

St. Thomas More Roman Catholic Academy



SINGLE EQUALITY DUTY 2012/2013
(incorporating Equal Opportunities, Racial Equality and Special Educational Needs and Disabilities (SEND))

All members of our community are given equal opportunities in line with the Single Equality Duty.

THIS COPY:

June 2012

REVIEWED:

28.11.12

ADOPTED BY BOARD OF GOVERNORS/DIRECTORS: 16.01.13

St. Thomas More R C Academy is a Catholic school, and as such we attempt to follow the example of Jesus Christ in our work, worship and relationships.

Our aims are:

- to be a prayerful community based on Christian values, notably Love, Justice, Peace, Truth and Tolerance, and to encourage individuals in their commitment to these ideals.
- to provide a secure, welcoming and ordered environment in which individuals learn to value and respect both themselves and others.
- to give individuals the opportunities to develop their full potential as human beings, and to encourage and challenge them to do so.
- to encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity. to help children grow into confident, open, resourceful young people with a sense of responsibility and of service.

This information aims to bring together equality strands in one harmonised document and sets out our school commitment to ensuring that there is no discrimination on the basis of race, disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief (except that which is permissible due to the Catholic nature of the school) and transgender. Our Equality Objectives will detail how we will be working to improve our provision and planning with regard to these issues. Our approach promotes fairness and equality of opportunity as well as celebrating diversity for all people.

What do we mean by Equality and Diversity?

Equality refers to making sure that all groups within our school community benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

This Scheme applies to our

- Students
- Staff
- Governors

- Parents/Carers
- Visitors
- Members of the community who use or wish to use the school facilities

Profile of our School

We are an 11-18 mixed comprehensive serving the Catholic population of North Tyneside, and there are seven primary schools in our pyramid. The school was established in 1988 to serve primarily the Catholic communities within St Oswin's Deanery. The wide catchment area provides us with a well-balanced, genuinely comprehensive intake, which we believe to be one of our many strengths. There are over 1658 on roll, including more than 335 students post-16. We now admit around 270 children each year, and the staying-on rate into our Sixth Form is consistently around 65%.

Some key statistics about our school:

The current census information will show exact figures for each classification. In 2012, some key figures were as follows:

Students (1658 students on roll):

- 49% are male, 51% female
- 6.8 % are from BME communities
- 1% report themselves as having a long-term limiting illness or disability
- 75% are Catholic; 14% are Christian; 1% are Muslim and 10% No Religion

30 % of our children live in wards of the local authority considered to be in the 10% poorest wards in the country; 50% of our children live in wards amongst the 20% poorest in the country.

According to our quality of school life survey and our Be Spirited survey, our children feel safe and happy at school (95% plus in both surveys)

Staff (191 including teachers and support staff)

- 29.9% are male, 70.1% are female
- 97.4% White/British; 2.1% White/Irish; 0.5% Any Other Background
- 47% of our Teachers are Catholic
- 3% report themselves as having a long-term limiting illness or disability

Roles and Responsibilities

Governors are responsible for:

- ensuring that the school complies with all equality legislation.
- approving and adopting the schools single equality scheme
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved
- a named governor will have responsibility for monitoring equality outcomes

The Leadership Team of the school is responsible for:

- promoting the single equality scheme both inside and outside the school
- ensuring that all staff fulfill their role with regard to delivering equality
- providing reports to the governing body and staff on how the scheme is working
- taking appropriate action where discrimination occurs

Parents/Carers will:

- have access to the scheme and 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

Staff and students are responsible for:

- engaging with the school in eliminating any discrimination
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

Visitors to our school will be expected to respect and follow our equality policy.

Monitoring and Reviewing

This single equality policy will run for three years but will be reported upon annually to the Governing Body.

The School Development Plan will have due regard to this policy and ensure that actions improve Equality issues. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce.

This policy, to meet the Single Equalities Duty, will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments will be used to inform future planning and decision-making.

The Headteacher/Leadership Team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans.

Equal Opportunities

We are committed to the principle of equality of opportunity, regardless of gender, race, ability or background for all members of the school community. This should be interpreted in the context of our Mission Statement and is implicit in the ideals and values outlined.

All children have equal access to the curriculum and all courses are equally available to girls and boys and children from any background.

What this means in practice

Classroom Teachers:

Ensure that children are given equality of opportunity by:

The teaching programme: ensuring a balance of content that will appeal to boys and girls, and drawing upon the richness of our cultural diversity. Lesson plans are designed to allow for differentiation, so that the very able and those students experiencing difficulty can feel involved.

Classroom management: students are arranged in ways that prevents one gender or group of students from dominating the room or the teacher's attention. Appropriate arrangements are made for those with special needs. Resources available are accessible by all students in that class.

Teaching style: Boys and girls are encouraged equally. There is a balance of how often the teacher responds to each gender or ability group.

Form Tutors:

Ensure that children are given equality of opportunity by:

- Registers: being listed alphabetically and not by gender, surnames of children from varying ethnic groups are written down appropriately. For example knowing which name should be used for a particular child.
- Form group arrangements: appropriate seating arrangements.
- Expectations: all members of the form are expected to perform to their capacity regardless of gender or origin.

Year Tutors:

Ensure that children are given equality of opportunity by:

- Reports: where a child has parents who have a different mother tongue to the language of the report, Tutors check to see that the report can be interpreted.
- Expectations: set high expectations of students, regardless of their origins, gender or ability. (This also applies to expectations of children from various backgrounds.)
- Communications with parents: check the correct form of address for parents (Mr. and Mrs; Mrs; Ms; Miss; etc) and the surname.

Racial Equality

St Thomas More is committed to do all in its power to eliminate racism and racial discrimination, either direct or indirect in every area of its responsibilities.

St Thomas More recognises that Black and other minority ethnic communities are not homogenous. Different communities and individuals in these communities have

differing needs. The school recognises that needs should not be defined by stereotyping or presumptions.

The school will aim to:

- Promote race equality throughout the whole school
- Promote good race relations at all times
- Challenge racial discrimination

Leadership, Management and Governance:

St Thomas More is committed to establishing clear guidance to enable its approach to racial equality to be implemented throughout the school. In order to do this we will:

- Be proactive in promoting racial equality and good race relations and tackling unlawful racial discrimination
- Encourage, support and enable all students and staff to reach their full potential
- Work in partnership with parents and the wider community to tackle racial discrimination and establish, promote and disseminate racial equality good practice
- Ensure that all governors, staff, visitors, students and parents adhere to the policy.

The school will also ensure that the following responsibility areas are fulfilled:

The Governing Body will:

- Ensure that the school complies with the Race Relations legislation, including their general and specific duties
- Ensure that the policy and its related procedures and strategies are implemented
- Give details of the governor who has lead responsibility for racial equality.

The Headteacher will:

- Along with the governing body, ensure that the policy and its related procedures and strategies are implemented
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- Take disciplinary action against staff or students who racially discriminate

The school will ensure that the Headteacher will provide:

- Details of the person responsible for co-ordinating racial equality work
- Details of the person responsible for dealing with reported incidents of racism and racial harassment

The school will ensure that all staff know how to:

- Deal with racist incidents, and know how to identify and challenge racial bias and stereotyping
- Proactively not discriminate on racial grounds
- Keep up to date with race relations legislation by attending training and information events organised by the school or LA or other providers

The school will ensure that teaching staff:

- Ensure that students from all racial groups have full access to the curriculum
- Promote racial equality and diversity through teaching and through relations with students, staff, parents and the wider community.

The school will ensure that visitors and contractors:

- Comply with the school's race equality policy.

The school will ensure that the students:

- Will respect and value one another
- Will respect and value differences of each other within the school and wider community
- Who are victims of bullying are supported and counselled
- Who are perpetrators are challenged and supported to change their behaviour
- Understand that anti-social behaviour will not be tolerated

Monitoring and Assessment

St Thomas More will carry out its duties in relation to assessing and monitoring the impact of this policy on students, staff and parents from different racial groups through the school's planning and review processes. Relevant areas include:

- Using ethnic monitoring data to monitor the attainment and progress of students and set targets for removing any identified disparities between different groups of students
- Ensuring that ethnic monitoring data on admissions, attendance, exclusions, sanctions and rewards will be used to inform planning and decision making
- Regularly reviewing, monitoring and assessing all policies and strategies for their effectiveness in (1) eliminating racial discrimination (2) promoting racial equality and (3) promoting good race relations
- Building racial equality questions into school self-review and evaluation frameworks
- Using the results of reviews and assessment to inform planning and decision making.

Special Educational Needs

The Special Educational Needs and Disabilities (SEND) Department supports the stated aims of the school, to give each individual the opportunity to develop their full potential, by the identification of, assessment of and provision for students with learning difficulties and disabilities. The Department draws upon current Government legislation, Guidance and Local Authority advice.

Meeting the needs of students with learning difficulties and disabilities is the responsibility of the whole school, supported and guided by the SEND Department. The SENCO is responsible for co-ordinating SEND provision within St Thomas More and for liaising and working with the primary partnership schools and relevant Local Authority support agencies.

The SENCO is responsible for ensuring appropriate Access Arrangements for examinations are made for students with SEND, in collaboration with subject staff and the School Examinations Officer.

The SENCO is responsible to the Leadership Team and the Assistant Headteacher in charge of Student Welfare and Development.

A 'whole school' approach is used in supporting and meeting the needs of students with SEND:

- Information on intake students is shared with staff through SEND Link meetings. Targets and Individual Educational Plans (IEPs) from partnership schools are forwarded to St Thomas More on entry, to ensure a continuity of support objectives. Students may also have additional assessments with regular monitoring of progress.
- For students at Statement and Action Plus on the Code of Practice, individual programme objectives are set and progress monitored. This may be in the form of an IEP or a Pastoral Plan. Subject staff also set subject specific targets.
- Students at Action, on the Code of Practice, have subject specific targets set by subject staff who monitor their progress and are supported by the SEND Department. Progress and concerns are reviewed through subject departmental monitoring and through the SEND Link meetings. Additional review and planning meetings are held as required.
- The views of the students and parents are sought and valued in identifying and meeting the needs of SEND students.
- A major focus of SEND support is the development of basic student Literacy with the aim to facilitate learning in all areas of the curriculum, unless exemption has been applied for and given. Numeracy, Behavioural, Social and Emotional development are additionally supported by the Mathematics Department and the Pastoral System respectively.
- The SENCO is responsible for ensuring that an adequate level of staffing and resources are available within the SEND Department and that the staff have access to training to enable appropriate support within the school.
- The SENCO liaises with the Leadership Team to ensure that appropriate resources and procedures are available in school for students with SEND.
- The Leadership Team and Governors ensure that opportunities are given to all staff working with students with SEND to develop their professional skills through continued professional training. Appropriate training is also offered to the SENCO to enable progression and development of training and provision.

The school is also supported in fulfilling its duties under the Equality Act 2010, by the following policies:

1. Exam
2. Behaviour
3. Bullying
4. CCTV
5. Charging and Remissions
6. Child Protection
7. Collective Worship
8. Community Cohesion
9. Complaints
10. Cover
11. CPD
12. Curriculum
13. Drugs and Alcohol Education
14. Finance
15. Gifted and Talented
16. Health and Safety
17. Home School Agreement
18. Internal Assessment and Appeals
19. No Smoking
20. Pay Policy
21. Performance Management
22. Recruitment and Selection
23. Sex Education (Education for Personal Relationships)
24. Sickness Absence Policy & Procedure
25. Staff Discipline (Capability, Disciplinary and Grievance)
26. Whistle Blowing Policy

These policies are available on the school website, or as appropriate, on request from Mrs McArdle, Head of Governance, telephone number 0191 2588360. Staff may access all policies on the staff only area of the school intranet.

Appendix 1 – Equality Objectives 2012/13

Appendix 2 – Accessibility Plan 2013 / 2016

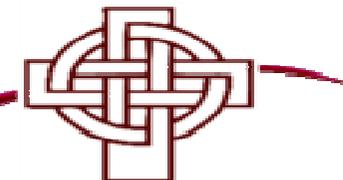
Appendix 3 – School Data 2013

St. Thomas More Roman Catholic Academy

Equality Objectives 2012/13

Objective	Timescale	Resource Implication	Action by	Success criteria
Improve the quality of Equality monitoring	July 2013	Staff time	DD, MHD PRO, LMCA,	Regular analysis of recruitment statistics Audit of postholders in staffing structure Analyse destinations and NEET as per groups included in the duty. Monitor student participation in Diocesan Partnership events.
Improve Equality awareness and access to: <ul style="list-style-type: none"> • Site • Curriculum • Training 	July 2013	Staff time Staffing capacity	DW, PRO, PBr, HMD	Review Accessibility Plan including consultation with stakeholders. Provide staff training as appropriate through Performance Management approach. Improved curriculum offer to meet the needs, interests and aspirations of students
Maintain high performance of all groups in school profile	August 2012 August 2013	Staffing, materials, training, exam entries, targeted funding e.g. Pupil Premium, Summer School funding.	DD, KLG	Exam results show students in various groups achieve in line with or better than expectation.
Continue to improve the variety and quality of provision to promote diversity and tolerance	Ongoing	Staff time	DD SMB PRO	Assembly themes promote diversity and tolerance. Chaplaincy Programme is inclusive. Full student participation in Diocesan Partnership events and LA opportunities.

St Thomas More Roman Catholic Academy



Accessibility Plan 2013 - 2016

All members of our community are given equal opportunities in line with the Single Equality Duty.

REVIEWED: 13.11.13

ADOPTED BY BOARD OF GOVERNORS/DIRECTORS: 04.12.13

ST THOMAS MORE ROMAN CATHOLIC ACADEMY ACCESS PLAN 2013 - 2016

Short Term	Targets	Strategies	Outcome	Timeframe	Impact
	To raise staff awareness of New Code of Practice and associated changes / duties ready for implementation.	SENCo to attend training and deliver staff CPD SEN Link meetings, Information on Intranet.	Staff will be aware of a range of the New Code of Practice and duties. Staff to consider disability /inclusion issues in planning and delivering curriculum.	September 2014	Staff are of changes and duties to be implemented September 2014 and preparation done to embed in practice.
	To screen Years 7 and 9 whole year reading ability to inform identification and support strategies including assessment for exam access arrangements.	NGRT assessment Literacy programmes Assessments for exam Access Arrangements	NGRT used Year 7 and end of Year 9 Literacy support identified. Individual assessments for identified Yr 9 pupils for Exam access arrangements.	July 2014	Students requiring additional support identified and supported. Access arrangements in place to support students with SEND.
	SEND / LDD information to be made available on SIMS system.	Training for SEN TA SEND information input to SIMS system. Review information, including targets. Provision Maps.	SEND information available for staff to access in a secure environment and to use when planning and delivering lessons and activities.	Sept.2013-2014 and added to as needs require.	Staff able to access and use strategies to support student achievement and inclusion. Lessons planned effectively enabling access to curriculum.
	Further develop use of student voice to inform development of Accessibility Plan.	Greater use of Student voice interviews. Pupil Surveys.	Pupil views inform planning and review. Any concerns arising	2013-14 and on-going	Student voice included in monitoring and forward planning.

	Targets	Strategies	Outcome	Timeframe	Impact
Short Term Cont.	Information made available to parent/carers and students using Academy website in addition to written form.	Development of parent/carer and student information including coursework / homework /resources / relevant communications posted by curriculum staff , policies	Adults able to access information. Pupils able to access coursework / homework and resources at home. Staff able to post information and resources for students and / or parents / carers.	2013—14 and updated to as required.	Adults and students able to access relevant information on line and at home and using ICT accessibility as required.
	Liaise with specialist agencies to ensure that strategies used to support emotional wellbeing and teaching and learning are appropriate and updated as required.	Pastoral meetings SEN review meetings, Agency assessment and liaison as appropriate. Strategies given by specialists and implemented by staff. Monitoring as advised. Updated information and strategies made available to staff. Transition information disseminated to staff new intake students.	Identified students supported using personalised strategies and accessing relevant resources as requires. Students included either within educational setting or in alternative settings with advice.	2013—14 and ongoing.	Appropriate support strategies identified and implemented. Increased opportunities for students to be included in learning activities. Relevant monitoring and adjustments made as appropriate.

	Targets	Strategies	Outcome	Time frame	Impact
Medium Term	Enhance provision of specialist equipment e.g. computers, keyboards, lap tops, voice recorders, spell checkers. Adjustable height chairs, specialist ICT equipment available for pupils with disabilities.	SEN to update stock. Departments to be encouraged to purchase appropriate resources and look to increase ICT opportunities within subjects for students requiring scribes/ exam arrangements. Relevant catalogues made available to subject departments	Higher number of students able to access equipment available for use in school or able to be accessed through specialist support teams.	2013—2015 and ongoing	Specialist equipment on site for use where needed. Enhanced access to curriculum and opportunities to present alternative recorded work. Exam Access arrangements in place and practiced.
	Specialist training for SEN staff to add to department and school expertise on up to date strategies to be used across a range of disabilities relating to new category SMHE (Social, Mental and Emotional Health).	Access LA training courses and identify any other training relevant to SEN staff. Link with Pastoral staff and expertise. Staff to disseminate good practise to current and all new staff joining college. Advice and training from specialist outside agencies.	Awareness developed. Strategies available to staff. Pastoral input used to support CPD and staff training, including whole school training.	2013—14 and ongoing .	Staff awareness of new category in COP. Co-ordinated Pastoral and SEN provision. Effective strategies to support student in new category.
	To take account of students and adults with disabilities when organising events and trips.	Forward planning to include accurate SEND and medical information use of interpreters , adult support, mobility issues when using / hiring buses, toileting facilities etc.	Risk assessments undertaken and practical arrangements made where possible to enable safe participation in events.	2013—14 and ongoing.	Students and adults able to access events safely. Develop range of opportunities through positive planning and risk assessment.

	Targets	Strategies	Outcome	Timeframe	Goal Achieved
Long Term	Maintain visual differentiation in areas of risk.	Risings painted and maintained. Visibility strips on stairs. Hazards marked. Staff to risk assess lessons and learning environments.	Assessment annually and maintenance work completed as identified.	Sept 2013—16	Safety adjustments in place enabling safe access and mobility.
	Maintain physical access in and around building	Maintain disabled parking spaces and ramp access points within Academy. Handrails on stairs as advised. Lift.	Access points maintained and used to enhance physical access to building	Sept 2023—16	Safer mobility to entrance and movement around academy site and within classrooms.
	To encourage positive attitudes through developing inclusion in activities, positive visual images and visible role models.	Curriculum resources. Visual display for diversity including student Achievements. Planning for participation and activities with regard to inclusion, health and safety, within Academy, Work Experience, LA and Diocesan events.	Accessibility taken into account when planning activities. Enhanced opportunities for students. Achievements celebrated.	2013—16	Positive attitudes promoted.