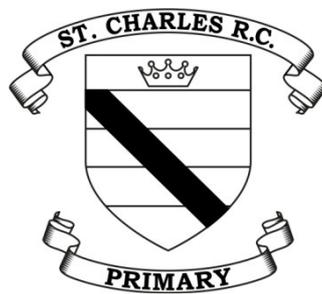


St Charles RC Primary School

Equalities Scheme

2016-17



CHRIST IS AT THE CENTRE



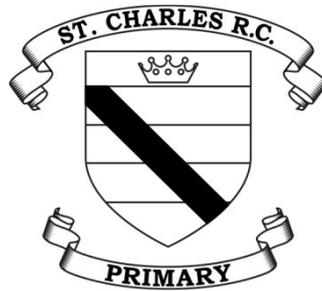
Compassionate
Helpful
Respectful
Inclusive
Sharing
Truthful



St Charles RC Primary School

Equalities Scheme

2016-17



Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

As a family of God, we love to learn and learn to love

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1. Foreword

St Charles RC Primary School is a happy, safe and welcoming environment where everyone is valued. Our Catholic faith is central to moral development, mutual respect and an appreciation for the cultural diversity within our community. It is our intention to provide opportunities for every child to succeed and to strive towards excellence in everything they do.

We are a family, our strength is in our love and respect for one another. As a family of God, we love to learn and learn to love.

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community.

Our equalities and human rights agenda is about proactively working to address inequalities and improving lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the first single Equalities Scheme that *St Charles RC Primary School* has produced. This document serves a few purposes, it sets out our schools overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected. It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the equality groups protected by the Equality Act 2010, it sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

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

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school an equitable, respectful and fair place, with an aim to improve outcomes that matter to our school community.

Signed by Headteacher

Name Clare Campbell Date June 2016

Signed by Head of Governors

Name Noreen Collins Date June 2016

2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people, and how well we are doing to attain them.

The Equality Act 2010 consolidates and replaces previous discrimination legislation. The Act covers discrimination, harassment and victimisation because of **age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation**. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

The school is obliged to:

- Eliminate discrimination and harassment, tackling prejudice
- Avoid and deal with any victimisation that takes place following a complaint relating to equality;
- Have due regard to the promotion of equality and opportunity between all members of the school and wider communities;
- Promote positive attitudes and understanding of the protected groups
- Encourage participation by minority and under-served groups in school life;
- Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others (especially in the case of disabled people), this includes using positive action measures where needed
- Conduct equality analysis, and draw up a relevant scheme and publicise it.

3. School values, ethos /Mission Statement

Our aim is to provide education for all, acknowledging that the society within which we live is enriched by diversity.

We will strive to ensure that the culture and ethos of the school reflects and celebrates the diversity of ALL members of the school and wider community.

We will also seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity.

Our core values reflect those of the Local Authority which have been widely consulted across the region. They are:

1. To encourage mutual respect for all:

2. To recognise and work with every diverse group regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
3. To provide high quality inclusive services and facilities:
4. To make sure our employment policies and practices are fair and challenge harassment and discrimination.
5. To provide an atmosphere of harmony respect and safety within an educational environment.
6. We will proactively seek to review and restructure the cultures, policies and practices in school, so that they can be welcoming and responsive to the full diversity of people locally, nationally and globally.

Community Cohesion

We have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio economic groups. We have incorporated our priorities into our single Equality Scheme and objectives.

Strand 1- Teaching learning and the curriculum. –With emphasis across the curriculum on the promotion of common values and valuing diversity, promotion of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions.

Stand 2 –Equity and Excellence- equality for all to succeed removing barriers to access, eliminating variations in outcomes to different groups.

Strand 3- Engagement and extended services-enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities-locally and more widely.

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds.

We understand that there are different types of schools in different communities and will promote the interaction of students with those in other schools.

We understand that we already have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. The scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

4. Salford's profile

Salford is a growing and increasingly diverse city. The city is home to Salford City College and the University of Salford, two mosques, one Gurdwara, a number of synagogues and churches.

There remain significant gaps between the most and least deprived parts of the city, and also between Salford and the rest of the North West and UK. It remains the fourth most deprived authority, in terms of both income and employment, in Greater Manchester and 15th in the Index of Multiple Deprivation in 2007

In 2009 the Office of National Statistics (ONS) estimated that the population of the city was 225,100. Of those 225,100 people:

- 41,000 were aged 0 -15 (18.2%),
- 144,900 were of working age (64.37%)
- 39,200 were older people aged over 60 for women or 65 for men (17.41%)

Salford experienced a 30.1% growth in the number of residents aged between 20 and 24 years, between 2001 and 2007.

Salford also received net inward migration of between 3,000 and 6,000, 16 to 24 year olds per annum. The ONS estimated that 1,200 people migrated to the city during 2007/08 and that the population grew as a whole by 2,100 people.

The city's mix of BME communities is unique to the region. The rapidly expanding Orthodox Jewish community, the second biggest outside London, is now believed to number in the region of 10,000 people - currently equivalent to 1 in 22 Salfordians, and around 10% of all young people in Salford are Jewish.

Other long standing communities in the city include the Yemeni, Bangladeshi and Pakistani communities in Eccles.

In 2001, 13.65% of the population of East Salford were recorded as Jewish and 7.65% of the population of Eccles were recorded as Muslim. The last decade has seen the city's ethnic diversity grow even further, with a range of new emerging communities such as Roma, Francophone African and Eritrean.

The 2001 Census recorded only 3.87% of the population of the city was non-white. In 2007, however, the Office for National Statistics had revised this to 7.99%.

The data from our schools census suggests a continuing trend towards diversity, with 85.5% of Salford pupils identifying as White British in 2010 compared to 96.8% in 2001.

The University draws learners from across the UK and the world, whereas the intake at the College is sourced much closer to home. This diversity is reflected in the statistics: in 2006-07, 18.2% of those entering undergraduate courses at the University were of Black, Minority Ethnic (BME) heritage. In addition, 9.5% considered themselves to have a disability.

Since 2004 Salford, like many areas of the UK, has seen a rapid influx of migrant workers from central and Eastern Europe, the city has been one of the region's main gateways for asylum seeker dispersal.

There is a comparative lack of quantitative data on Lesbian, Gay, Bisexual and Transgender (LGB&T) communities in Salford, but recent research has indicated an LGB population in Greater Manchester of 180,500 (approximately 7% of the total) with high concentrations in the area around Manchester city centre (which includes the central Salford electoral wards). Anecdotal evidence suggests a relatively well established community in the Lower Broughton and Pendleton areas close to the University.

Research for the Child Poverty Needs Assessment (2011) showed that almost 30% of children in Salford live in workless poverty. More than 6,000 families and over 12,000 children are dependent on out-of-work benefits.

The 2001 Census also indicated that 22.82% of the population had a limiting long term illness.

At the other end of the age spectrum, there was a relative worsening in the extent to which income deprivation affects older people. Over the age of 75, the proportion of women to men in every ward of the city is in the region of 3:2, which can be partly explained by the lower life expectancy for men than women

We know that nearly half of all people claiming Incapacity Benefit in Salford do so for mental health reasons, which is 10% higher than the average for England.

The most common type of reported hate crime in Salford is racially aggravated hate crime incidents. Jewish and Muslim people are at much greater risk of being a victim of hate crime in Salford. For example, of the 206 anti-Semitic incidents in Greater Manchester recorded in 2009 by the Community Support Trust, 75 were in Salford. Research on Muslim communities in central Salford completed in 2010 revealed that 28.9% had experienced racial and other forms of harassment.

By 2024 our population is projected to have increased to over 240,000 people.

4. School profile

- *St Charles RC is a larger than average primary school situated in the Swinton area of Manchester.* The number on roll **has increased** to 250 as the school admitted an extra 15 reception pupils in September 2012. The children are organised into 9 classes.
- A **very large majority** of pupils are white British 93%. The percentage of ethnic pupils is a **very small minority** and is well below the national average, the proportion of pupils who speak English as a second language **is very few** and is well below the National Average. In order to meet our equality objectives it's important to build a

rich picture of our school community, to enable some analysis of our equality strengths and challenges.

- There are currently 4 pupils with an EHCP (statement of SEN in the school). **The proportion** of pupils eligible for FSM is **below average**. Our SEN include moderate learning difficulties, speech and language communication problems, specific learning difficulties and medical.
- **Attainment on entry** is below **national age-related expectations** in mathematical development (MAT), knowledge and understanding of the world (KUW), physical development (PD) and creative development (CD , (PSED) and(CLL)
- The proportion of pupils from ethnic groups is **below average** however numbers have increased in the last 3 years. The proportion of pupils with SEN including those with a statement is 51 which is **above the National Average**.
- Pupils enter the school in the Nursery and remain until they are 11 and the stability of pupils in the school is **good and above the national average**. Families are loyal to the school and are very proud of the work it does with their children. Early Years provision is provided by the Nursery and reception classes. All pupils in the EYFS provision attend full time.
- Attendance data for the school has consistently been **well above** the national average.
- The Governing Board has remained stable.
- The SLT team consists of 6 members including the Head teacher.
- The school is committed to Equal Opportunities which is driven by the National curriculum inclusion statement and will make each child welcome regardless of race, colour, creed or disability. At a whole school level, both the staff and pupils are committed to the school becoming a place where everyone can participate fully on an equal basis. St Charles RC has a distinctive family caring character with a welcoming Catholic ethos which is frequently commented upon by our visitors.

5. Equalities objectives

Having outlined our school strength and challenges, we have identified the following priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

Objective	Activity	Outcome Sought	Name of person responsible	Name of person reporting to	Target date	Review Date
Implementation of single Equality Scheme	Publicise Scheme for parents and staff	Parents and school community aware of the single Equality scheme	C Campbell	Staff Governors	June 2016	June 2017 Full review Aut 2018
To support EAL students with access to the	A programme is put in place to support EAL	EAL students are confident and integrated in lessons	C Campbell	C Campbell STAFF Parents	Termly	Aut 2018

curriculum	students in school			Curriculum committee		
Gender /Race/ Disability	Ensure that all have equal access to all aspects of the curriculum and that all are making good progress.	Curriculum motivates all pupils. All teachers are aware of the gaps in learning for different and vulnerable pupils	All teachers SEN coordinator	C Campbell	Half termly	Aut 2018
Active celebration of different faiths	Timetable of assemblies to reflect special times of year for different cultures. R.E curriculum for all classes to reflect diversity of religions	The profile of diversity is raised through pupils learning about different cultures beliefs.	All teachers RE Lead	C Campbell	Throughout the year	Annual review of curriculum and assemblies
Community Cohesion	Ensure equal access to information for all parents through letters, website, texts, the Learning Platform.	All groups of school community kept informed	C Campbell	Governors	Throughout the year	Annual review

We identified these objectives based on information gleaned from staff, pupils and parents

6. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. The assist us with this process we have updated our accessibility action plan. This outlines our plans and commitment to increase accessibility of our school environment.

7. Community Impact Assessments

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments. We have outlined the community impact assessment we intend to carry out this year above.

8. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;

- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations
- Countering myths and misinformation that may undermine good community relations;

9. Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities, and the Human Rights Act 1998. We demonstrate our approach via:

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation.
- A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them.
- Empowerment of pupils, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies.
- An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity.
- Rich learning experiences about human rights and British Values inside and outside of the classroom

10. Engagement and Involvement

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme and action plan.

We sent out a questionnaire to different sections of the Community including:

- Parents and Carers
- Children in the school
- The psychologist and SEND professionals
- The policy presented to Health and Safety committee which consists of members of the community, Governors, parents,
- Policy Presented to full Governing Board

11. Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

12. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Board, Head Teacher, SLT and line managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore:

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board yearly, on its progress and effectiveness
- ensure that the SLT are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing Board will:

- designate a governor with specific responsibility for the Equality Scheme: Mrs Noreen Collins
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the head teacher in implementing any actions necessary
- inform and consult with parents about the scheme
- ensure that the action plans arising from the Scheme are part of the school improvement plan
- evaluate and review this scheme termly basis

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the Scheme: School website
- be encouraged to support the Scheme

- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this Scheme which could directly affect their child

School Staff will

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

13. Annual report and review

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice. The scheme will be reviewed on a termly basis by the head teacher, senior staff and the governing Board.

14. Information, feedback and complaints

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans, or if you wish to make a complaint, please contact;

Clare Campbell

St Charles RC Primary School

Emlyn St

Swinton

Manchester

M27 9PD

[Tel: 0161 794 4536](tel:01617944536)

Policy completed by Mrs C. Campbell in liaison with Health and Safety Governor Mr Stuart O'Brien

Presented and passed by Governors, June 2016

Review annually

15. Appendix

The single public sector equality duty will require schools to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

This Scheme deals with the schools provisions of the Equality Act 2010 which prohibit schools from discriminating against, harassing or victimising:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

Schools have had obligations not to discriminate against people with a protected characteristic under the Gender Equality Act, the Race Equality Act and the Disability Discrimination Act.

This Equalities Scheme harmonises the previous equality legislation and brings together previous documentation and expectation.

The overall objective of the School Equality Scheme is to provide a framework for the school to pursue its equality duties 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 principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

Partners and contractors are also expected to abide by the policy.

Schools believe that avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life.

The responsible body for ensuring that St Charles RC Primary School meets its Equalities Duty is the Governing Body.

This Equalities Scheme shows how the school will protect all pupils within the school who are vulnerable because of their protected characteristics. In terms of this scheme protected characteristics are:

- Age
- Disability.
- Gender reassignment.

- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

The duty also applies to marriage or a civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

The people covered by the School Equalities Scheme are:

- Prospective **pupils** (in relation to admissions arrangements).
- **Pupils** at the school (including those absent or temporarily excluded).
- **Former pupils** (if there is a continuing relationship based on them having been a pupil at the school).

The school recognises that under the Equalities Act it is unlawful to discriminate in the following ways:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

The school recognises that under the Equalities Act it is unlawful to Harass or Victimise members of the school community because of their protected characteristics.

The school recognises that it is lawful to take positive action to ensure that a member of the school community is not discriminated against, harassed or victimised because of a protected characteristic.

The school has collected the following information in relation to protected characteristics.

1a) Information about Protected Characteristics

• Disability.	0
• Gender reassignment.	0
• Pregnancy and maternity.	0
• Race.	0
• Religion or belief	1
• Sex.	0

• Sexual orientation.	0
• Age	0

1b) Information from pupil data and school audit

Number of pupils	250
Free School Meals eligibility [%]:	10%
Special Educational Needs: - <i>without statements:</i> - <i>with Statements:</i>	3 statements/ EHCP 51 without statements
Social Deprivation:	Low deprivation levels in the area
Authorised absence:	3.5 (96.5% Attendance)
Unauthorised absence:	1.5
No of teachers:	11
No of teaching assistants:	12
Other Staff	13

Main Priorities

RE
Standards in literacy and numeracy
Curriculum Enrichment
Gifted and Talented
Early Years
ICT
Intervention

How well do pupils within the protected characteristics achieve?

See RAISE online report

The achievements of pupils with disabilities, including those with Special Needs are analysed and evaluated in the same way as pupils with no special needs or disabilities

How well do pupils within the protected characteristics participate?

The participation of pupils with protected characteristics in the wider life of the school is monitored by the leadership team and is reported on to the GB in the form of an annual assessment report

How do we develop the diversity agenda and engage with the wider community?

The School Improvement Plan ensures targets are implemented that cover the diversity agenda. **We demonstrate and are successful in promoting an approach to inclusion which is part of an overall improvement strategy** based on the development of:

- An inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation; and
- High expectations and suitable targets for all pupils.

Targets are set for all pupils and opportunities are made available for pupils with disabilities to partake in all school activities. Off-site trips are risk assessed prior to the trip to ensure pupils with disabilities have access

How do you ensure that staff receive appropriate training on Equalities and Diversity Issues?

Training is planned in line with school priorities. The equality agenda is discussed via staff meetings and briefings.

Views of those consulted during the development of the Equalities Scheme

Information is gathered from a range of people associated with the school and is used in school policies, the school development plan, setting priorities and monitoring outcomes. The information is needed to allow the school to plan for the future so that the needs of the community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

We have also gathered information about recruitment, development and retention of employees. Please see our full school policy documentation for further information.

- i) Views of the disabled community
- ii) Views of parents - Questionnaires are sent to parents - Informal feedback is given by parents at frequent intervals i.e. parents evenings and Parent Drop-ins
- iii) Views of children - Pupil questionnaires and pupil interviews
- iv) Views of other agencies
- v) Views of Governors - through GB meetings

Admissions

The admissions authorities for Voluntary Aided schools in England must comply with the Schools Admissions Code produced by Department for Education which sets out the law relating to school admissions. Local authorities have an important role in monitoring compliance with the Admissions Code and are required to report annually to the Schools

Adjudicator on the fairness and legality of the admissions arrangements for all schools in their area, including those for whom they are the admissions authority.

In the Admissions arrangements we do not discriminate against, harass or victimise pupils:

- in deciding who is offered admission as a pupil
- in deciding the terms on which you offer to admit the pupil
- by not admitting the young people with protected characteristics as pupils.

At St Charles RC Primary School our admission policy is reviewed by the LA and Salford Diocese and any changes to this policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

Provision of Benefits Services and Facilities.

At St Charles RC Primary School we do not discriminate against a pupil in the provision of education or access to any benefit, facility or service. The Governing Body of St Charles RC Primary School are responsible for ensuring there is no discrimination in relation to education or access to any benefit, facility or service.

St Charles RC Primary school does not discriminate against, or victimise a pupil:

- in the way we provide education for our pupils
- in the way in which we afford the pupil access to a benefit, facility or service
- by not providing education for the pupils
- by not affording the pupils access to a benefit, facility or service
- by subjecting the pupil to any other detriment.

Equally we ensure that our pupils with protected characteristics are not harassed through the provision of benefits, services and facilities.

At St Charles RC Primary School we review all policies covering the provision of benefits, services and facilities which could include (but not exclusively).

- Extra-curricular Activities
- Leisure activities
- Afterschool and homework clubs.
- Sports activities.
- School trips,
- Library Policy
- IT facilities.
- School Uniform
- Work Experience
- Examinations
- Charging
- Behaviour and Discipline

In St Charles RC Primary School all benefits, services and facilities policies are reviewed regularly by the governing body and any changes to these policies are impact assessed to

ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

Exclusion From School

St Charles RC Primary School complies with Improving Behaviour and Attendance: Guidance on exclusion from schools and Pupil Referral Units by the Department for Education (DfE) (www.education.gov.uk), and will comply any subsequent guidance which sets out the law relating to exclusions. St Charles RC Primary School understands that the exclusions guidance makes it clear that pupils should only be excluded from school as a last resort and that exclusions should only be made on grounds of a pupil's behaviour.

St Charles RC Primary school recognises that it has a duty to disabled pupils to make reasonable adjustments to its procedures if needed. This will be reviewed on a case by case basis but may include:

- disregarding behaviour which is a direct consequence of their disability
- making reasonable adjustments to manage such behaviour
- considering alternative, more appropriate punishments, and
- ensuring that a disabled pupil is able to present their case fully where their disability might hinder this.

At St Charles RC Primary School the Exclusion Policy is reviewed regularly by the governing body and any changes to the policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

All exclusions of pupils with protected characteristics are reported to the Chair of Governors at the time and an analysis of those exclusions is included in the Head Teachers Report to governors termly.

Complaints

The governing body of St Charles RC Primary School has a complaints procedure as required under section 29(1) of the Education Act 2002 to deal with all complaints relating to the school.

St Charles RC Primary School recognises that it is usually in everyone's best interests to attempt to resolve disputes without the need for legal action, should we receive a complaint relating to discrimination because of a protected characteristic the complainant would in the first instance be encouraged to go through the complaints process.

In general complaints about specific issues which are not resolved at school level should be made to the following:

Claims about permanent exclusions from schools maintained by LAs, including community schools, voluntary-aided and voluntary-controlled schools and foundation schools and Academies	Education Appeal Panels / Independent Review Panel (From September 2012)
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Admission decisions for schools maintained by LAs, including community schools, voluntary-aided and voluntary-controlled schools and foundation schools and Academies	Education Appeal Panels
All other claims (including all claims against independent schools) in England	First-tier Tribunal (Special Educational Needs and Disability)

At St Charles RC Primary School the Complaints Policy is reviewed bi-annually by the governing body and any changes to the policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics. All complaints by parents of pupils with protected characteristics or the pupils themselves are reported to the Chair of Governors at the time and an analysis of those complaints is included in the Head Teachers Report to governors termly.

Links with the School Improvement Plan

In St Charles RC Primary School the philosophy of the school reflects an understanding of the requirements of the Equalities Legislation. All actions within the School Improvement Plan will be impact assessed and to ensure that no action taken through the SIP will discriminate, harass or victimise pupils with protected characteristics

Accessing / reporting and reviewing the Equalities Scheme

This scheme was published in September 2016 and will be in operation until 2018 when it will be reviewed and revised. We will report on aspects highlighted by the scheme according to the relevant reporting requirements within the scheme, on the progress we have made on our action plan and the effect of what we have done.

Publishing

The scheme will be published on the school website, available in the school office to read and copies will be available on request at no charge.

Equalities Statement:

St Charles RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Charles RC Primary school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.