

St Anne's and St Joseph's RC Primary School, a Voluntary Academy

Equality Scheme 2024-26

Approved by:	LGB	Date: January 2025
Last reviewed on:	April 2026	
Next review due by:	31.08.2026	

With love and faith, we achieve together.

For we are nothing without Christ.

Nihil Sine Christo

Policy Statement

At St Anne's and Sy Joseph's RC Primary School, we will work together to achieve our aim of being a fully inclusive and accessible school where all pupils can engage in a curriculum that meets their needs and where governors, staff, parents and carers contribute to achieving this aim.

As a school we ensure that all pupils and staff are treated fairly and equally. All pupils have equal rights to access all areas of the curriculum, regardless of race, gender and disability. The leadership and all staff endeavour to provide the appropriate provision for this to occur.

- a) In accordance with our Mission Statement and school values and school ethos we will:
 - to respect the equal human rights of all our pupils;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community
- b) We will assess our current school policies and practices implementing all necessary resulting actions in relation to:
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
 - ethnicity,
 - religion or belief, and
 - socio-economic background.

Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

Community Cohesion

St Anne's and St Joseph's RC Primary School is as a Catholic Academy within Romero Catholic Academy Trust, the religious character of which inspires, unifies and shapes every aspect of school life. Our school has strong links with Salford Diocese, our parish and the wider community. We are a vibrant multicultural, multi-ethnic and multi-faith inclusive Catholic school. We know our children well and welcome children from a diverse community, including International New Arrivals.

Many of our children have complex needs and many come from homes which may be experiencing challenge or trauma. We celebrate diversity and appreciate that our intake adds a valuable dimension and contribution to our ethos. A high proportion are not of the Catholic faith therefore we have adopted a more explicit approach to multicultural teaching and learning to prepare them for their diverse world, with many cultures and beliefs. The social context of the area indicates that we are in a disadvantaged and deprived area of Accrington. This shows itself in the percentage of pupil premium eligibility and the proportion of pupils recognised as having additional educational needs is above national average and rising.

Responsibilities

The governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Executive Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping
- taking up training and learning opportunities.

Mrs. Colbeck and SLT are responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

Staff development

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

- Training is provided for all staff on Safeguarding and Child Protection
- Staff meetings have agenda items, within a cycle, relating to equality, safeguarding, racist incidents and policy review
- Leaders in PSHE and RE have access to subject training which they disseminate to staff

Publication and review

This equality scheme fulfils statutory requirements under the terms of legislation. As a public document, the school governors publish it by making it available on request and by being available for viewing on the school website.

The scheme will be kept under regular review for three years and then replaced in September 2027.

Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter at the end of each school year. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

How we conduct equality impact assessment

As a school we carry out rigorous monitoring and analysis of all pupils and their progress half termly, termly and annually so the Head teacher, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis by the Head teacher, SLT, SENCO and subject leaders we are aware of any groups or individuals who are not making at least expected progress.

Evidence of this process can be found in the SLT office.

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- from the monitoring and analysis of pupil progress including the monitoring of all identified groups.
- from the following data- IDSR, Trust data analysis, Insight tracking, schools own tracking system, pupil progress and teacher assessment records, pupil files. SEN and behaviour files
- from involving relevant people (including disabled people) from the start in consultation and discussion

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,

- sexual orientation and
- age.

Equality Objectives 2025-26

Equality Objectives
To ensure that identified vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.
To raise attainment of the most able pupils throughout the school.
To improve the outcomes for pupils with special educational needs.
To ensure there are adaptations within the curriculum which take into account differences in life experiences, outlook and background as well as any individual needs.
To increase the understanding and respect for different cultures and religions from their own.
To improve access and make positive reasonable adjustments for disabled pupils and disabled parents of the school.

Accessibility Plan 2025-26

Area	Accessibility Objectives:
<i>Increase access to the curriculum for pupils with a disability</i>	<p>Children will access learning in lessons and achieve steps of progression.</p> <p>Children will make high levels of progress in line with their SEND needs.</p> <p>The school recognises and values all forms of achievement. We will monitor and analyse pupil performance termly, with planned interim reviews in addition to formal pupil progress, to ensure that no pupils are disadvantaged, and intervention and support is planned and adapted as necessary.</p> <p>Regular CPD will be provided for staff to ensure consistent good practice.</p> <p>Disparities which are identified will be addressed through targeted curriculum planning, teaching and support.</p>
<i>Improve and maintain access to the physical environment</i>	<p>School will use best endeavours to ensure the physical environment is accessible for all.</p> <p>We will review access and make positive adjustments for disabled pupils as required. This may require additional advice and support from Trust Estates staff and wider professionals (SEND support, Occupational Health, School Nursing team).</p> <p>Teaching spaces and provision will be reviewed regularly by senior leaders to ensure accessibility is prioritised and appropriate.</p>
<i>Improve the delivery of information to pupils with a disability</i>	<p>To reduce cognitive overload and support children with visual impairment to access information effectively.</p> <p>Interactive TVs will be used to support pupils to access information.</p> <p>Executive functioning strategies and training will be provided to ensure pupils can access information.</p> <p>Adaptations to resources and provision, including but not limited to use of Widget symbols, table top resources, BSL and Makaton and visual cues will be prioritised.</p>

Community Cohesion Plan 2025-26

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

Area	Community Cohesion Objectives:
i) Teaching, learning and the curriculum	<p>Planning a curriculum that meets the needs of our pupils and builds on their experiences and backgrounds will continue to be a priority.</p> <p>RE, Science and PSHE will have key roles in developing awareness of ethical issues, making judgements on moral dilemmas and respecting the opinions and beliefs of others. This will be further enhanced by Philosophy for Children sessions where appropriate.</p> <p>Visits and visitors will enhance these learning opportunities and a whole school calendar of events will be accessible to parents/carers through Class Dojo and on the school website.</p>
ii) Equity between groups in school, where appropriate	<p>Equity occurs where schools prioritise teaching and learning and the school ethos is one that values respect for others.</p> <p>All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.</p> <p>Analysis of data relating to vulnerable groups will be a key focus for pupil progress meetings on a termly basis</p>
iii) Engagement with people from different backgrounds, including extended services	<p>Pupil premium funding provides opportunities for pupils from disadvantaged socio-economic backgrounds to engage in a broader range of activities.</p> <p>To increase the understanding and respect for different cultures and religions from their own through the work of the Diocese in curriculum coverage and half termly Mission and Values weeks.</p>