

Sacred Heart Catholic Voluntary Academy



Equality Plan 2016

Sacred Heart Catholic Voluntary Academy

1. The Equality Plan

Mission Statement

It is the mission of Sacred Heart Catholic Voluntary Academy to provide a quality education based on Gospel values which promote the dignity and freedom of every person within our community, ensuring equal opportunities for all.

The school is committed to achieving high standards so that all pupils can achieve their full potential. Attention will be paid to all aspects of a child's development.

Policy Outline

1. Introduction

Specific duties that schools must follow are outlined in the Disability Discrimination Act..2005 and the Equality Act 2006 respectively and the accompanying regulations. This Equality Plan sets out in detail how the school intends to meet its statutory duties and follow best practice. It is effectively a strategy and action plan which summarises the school's approach to equality across the whole school community and future actions will become part of the School Development Plan where appropriate

2. Purpose - Aims and values

The purpose of the Equality Plan is about providing equality and excellence for all, in order to promote the highest possible standards. The principles of this plan applies to all members of the school community – pupils, staff, governors, parents and community members.

The overall objective is to provide a framework for the school to pursue its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The school will endeavour to create a community where pupils are well prepared for life in a diverse, pluralist society.

The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

The plan is based on the following core values as expressed in the Schools' aims and values

3. Leadership, Management and Governance

The governing body is committed to meeting its duties under equality legislation. It is the responsibility of all staff, including those helping on a voluntary basis, and partner organisations to promote equality.

The Academy Council will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work. The school ensures the involvement of staff and governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties, local authority guidance and, where appropriate, diocesan guidelines. The school seeks to encourage people from under-represented groups to apply for positions at all levels in the school.

New staff are introduced to this document as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan.

Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

4. Personal development and pastoral care

The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.

The school will use monitored data, including that relating to disability, ethnicity, gender and SEN will be used to monitor admissions, attendance, exclusions and the use of sanctions and rewards. including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set. Analysed results will be used to inform planning and decision-making.

5. Learning and Teaching

All pupils have access to the mainstream curriculum in accordance with DCSF guidelines.

Classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review.

Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.

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

6. School Curriculum

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

The curriculum builds on pupils' starting points and needs and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

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 pupils.

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

Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils. The school will give due regard to parental preferences and concerns.

Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

7. Admissions attendance, behaviour, discipline and exclusion

The admissions process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff apply consistent systems of rewards and sanctions.

Exclusions and attendance are monitored and effective action is taken in order to reduce gaps between different groups of pupils. Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues

There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

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

Appropriate provision is made for leave of absence for religious observance for pupils and staff.

8. Attainment, progress and assessment

Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

Staff use a range of methods and strategies to assess pupil progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

9. Partnership with parents and the community

The school endeavours to provide information material for parents in accessible, user-friendly language and formats.

Progress reports to parents are provided in a range of formats in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school. Actions are included in the school's action plan to address any inconsistencies.

When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties.

The school recognises it also has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

10. Measuring Progress

Progress on this Equality Plan will be reviewed through the school Self-evaluation cycle and process on an annual regular basis. The results of reviews will be published in formats that give the widest accessibility. However, the schemes contained within this plan and their accompanying action plans each have a statutory timetable for publication. This may mean that sections of this plan will be reviewed at different times.

The school uses a range of mechanisms to consult with and obtain feedback from its pupils, parents and staff and other interested parties. Often through face to face discussions, questionnaires and surveys.

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	Date	Chair of Governors	Headteacher
Adopted	March 2016		Mrs McManamin
Reviewed			

