

Ladymount Catholic Primary School

Equality Policy

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Rationale

Ladymount Catholic Primary School Single Equality Policy is drawn up in line with and in response to the 2010 Single Equality Act and the Equality Act 2010 (Specific Duties) Regulations 2011.

The contents are intended to outline the policies and procedures which are in place in this school in order to ensure compliance with the Act along with further information on the evidence that will be made public.

STATEMENT OF COMMITMENT

At Ladymount Catholic Primary School we are committed to a policy of equality and we aim to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, age, disability, gender reassignment, pregnancy and maternity, sexual orientation or religious belief save for the general exceptions previously instanced.

Any behaviour, comments or attitudes that undermine or threaten an individual's self esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the Ladymount ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

As a Catholic community based on the teachings of Christ our mission is to provide an outstanding whole person education through which all are challenged to grow in wisdom, understanding self esteem and closeness to God, respecting the uniqueness of each person as central to that mission and so we fully accept and endorse the responsibilities and duties to promote equality for all.

Within that acceptance we do recognise the continued general ***exceptions to the Act*** as laid down for schools with a religious character or a registered religious ethos. (See Appendix 2)

Summary of the scope and purpose of the 2010 Single Equality Act

The overriding principle of all equality legislation is generally one of equal treatment for all peoples, regardless of race, sex, age, disability, religion or belief.

The 2010 Single Equality Act replaces and supersedes all existing equality legislation including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It provides a single, consolidated source of discrimination law.

The purpose of implementing the single equality scheme is:

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

The Act places a duty on Governing Bodies to publish information to prove how their school complies with the Public Sector Equality Duty. Schools must comply annually.

The Public Sector Equality Duty extends schools' equality duties to all protected characteristics, (previously known as equality strands): *(Full details of which are available by studying the 2010 Single Equality Act in full.)*

- Race
- Disability
- Sex
- Age
- Religion or belief
- Marriage and civil partnership
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment

(See Appendix 3 for definitions of protected characteristics)

How the school will respond to the requirements of the Act

Equality Objectives

The Governing Body will publish Equality Objectives. Objectives will be specific, measurable and achievable and will arise from the analysis of data which may indicate an area for improvement. The objectives will fit the school's needs.

The Equality Duty requires Schools to consider equality implications before and at the time that they develop policy and take decision. The school is subject to the need to have 'due regard' to the elements outlined above.

The Public Sector Equality Duty (PSED) will be integrated into all of the school functions and the analysis that is necessary in order to comply with the duty will be carried out seriously, rigorously and with an open mind.

Ladymount Catholic Primary School will not delegate the responsibility for carrying out the Duty to anyone else.

The school will maintain a written record to show that they have actively considered their equality duties.

The Government has also introduced new specific duties, intended to help public bodies to meet their obligations under the PSED. The PSED is set out on the face of the Act, while the specific duties are set out in secondary legislation – the Equality Act 2010 (Specific Duties) Regulations 2011.

The emphasis is on transparency – making information available so that the school's local community can see how the school is advancing equality in line with the PSED and what objectives it is using to make this happen.

How we will measure the progress and attainment of groups of pupils:

A large amount of data is already collected in RAISE online, which presents performance data for schools broken down by a number of relevant characteristics and which includes comparative analysis with national statistics.

We monitor and analyse pupil performance by ethnicity, gender, disability and special educational needs and take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

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 curriculum builds on pupil's starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- Pupil who are gifted and talented
- Pupils with special educational needs
- Pupils with a disability
- Pupils who are in public care
- Pupils who are at risk of disaffection and exclusion
- Lesbian, gay or questioning young people

The following areas are key elements of the school's assessment and tracking programme:

- pupils' attainment - analysis of end of key stage results for pupils of particular groups, e.g. boys/girls, SEN, FSM, summer born, ethnicity.
- the quality of particular groups of pupils' learning and the progress they make throughout the school
- the extent to which different groups of pupils feel safe (e.g. Incidents of prejudiced based bullying recorded)
- the extent to which pupils from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the school and
- the wider community (e.g. participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils)
- attendance data for all pupils and for particular groups (e.g. extended leave/mobility issues for particular groups of pupils)
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback)

Publication

The Governing Body of Ladymount Catholic Primary School will publish evidence of compliance with the 2010 Single Equality Duty, annually.

The three areas of the Equality Duty that the school will report on are:

- Eliminating discrimination and other conduct that is prohibited by the Act.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all characteristics-between people who share a protected characteristic and people who do not share it.

All documents will be published on the School website, www.ladymount.wirral.sch.uk

A dedicated page will be established to publish school policies and supplementary documentary evidence.

File copy will be maintained by School Office.

The following information will be evidenced within the published documents:

- Evidence that the school is aware of the requirements of the Act,
- Copies of relevant policies,
- Attainment data which shows how pupils with different characteristics are performing
- Evidence of the responses made to the analysis of attainment data

- Evidence that 'due regard' is being taken in relation to the importance of advancing equality of opportunity.

The following information will be available on request:

- Governors' minutes when duties under the Act have been discussed.
- Evidence of staff training on the Single Equality Act and its implementation with the school.
- Monitoring reports of equality issues.
- Evidence of methods of advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Evidence of what steps have been taken to meet the needs of particular people who have particular characteristics.
- Evidence of encouraging people who have a particular characteristic to participate fully in any activity.
- Evidence that demonstrates the school is working to foster good relationships across all the characteristics.
- Consultation with stakeholders to address any issues.
- Chosen objectives that best suit their individual circumstances and contribute to the welfare of their pupils and the school community.

Publication in future years will include evidence of the steps being taken and progress made towards meeting the equality objectives that the school has already set.

The School's Aims in Responding to the Act

The Governing Body of Ladymount Catholic Primary School will seek to ensure that discrimination does not take place against anyone, either staff or pupil, on the grounds of their gender, sexual orientation, race, colour, religion, nationality, ethnic or national origins.

Ladymount Catholic Primary School believes that all pupils have the right to the best education we can provide, with access to the full range of educational activities.

Ladymount Catholic Primary School believes that all staff, teaching and support have the right to equal opportunities of employment and will not be discriminated against as a result of their gender, sexual orientation, race, religion, nationality, ethnic or national origins.

- We do not tolerate any form of racism or discriminatory behaviour and will act immediately to deal with and prevent any further incidents.
- We promote a culture of fairness and justice to all.
- We aim to promote positive social attitudes and respect for all.
- We are committed to equality, justice and recognition of the unique value of every member of the school community.

- We strive to develop pupils who are confident, strong and self-affirming and who are receptive and generous towards other identities and cultures.
- We will not permit anyone, either staff or pupil, to subject another to harassment or to create an intimidating, hostile, degrading, humiliating or offensive environment.
- We will not allow behaviour which violates another's dignity.
- We celebrate the cultural diversity of our community and show respect for all members of our community.

The Governing Body:

The Governing Body will ensure that all pupils have equal access to the full range of educational opportunities provided by the school and will seek to remove any forms of indirect discrimination that may form a barrier to learning.

They are committed to preparing the pupils of Ladymount Catholic Primary School for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour.

The Governing Body will ensure that the curriculum reflects the attitudes, values and respect that we have for all individuals and cultural groups. We will encourage the pupils to explore fully the origins and differences of all religions, nationalities and ethnicities in order to develop their better understanding of the world wide community.

The Governing Body will ensure that all recruitment, employment, promotion and training systems are fair to all, and provide equal opportunities for everyone to achieve their potential regardless of their gender, sexual orientation, race or nationality.

The Governing Body will ensure that people with disabilities are not discriminated against and that all reasonable steps are taken to ensure that the school environment gives equal access to people with disabilities.

The Governors recognise that it is vital that all staff, teaching and non-teaching, understand the need for the promotion of equality in education. They will seek to ensure that suitable training and support is given to members of the school staff to fulfil their professional duties in line with school policy.

The Governing Body will be sensitive to and support all cultural, ethnic and religious backgrounds of the school staff.

The school uses a Racial Harassment Incident Form to record any incidents of racist behaviour and will report the number and nature of any incidents to the Governing Body.

The Headteacher:

The Headteacher will ensure that the Single Equality Policy is adhered to throughout the management, curriculum and ethos of the school community.

The Headteacher will ensure that all staff are aware of the school policy and that all staff apply the guidelines fairly in all situations.

The Headteacher will ensure that the school curriculum promotes respect for other cultures, religions and nationalities and will ensure that all classroom resources and materials reflect the diverse nature of the school community and have respect for the sensitivities of all members of the class.

The Headteacher will ensure that all appointments made to the school will have given due regard to the policy and that no-one is discriminated against on the grounds of gender, sexual orientation, race, ethnic or national origins.

The Headteacher will have strategies in place to deal with any incident and recognises that these may take many forms including verbal or physical acts, rejection, unwelcome and negative comments.

The Headteacher will treat all incidents of unfair treatment and any racist or discriminatory incidents with due seriousness. The Headteacher will present a termly report to the Governing Body on the nature and number of any such incidents.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Policy and procedures
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- be aware of the procedures for reporting incidents of racism, harassment or other forms of discrimination
- ensure that those with protected characteristics are not discriminated against and are given equality of opportunity
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- ensure that pupils from all groups are included in all activities and have full access to the curriculum
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be made aware of any relevant part of the scheme, appropriate to age and ability
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society
- understand the importance of reporting prejudiced based bullying/ incidents

- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Monitoring and review:

The Governing Body is responsible for monitoring the Single Equality Policy and for ensuring its effectiveness in the daily life of the school community.

The monitoring process will include:

- Reviewing all school appointments to ensure the policy has been fairly applied
- Requiring the Headteacher to present a termly report to the Governors on any incidents covered by the Policy
- Monitoring the progress of pupils of protected characteristics
- Taking into serious consideration any complaints regarding equal opportunities from parents/carers, staff or pupils and the wider school community
- Monitoring all school policies to ensure that they are fairly applied to all staff, pupils and the wider school community.

When necessary the Governing Body will initiate an investigation into any reported incidents and will inform the LA of any concerns raised.

All such actions of the Governing Body will be recorded appropriately.

Please refer to associated policies as published.

Associated policies are available to view on the school website and from the school office upon request:

- Community Cohesion
- Anti-Bullying
- Behaviour Management Policy
- SEN
- Sex and Relationships
- Accessibility Plan
- Complaints Policy
- Home School Agreement leaflet

Appendix 1

Equality Legislation

This equality scheme responds to the current equalities legislation.

- The 2010 Single Equality Act is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- a) Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007

The Act sets out that it is unlawful for schools to discriminate against a person:

- in the terms on which it offers to admit him/her as a pupil;
- by refusing to accept an application to admit him/her as a pupil, or
- where he/she is a pupil of the establishment:
- in the way in which it affords him/her access to any benefit, facility or service,
- by refusing him/her access to a benefit, facility or service,

- by excluding him/her from the establishment,
 - by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.

Appendix 2

1. Acts of Worship

The Act contains a general exception to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. The daily act of collective worship is not covered by the religion or belief provisions, which means that schools are not acting unlawfully where provision of an equivalent act of worship for other faiths is not undertaken.

The character and content of collective worship in a Voluntary Aided school continues to be determined by the Governing Body and for a VA school with a religious character such will be in accordance with the school's Trust Deed or in accordance with the beliefs of the religion or denomination specified for the school. For Catholic schools this means compliance with the teachings of the Catholic Church.

Schools are also free to celebrate religious festivals particular to their tradition and would not be discriminating against children of other faiths by, for example in a Catholic school, putting on a nativity play.

2. Employment

All of the current characteristics in Catholic schools are covered by the employment provisions of the Act. It provides that for schools with a religious character it will not be unlawful discrimination to do things permitted by the School Standards and Framework Act 1998 and the 2006 Education and Inspections Act. The existing exemptions as they relate to schools with a religious character are therefore retained.

This means for Catholic schools that, in common with other voluntary aided schools with a religious character, they may give preference in connection with the appointment, remuneration or promotion of teachers at the school, to those whose religious beliefs or religious practice is in accordance with the tenets of their denomination, ie the Catholic faith. This extends to the posts of Headteacher, Deputy Headteacher and Head or Co-ordinator of Religious Education which (cross refer the Bishops' Memorandum on Appointment of Teachers to Catholic Schools) must be filled by baptised and practising Catholics ¹. Likewise Governing Bodies in Catholic schools may give similar preference to those who give or who are willing to give religious education at the school in accordance with the tenets of the Catholic Church ².

Preference can also be given to practising Catholics in non-teaching posts where there is a genuine occupation requirement ³. (See Appendix A)

The conduct of a teacher which is incompatible with the precepts of the Church, or which fails to uphold its tenets, may be taken into consideration in determining whether the teacher's employment should be terminated ⁴. In addition, the Governing Body of a Voluntary Aided school, (like other schools with a religious character) has the power to dismiss a Religious Education teacher, without the consent of the Local Authority, on the grounds that s/he fails to give religious education efficiently and suitably ⁵.

Legal Data:

¹ *Section 60, School Standards and Framework Act 1998*

² *Section 60, School Standards and Framework Act 1998*

³ *Section 37, Education and Inspections Act 2006*

⁴ *Section 60, School Standards and Framework Act 1998*

⁵ *Section 58, School Standards and Framework Act 1998]*

3. Admissions

In Catholic Schools the Governing Body is the Admissions Authority for the school and makes decisions as to admissions arrangements. It is their duty to ensure that such arrangements are compliant with the Admissions Codes and other relevant legislation. Further that:

- admissions criteria are clear, fair, objective and transparent
- arrangements are as simple as possible
- all parents' preferences are treated on an equal basis
- no discrimination is applied on the basis of race, sex (save in single sex schools), disability, gender reassignment, pregnancy and maternity, religion or belief and sexual orientation

However, in a Catholic school priority can be afforded to Baptised Catholic children where the school is oversubscribed and that action is in accordance with the school's published admissions policy. In addition, and for all schools, age is not a protected characteristic in relation to pupils so allowing schools to admit and organise pupils in age groups.

4. Curriculum

The DfE guidance makes clear that, like all schools, schools with a religious character have a responsibility to the welfare of children in their care and to adhere to curriculum guidance, it goes on to say that, provided their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Sex and Religious Education (SRE) then schools should not be acting unlawfully. The DfE guidance highlights the relationship between protection because of sexual orientation and protection of religious freedom.

Appendix 3

Definitions of the Protected Characteristics

Race includes colour, nationality and ethnic or national origins. The Equality Act replaces the Race Equality Duty.

Disability – the disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). However, the general definition of disability is less restrictive. Failure to make reasonable adjustments can no longer be defended as justified. Schools will (when the Act is fully implemented), be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not supplied through Special Educational Needs statements. The Act replaces the Disability Equality Duty. Schools generally must try to ensure that disabled pupils and employees play as full a part as possible in school life. The reasonable adjustment duties on schools are intended to complement the accessibility planning duties and the existing SEN statement provisions which are part of education legislation. Schools are required to carry out accessibility planning for all disabled stakeholders and must implement these accessibility plans.

Sex – pupils and employees of one sex must not be singled out for different or less favourable treatment. Gender equality must still be promoted but this Act replaces the Gender Equality Duty. The Act makes an exception to single sex sporting activities, when a judgement should be made as to the physical disadvantages of particular groups of pupils.

Religion or belief is defined by the Act as being any religion or belief including philosophical belief. The lack of religion or belief is also a protected characteristic. Religion include all major faith groups and denominations or sects. Belief includes non-religious worldviews such as humanism but not political beliefs such as communism.

Sexual orientation refers not only to the pupils' and employee's sexual orientation but also to the children and partners of gay, lesbian or bi-sexual parents. It is recognised that many people's views on sexual orientation and sexual activity are grounded in their religious beliefs but this is not accepted as an excuse for allowing discrimination to continue.

Pregnancy and maternity – the Act applies to pupils and is a new area of equality legislation. It is acknowledged that it is relatively rare for primary aged pupils to become pregnant, though possible and these cases will be handled with sensitivity and discretion on an individual basis. **(Note – employees are covered by separate Maternity & Paternity policies).**

Gender reassignment – this is a new provision for pupils. It is also acknowledged that it is relatively rare for pupils, particularly very young pupils, to be in a programme for gender reassignment, but when a pupil does choose to go along this route, it is acknowledged that a number of issues will arise which will need to be sensitively handled.

Appendix 4

THE 2010 EQUALITY ACT: UNLAWFUL BEHAVIOUR

There are four ways in which unlawful behaviour may occur:

- **Direct discrimination:** This means treating someone less favourably than others would be treated in the same or similar circumstances on the grounds of race, sex, etc.
- **Indirect discrimination:** This means applying a requirement or condition which cannot be justified to all groups but which has a disproportionately adverse effect on one group because the proportion of that group which can comply is smaller than the proportion of the group(s) which can comply with it.
- **Victimisation:** This occurs when a person is treated less favourably than other persons would be treated because that person has done a for example 'protected act' under the Equal Pay Act, Sex Discrimination Act, Race Relations Act or Employment Equality Regulations, for example, by bringing forward proceedings or giving evidence or information.
- **Harassment:** Harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional. However, the key issue is not simply the intention of the offender but the behaviour on the person receiving it.

In all cases transgressions will be fully and properly acted upon using the appropriate procedure.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil –

- In relation to admissions
- In the way it provides education for its pupils
- In the way it provides pupils with access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

It is now unlawful -

- For employers to ask health related questions of applicants before a job offer.
- To discriminate against a transgender pupil or employee.
- To discriminate against a pupil who is pregnant or has recently had a baby.
- To victimise a child for anything done in relation to the Act by their parent or sibling.

New positive action provisions allow schools to target measures that are designed to alleviate disadvantage experienced by, or to meet the particular needs of, pupils with particular protected characteristics.

The law on disability discrimination is different from the rest of the Act in that it protects disabled people and allows schools to treat disabled pupils and employees more favourably than non-disabled pupils and employees. The reasonable adjustment duty is extended to require schools to provide auxiliary aids and services to disabled pupils and employees. (Not yet implemented).

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

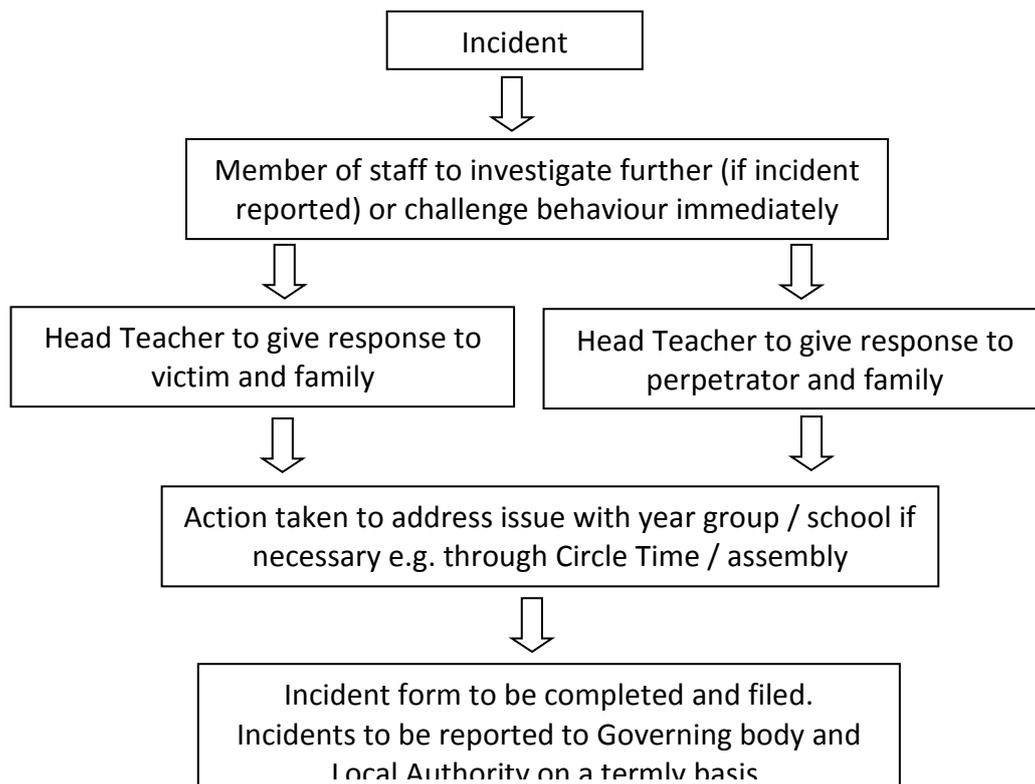
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



Appendix 5

How the Act will be enforced

Discrimination claims – court proceedings:

- Proceedings in relation to a contravention of the education provisions of this Act will be brought in a county court by the pupil, or in the pupil's name.
- Proceedings must be brought within 6 months of the date of the act to which the claim relates
- If the court rules that there has been a contravention then it has the power to award an appropriate remedy including an award of damages.

Discrimination claims – tribunal proceedings for disability cases:

- Specialist tribunals which have experience and knowledge of disability issues will hear cases of contravention of the education provisions on grounds of disability. In England this will be the First-tier Tribunal.
- Claims of discrimination or harassment against a pupil by a school will be made to the tribunal by the parent of the pupil.
- Claims have to be brought within 6 months of the act to which the claim relates.
- If the tribunal rules that there has been a contravention then it has the power to make an order of a remedy. Such a remedy will be with a view to removing or reducing the adverse affect on the pupil concerned.

Burden of proof

- A new provision for schools is the reversal of the burden of proof in cases of contravention of the Act's provision in both court and tribunal cases. This brings education in line with the rest of the legislation. It means that if a complainant can establish facts which could lead to the conclusion that an act of discrimination has taken place, then it will be down to the school to show that the reason for what happened was something other than discrimination.
- It is hoped that any pupil who believes they have experienced discrimination will first work with the staff and Governors of the school to identify and rectify the perceived problem.
- Normal complaint procedures will be followed to attempt to resolve all issues prior to formal steps.
- Evidence must be retained of all measures and steps taken to identify or correct any incidents.

Education specific employment provisions

- All of the protected characteristics, including age, are covered by the employment provisions of the Act.
- A school must not discriminate against a potential employee or an existing employee in respect of any of the particular characteristics already identified or in respect of the benefits, facilities or services it offers.

- Harassment against potential or existing employees in relation to any of the protected characteristics is also unlawful.
- Victimisation of any person who has done a protected act is also unlawful.
- Schools must make reasonable adjustments in relation to disability for their employees or potential employees as for their pupils.
- They must make reasonable adjustments to arrangements or practices to alleviate disadvantage and must take reasonable steps to provide any necessary auxiliary aids and services.
- School has a duty to consider alterations to physical features of the school where that is reasonable to avoid disadvantage caused by disability.
- A new provision introduced by the Act makes it unlawful for an employer to ensure about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work.

Appendix 6

Annual report on equality information for Ladymount Catholic Primary School. January 2016

Profile of year groups:

| Group | Age | Girls | Boys | Total |
|--------------|-------------|--------------|-------------|--------------|
| F2 | 4-5 years | 22 | 21 | 43 |
| Y1 | 5-6 years | 19 | 22 | 41 |
| Y2 | 6-7 years | 25 | 17 | 42 |
| Y3 | 7-8 years | 22 | 23 | 45 |
| Y4 | 8-9 years | 21 | 25 | 46 |
| Y5 | 9-10 years | 23 | 21 | 44 |
| Y6 | 10-11 years | 19 | 20 | 39 |
| TOTAL | | 151 | 149 | 300 |

Age

The staff profile is not more representative of any age group more than another.

Special Educational Needs

Currently on roll we have 22 pupils deemed to have Special Educational Needs (SEN), of whom 15 are boys and 6 are girls.

1 child (a girl) has a Statement of SEN

2 children (both boys) receive individual funding (IPFA) for SEN

Disability

Of the pupils currently on roll we have:

1 child who is visually impaired

1 child who is hearing impaired

1 child who has learning disabilities.

2 children who have social and communication difficulties.

There are no children with physical/motor disabilities

One member of staff identifies themselves as having a disability.

An accessible toilet is available and used by parents and visitors to the school.

The potential issues with accessibility which would affect staff and pupils in school are the steps to the entrance at the rear of the school, currently used by KS2. There are currently no wheel chair users among pupils or adults. There is disabled parking and access available and also access via ramps.

There are a very small number of pupils (fewer than 3) whose long term health issues have had an impact on attendance. This number is not published, to preserve anonymity.

Data from Raiseonline (October 2015) shows that attainment of the pupils requiring SEN support at the end of Key Stage 2 is in line with National Averages, with achievement of these pupils particularly strong in Reading and Writing as the percentage exceeds the National Average.

Gender reassignment

No data is collected by the school about gender reassignment among the pupil or staff population.

Race

The majority of children at the school are white British, and after that children are drawn equally from a variety of ethnicities and mixed races.

Black Minority Ethnic

There are currently 12 children who view themselves as Black Minority Ethnic which is 4% of the total pupils on roll.

English as an Additional Language

There are 21 children currently on roll who have English as an additional language = 7% of the school population. Of the 58 first community languages spoken by children in Wirral Authority, 8 are spoken by pupils at this school. Racist incidents at the school are rare and are reported to the Governors and Local Authority.

There are 37 members of teaching and non teaching staff of which 35 are white British and speak English as their first language. The ethnicity of one member of non teaching staff is Black African, the ethnicity of another is Asian and English is an additional language for both of these members of staff.

Our children of any other ethnicity show at least average trends in progress, and in many cases above average, and there is no pattern of underachievement for any statistical groups of BME pupils.

Attendance rates for BME children and EAL children are in line or above the expected rate.

The school has no fixed term exclusions to identify a trend relating to Ethnicity.

Religion or Belief

The majority of pupils (75%) are Baptised Catholic. The next most prevalent religion is Christian (12%)

No religion (9%)

Muslim (3%)

Other (1%)

The school's dress code is culturally sensitive towards school uniform, in accordance with DfE guidance.

Of the 33 members of staff, 15 are Catholic with the rest being Church of England and one member of staff is Muslim.

Sex

When looking at the proportion of pupils achieving or surpassing Level 4 in Mathematics, Reading and Writing at the end of Key Stage 2 there is a small gender gap with the girls outperforming the boys (3% difference in Mathematics, 1% difference in Reading and 6% in Writing). 100% of boys and girls made expected progress in Writing with only a marginal difference between boys' and girls' progress in Reading. The percentage of girls making expected progress in Mathematics was particularly strong. Source: Raiseonline data (October 2015)

The staff population is significantly more female than male, with 88% of the 33 members of teaching and non teaching staff being female.

The number of exclusions is too low to form a statistical group or report on a gender trend.

(Sources: SIMS analysis, teacher analysis)

Sexual Orientation

No data about the sexual orientation of pupils, parents or staff is collected or held by the school. Homophobic incidents are rare in this school and are reported to the Governors and Local Authority.

Marriage and civil partnership

When information about changes in marital status or home circumstances is communicated to school it is recorded in SIMS. Any changes to contact details are recorded in SIMS.

No data is collected by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

(Source: school admin procedures)

Pregnancy and maternity

For staff, the school has developed flexible policies with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting covered in Maternity and Paternity Policies

(Source: school admin procedures)

Vulnerable groups

There are currently two Looked After Children on roll and one previously Looked After child.

There are no traveller children attending the school and two children have parents in the forces.

Bullying and discrimination

Date will be recorded on any identity based bullying, homophobic language or gender based bullying as required.

Appendix 7 - ACTION PLAN January 2016

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below. You may also wish to cross reference the action plan with actions in other documents e.g. School Improvement Plan / Accessibility Strategy / Special Educational Needs Policy.

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Early success indicators |
|-----------------|--|---|--------------------------------------|---|--|
| All | Publish and promote the Equality Plan through the website, newsletter and staff meetings. | | Head Teacher | February 2016 | Staff are familiar with the principles of the Equality Policy and use them when planning lessons, creating class room displays Parents are aware of the Equality Policy |
| All | Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. | Achievement data analysed by race, gender and disability | Headteacher / Staff & Governing body | Termly through data analysis / Target Tracker | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for all measured groups |
| All | Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. | Increase in pupils' participation, confidence and achievement levels | Head Teacher / Subject co-ordinators | Ongoing | High participation and confidence of targeted groups |
| All | Recognise and represent the talents of disabled pupils in curriculum programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender. | All pupil groups are represented in curriculum programmes | Teachers | From Jan 2016 | All pupil groups are represented in curriculum programmes |
| All | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, disability and ethnicity. | Pupil participation, confidence and positive identity – monitor through PSHE & RE | Head Teacher and Governing Body | Ongoing | More diversity reflected in school displays across all year groups |

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Early success indicators |
|--------------------------|---|--|--|--|---|
| All | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in Eco Reps, Mini Vinnies, House Captains, fund raising, class assemblies, attendance at Extra Curricular Clubs etc. | Contributions to the various areas of school life monitored by race, gender, disability, sexual orientation. | Pupils and teachers in charge of monitoring various areas. | From Jan 2016 | Diversity in contributions made. |
| Race Equality Duty | Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis. | The Head Teacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? | Head Teacher / Governing Body | Reporting: Termly | Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body |
| Disability Equality Duty | Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates. | Monitoring of applications by disability to see if material was effective | Lead Governors on Special Educational Needs & Disabilities | Whenever Governor vacancies become available | More applications from disabled candidates to be School Governors |
| Community cohesion | Celebrate cultural events throughout the year to increase pupil awareness e.g. Diwali, Christmas and appreciation of different communities through links with partner school in India. | Pupil responses in Circle Time, RE, PSHE | Headteacher / Teachers | Ongoing | Increased awareness of different communities. |