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community
- e. Society as a whole should benefit Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.
- f. Current inequalities and barriers should be addressed and reduced In addition to mitigating, avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist. 18 of 24 18
- g. Policy development should involve widespread consultation People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be the School Council, Parents, Governors etc

Examples of possible impacts, please note this is not an exhaustive list:

General Issues Include

- a. Accessibility – Parking, signage, buildings, toilets, lifts, information, opening times etc.
- b. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.
- c. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.
- d. Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics.
- e. Monitoring via consultation, complaints, satisfaction and service access or membership.
- f. Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity and a charity abroad

Staffing Proposals:

It is essential that decisions on staffing issues do not leave the Schools vulnerable to equal pay or discrimination claims. The Schools policy is to ensure equality across all departments within its pay and grading process. This means that decisions must promote consistency in structure, job description / qualifications and pay grading.

Children and Families, Carers and Lone Parents Issues Include

- a. Flexibility in service delivery and employment for parents and people with caring responsibilities.

- b. Child friendly arrangements in service delivery and employment.
- c. Supporting children that are carers.

Sexual Orientation Issues Include

- a. Civil Partners – having the same rules, benefits or requirements as married couples.
- b. Discrimination by association – children who have same sex parents, carers or relatives.

Disability Issues Include

- a. Promote positive attitudes towards disabled people.
- b. Encourage participation by disabled people in public life.
- c. Meet the needs of disabled people, even if that means treating disabled people more favourably than non-disabled people.
- d. Providing a “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs.

Please indicate in the table below how the needs of people who share different protected characteristics were identified, and taken into account in relation to the policy, decision or function.

| Equality Group | Issue | How will this be taken into account? | Action |
|----------------------------|---|---|--|
| General Issues | <p>Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.</p> <p>Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.</p> <p>Monitoring via consultation, complaints, satisfaction and service access or membership.</p> <p>Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity an</p> | <p>Through Local Authority procedures.</p> <p>To be able to access the curriculum and to enable parents to attend meetings and events,</p> <p>Through special events and as part of the curriculum.</p> | <p>Ensure all staff understand their responsibilities to tackle and report all inequalities for identified groups. Staff handbook annually. To ensure RSHE is delivered and all incidents are recorded and reported accordingly</p> <p>To ensure sign translators and interpreters are present at all meetings and events if possible</p> <p>Very positive results consistently over a number of years from parental questionnaires.</p> <p>Continue with the extensive range of community cohesion events and links to local churches, other countries and charities.</p> |
| Age | Recruitment process is monitored closely | All staff can be employed irrespective of their age | Age has been taken off all application forms. Employees are free to work beyond a pensionable age. |
| Disability, SEN and Carers | <p>Flexibility in service delivery and employment for parents and people with caring responsibilities.</p> <p>Child friendly arrangements in service delivery and</p> | <p>Local Authority employment policies have all been adopted by the Governing Body</p> <p>The school will support children were necessary</p> | To continue to implement the policy |

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| | employment. Supporting children that are carers Exposure to different disabilities in the curriculum | | |
| Gender (Sex) | Civil Partners – having the same rules, benefits or requirements as married couples. Discrimination by association – children who have same sex parents, carers or relatives | Through the RSHE curriculum. Letters home. Discussion in RSHE lessons or assemblies, specific lessons if it becomes an equality issue. | RSHE curriculum - TenTen |
| Human Rights | Pupils and employees are treated fairly in the eyes of the law | All policies comply with human rights | Taking part in democracy debates and other Healthy Schools initiatives. |
| Gender Reassignment | Having the same rules, benefits or requirements as others | Through lessons, assemblies and positive images and literature in school. | |
| Race (Ethnicity) | Promote positive attitudes, good relations and positive interaction between all members of the community Exposure to different ethnicity in the curriculum | Through lessons, assemblies and positive images and literature in school. | |
| Marriage and Civil Partnership | Having the same rules, benefits or requirements as others | All families are recognised as being equal at The Federation of St Mary's | To continue to treat all parents fairly |
| Pregnancy and maternity | Unlawful discrimination | All LA policies and risk assessments are followed at The Federation of St Mary's | |
| Religion or Belief | Promote positive attitudes, good relations and positive interaction between all members of the community | All members feel valued and have equal rights. | We are a Catholic School but value other faiths in our community and will continue to include them in our school |
| Sexual Orientation | Having the same rules, benefits or requirements as others | Report of any bullying or hate incidents. | |
| Community Cohesion | Communities get along well together with no groups isolated | Groups open to all | |

Promoting Health

Some cultures practice
unhealthy procedures such as
FGM

Report any potential unhealthy safeguarding
practices

Staff Training

