

A6 School Diversity Plan

2017 to 2021

St Mary's Catholic School



1: Vision and Values

Our equality vision and the values that underpin school life

St Mary's Catholic School values all its stakeholders, irrespective of gender, race or disability. It aims to live according to the values of Jesus Christ – to love thy neighbour as thyself. We see all learners, and their parents and carers, as of equal value. Our policy of treating people equally does not necessarily involve treating them the same: our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background.

We intend that our policies, procedures and activities should promote positive attitudes towards disabled people, positive interaction good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture religious affiliation, and national origin. We aim to maximize positive impacts by seeking to reduce and remove inequalities that already exist. We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010. We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and the review of existing ones. We publish measurable objectives based on this information, taking into account national and local priorities and issues. Our policies should benefit society as a whole by fostering greater social cohesion and participation in public life.

We observe good equalities practice in staff recruitment, retention and development.

The policy accepts the definition of racism as outlined in the MacPherson Report (1999): "A racist incident is any incident which is perceived to be racist by the victim or any other person".

2: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General duties

Disability general duty – Disability Discrimination Act 2005

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – Sex Discrimination Act as amended by the Equality Act 2006

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – Race Relations Amendment Act 2000

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – Education and Inspections Act 2006

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Our General Duty – Equality Act 2010

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

Publish annually information quantitative and qualitative, showing compliance with the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010.

To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age (for staff only)
 - disability
 - ethnicity and race
 - gender (sex)
 - gender identity and reassignment
 - pregnancy, maternity and breast feeding
 - religion and belief
 - sexual orientation
 - marriage and civil partnership (for staff only)
- we implement accessibility plans which are aimed at:
- increasing the extent to which disabled pupils can participate in

the curriculum;

- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

- improving the availability of accessible information to disabled pupils.

3: Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every year managers and key staff will report to the Headteacher on actions and progress.

Every year there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Headteacher
Disability equality (including bullying incidents)	Deputy Headteacher
SEN/LDD (including bullying incidents)	LG member responsible for SEN
Accessibility	School Business Manager
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Deputy Headteacher
Equality and diversity in curriculum content	Assistant Headteacher
Equality and diversity in pupil achievement	Assistant Headteacher
Equality and diversity – behaviour and exclusions	Deputy Headteacher
Participation in all aspects of school life	Senior Assistant Headteacher
Impact assessment	Headteacher
Stakeholder consultation	Senior Assistant Headteacher
Policy review	Headteacher
Communication and publishing	Deputy Headteacher

Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document on our website, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> ● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies ● Highlight good practice and promote it throughout the school and wider community
Behaviour	<ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Congratulate examples of good practice from the school and among individual managers, staff and pupils ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
	The Headteacher and senior staff will:
Policy Development	<ul style="list-style-type: none"> ● Initiate and oversee the development and regular review of equality policies and procedures ● Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> ● Ensure the effective communication of the policies to all pupils, staff and stakeholders ● Ensure that managers and staff are trained as necessary to carry out the policies ● Oversee the effective implementation of the policies ● Hold line managers accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and pupils ● Highlight good practice from departments, individual managers, staff and pupils ● Provide mechanisms for the sharing of good practice ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Ensure that the school carries out its statutory duties effectively
	Line managers will:
Policy Development	<ul style="list-style-type: none"> ● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> ● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary ● Be accountable for the behaviour of the staff team, individual members of staff and pupils ● Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> ● Behave in accordance with the school's policies, leading by example ● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> ● Contribute to managing the implementation of the school's equality scheme
	All staff: teaching and non-teaching will:
Policy Development	<ul style="list-style-type: none"> ● Contribute to consultations and reviews ● Raise issues with line managers which could contribute to policy review and development

Policy	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures
Implementation	<ul style="list-style-type: none"> • Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme

4: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan and school SEF). Our consultation methods include e mail, website, newsletter, editorial board of parents, surveys of parents, pupils and staff, governor policy reviews, student voice meetings, student council meetings, reviews of learning support meetings and statement reviews.

5: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

Equality Impact Assessments take the form of data analysis (achievement data, attendance data, logs of exclusions, bullying, race-related incidents), stakeholder surveys, SEF and policy reviews. Additionally, in Section 3 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each year.

6: Our School's Equality Priorities

Key priorities for action

Areas the school has identified as priority areas – and why

Priority	Category	Diversity strand	Background	
1	Ensure that pupils of different gender and from minority ethnic backgrounds continue to achieve as well as all other pupils at St Mary's.	Achievement	Race Gender	Pupils nationally can have different rates of progress, depending on their ethnic background

2	A programme of lesson observations will evaluate the impact of the multi-cultural dimension in schemes of work.	Curriculum	Race	Our curriculum needs to make pupils aware of the diversity and contribution made to society by different cultures
3	Data on recruitment will be analysed for trends in ethnicity, gender and disability.	Personnel	Race, gender, disability	The composition of our staff should match the diversity of the school population and the local community
4	Racial awareness will be promoted through assemblies, which will be monitored by the Subject Leader (RE/ethos).	Pastoral	Race	The guidance given to pupils should make them aware of the diversity and contribution made to society by different cultures
5	Attendance will be analysed on the basis of gender and race.	Pastoral	Gender, Race	We aim to see if there are patterns of attendance which differ between boys and girls, and between different ethnic groups
6	The log of racial incidents will be reported to the Governing Body's Pastoral Committee by the senior pastoral manager.	Pastoral	Race	We aim to ensure that racism is not tolerated in our school
7	Policy review	Governing Body review	Race, gender, disability	All policies are routinely reviewed and updated.
8	Impact assessment	Leadership Group review	Race, gender, disability	All policies are evaluated for impact in the annual review of the School Development Plan

7: Action Plan

Making progress on equality issues

1

Priority issue and objective	Ensure that pupils from minority ethnic backgrounds continue to achieve as well as all other pupils at St Mary's.	
Category	Achievement	
Diversity strand	Race	
Tasks	Detail	Responsibility
Analyse results Data by ethnic group	Use internal charts, and Raiseonline <i>Review: Internal data and Raiseonline information show that pupils from all minority ethnic backgrounds achieve in line with expectations, and that their attainment is in line with the rest of their cohort.</i>	SNT
Review/impact assessment	SEF	

2

Priority issue and objective	A programme of lesson observations will evaluate the impact of the multi-cultural dimension in schemes of work.	
Category	Curriculum	
Diversity strand	Race	
Tasks	Detail	Responsibility
Undertake learning walks	Organise a programme of lesson observations which demonstrate multicultural aspects of learning Review: The multicultural audit of schemes of work is up to date. Analysis of lesson observations routinely pick up the multicultural elements in schemes of work. Exam analysis and intervention focus on gender.	Leadership Group
Review/impact assessment	SEF	

3

Priority issue and objective	Data on recruitment will be analysed for trends in ethnicity, gender and disability.	
Category	Personnel	
Diversity strand	Race, gender, disability	
Tasks	Detail	Responsibility
Analyse applications for Posts by ethnicity, gender and disability	AJC	HT
Review/impact assessment	Results of analysis are reported to the Headteacher	

4

Priority issue and objective	Racial awareness will be promoted through assemblies, which will be monitored by the Subject Leader (RE/ethos).	
Category	Pastoral	
Diversity strand	Race	
Tasks	Detail	Responsibility
Assemblies will be monitored using current pro-forma	Subject Leader (RE/ethos) will routinely attend whole School, year group and form assemblies In order to monitor the impact on racial awareness. Review: Assembly observation documents note the increase in the number of assemblies which explore race issues, use themes and examples from other cultures, or use ethnic minority examples of leadership, teamwork, etc. Black History Month is now celebrated in assemblies on an annual basis.	AMM
Review/impact assessment	SEF	

5

Priority issue and objective	Attendance will be analysed on the basis of gender and race.	
Category	Pastoral	
Diversity strand	Gender, Race	
Tasks	Detail	Responsibility

Analysis of pupil attendance will be monitored termly by gender and ethnicity	Attendance secretary will analyse previous term's attendance data; DMH will present to the Leadership Group and governors. Review: All attendance is now continually analysed in terms of gender, ethnicity, SEN and FSM factors. No clear trends can be discerned. Attendance is significantly above comparative data for all groups.	DMH
Review/impact assessment	SEF	

6

Priority issue and objective	The log of racial incidents will be reported to the Governing Body's Pastoral Committee by the senior pastoral manager.	
Category	Pastoral	
Diversity strand	Race	
Tasks	Detail	Responsibility
Log of racial incidents will be maintained by AHT (Pastoral)	Log will be compiled by DHT (Pastoral) Review: The race incident log is maintained by DM. The log is presented to the Governors' Pastoral Committee each term.	DMH
Review/impact assessment	Reports to the Governing Body and SEF	

7

Priority issue and objective	Policy review	
Category	Governing Body review	
Diversity strand	Race, gender, disability	
Tasks	Detail	Responsibility
The Diversity Plan will be reviewed by Governors on an annual basis	The Governors' Pastoral Committee will review the Diversity Plan, and have an input into the version for the following year. Review: This plan is reviewed regularly.	Chair of Governors' Resources Committee
Review/impact assessment	The Diversity Plan will be part of the School Development Plan, reviewed annually, and approved by the full Governing Body	

8

Priority issue and objective	Impact assessment	
Category	Leadership Group review	
Diversity strand	Race, gender, disability	
Tasks	Detail	Responsibility
The impact of the Diversity Plan will be evaluated via the different sections of the SEF	Review: The annual SEF review shows the impact of the Diversity Plan on standards, personal development & wellbeing, curriculum provision and teaching & learning. Particular focus on reducing any gender gaps.	Leadership Group
Review/impact assessment	The impact of the Diversity Plan will be evaluated through the SEF.	

10

Priority issue and objective	Communication and publishing	
Diversity strand	Race, gender, disability	
Tasks	Detail	Responsibility

See priority 8 above	The member of staff responsible for Publicity will ensure that the plan is included on the website.	DMH
Review/impact assessment	The impact will be measured by the level of parental/student response, compared to responses to other surveys.	

Reviewed: January 2017

Next Review: June 2021

Committee: Resources