

FRANCISCAN PRIMARY SCHOOL & CHILDREN'S CENTRE

Equality, disability and community cohesion and eliminating discrimination and harassment.

Our vision is to provide an education of the highest quality within the context and understanding of shared values; care, consideration, cooperation, honesty, responsibility, respect and openness. Overall as a school we endorse UN Convention on the Rights of the Child (CRC) and this is at the heart of our school ethos: rights and respect in all relationships, whether between children or children and adults. We aim to empower children to engage in collaborative decision making and develop positive relationships on all levels across the school community.

School's Aims and Values

This scheme sets out our commitment to promoting equality and community cohesion and eliminating discrimination and harassment.

At Franciscan School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

The school works actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- Treating all those within the school community (eg pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience. to ensure
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. By equality we include race, gender, sexual orientation, disability, religious belief, social class and age
- Encouraging everyone in our school community to gain a positive self-image and high self esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.

- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

School Context

Franciscan Primary School is a larger than average-sized school for pupils aged three to eleven years. It is situated in the London Borough of Wandsworth. The school is two form entry with 463 full-time pupils on roll in the main school. In addition, the school has a nursery class with 8 FTE pupils. Pupils attend the nursery from the September of the academic year in which they are four years old, and many move into the main school in the September of the academic year in which they are five. The school now offers a Nursery intake in January. We also offer top-up Nursery places, in addition to the funded part time places, at a minimal hourly rate.

Equality Legislation

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Defining Equality and Diversity Equality Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:-

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

2.2 Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture we are able to meet our school's aims and objectives more efficiently. Diversity Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

Roles and Responsibilities

This equality and diversity scheme links to other specific policies and action plans that the school produces including the School Improvement Plan.

This equality and diversity scheme outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. **Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff.**

Introduction to this equality and diversity scheme will be included in induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this scheme in the same way as child protection, health and safety and behaviour policies form part of the induction process.

The Head and Senior Management Team

The Leadership team will demonstrate through their personal leadership the importance of the scheme. They will ensure that all staff are aware of the scheme and understand their role and responsibilities in

relation to it. The Head Teacher will assess and monitor the impact of the scheme and will report outcomes to the governing body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Head Teacher will ensure that the additional resources are used appropriately. They will be targeted on the basis of identified need and outcomes are monitored.

Governors

The governing body has agreed this scheme and will assess and monitor the impact of the scheme annually. One member of the Governing body will have a specific responsibility for monitoring this policy, acting as the designated governor for equality and diversity.

All Staff

All staff - will familiarise themselves with this scheme and know what their responsibilities are in ensuring that it is implemented. Teachers will know the implications of the scheme for their planning, teaching and learning strategies as well as for behavioural issues.

Pupils

Pupils will be made aware of how the equality and diversity scheme applies to them. They will learn to treat each other with respect and have the confidence to report incidents to adults.

Parents/Carers

Parents and Carers will be encouraged to participate fully in implementing the equality and diversity scheme within the school – particularly by reinforcing its ethos at home. Parents/Carers will be invited to comment on the scheme and will be regularly updated on progress.

Training

All staff and governors will receive training on the scheme and their responsibilities. All new staff and governors will have the scheme explained to them as part of induction arrangements. Following revision of the scheme, changes will be communicated to all staff and “refresher” training will be arranged as necessary. Following its formal adoption, all pupils will be given an overview of the scheme and their responsibilities.

Breach of the Policy

We will ensure that all governors, staff, pupils and parents are fully aware of the content of the Scheme and their responsibilities under it. All governors, staff, pupils and parents will be expected to abide by the scheme. All persons covered by scheme will be aware of their responsibility to report any action which constitutes, or could be deemed to constitute, a breach of the scheme – in the first instance to the Head Teacher and or member of the senior leadership team. It will be for the Head Teacher in consultation with other relevant staff, to decide on appropriate response to any breach of the scheme, depending on circumstances and seriousness. This may include amongst other actions:

- Formal or informal warnings (under the School’s Behaviour policy)
- Involvement of Governors
- Fixed term or permanent exclusion
- Where appropriate involvement of outside agencies such as the police

Monitoring, Assessing and Reviewing the Policy

We will monitor the impact of this scheme on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils attainment we will collect information about pupils' performance and progress, analyse it and use it to examine trends in relation to different groups such as free school meals, ethnicity and special needs. To help interpret this information we will monitor other areas that could have an adverse impact on pupil's attainment such as:

- Exclusion
- Harassment and bullying
- Curriculum teaching and learning (including language and cultural needs) and provision for pupils with special educational needs and gifted and talented pupils.
- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
- Support advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our targets and aims. In particular it will help us to:

- Highlight any difference between pupils
- Ask why these differences exist and test explanations given
- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action)
- Rethink and set targets in relevant strategic plans
- Links will be made with Performance Management objectives which will include qualitative information as well as quantitative data
- Take action to make improvements

Behaviour Policy.

Every organisation depends on people behaving in certain ways to achieve its purposes. A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Negative behaviour disrupts these processes.

Pupils at Franciscan are expected to behave in a responsible manner both to themselves and to others, showing consideration, courtesy and respect for other people at all times. We believe in working, as much as possible, on the positive reinforcement of good behaviour. All children have the right to an education and a responsibility to ensure they do not disrupt the learning of others.

We have a behaviour policy that the whole school community are aware of and are expected to promote and maintain. Parents and Carers agree to this through the Home School Agreement.

The School has already a commitment to a policy of equal opportunity for all.

Behaviour or comment against the race, sex or religion of another person is un-acceptable. We do not tolerate bullying or fighting and any such incidents are dealt with firmly. Harassment in any form is not tolerated and within this policy is dealt with firmly and effectively by consistent action.

Community Cohesion

By Community Cohesion the school means working together towards a society in which there is a common vision and sense of belonging by all the communities: a society in which the diversity of the peoples' backgrounds and circumstances are appreciated and valued; a society in which similar opportunities are available to all and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Our activity to promote community cohesion can be grouped under the following areas:

- Teaching, learning and curriculum
- Equity and excellence

- Engagement and extended services
- Staff and Governors

Specific examples of the activities we implement to promote community cohesion include:

- A curriculum provision that supports and promotes high standards of attainment,
- Teaching that supports and promotes high standards of attainment.
- Promoting common values, that enables pupils to understand and comprehend the diversity that surrounds them.
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- cross curricular work that reflects the global aspects of the school and promotes looking beyond the school community and fosters enterprise

Teaching, learning and curriculum

Children are actively engaged in their learning through Assessment For Learning which is evident in most elements of class teaching. Appropriate differentiation offers challenge for more able learners and scaffolding for low attainers. Support is also in place in the form of intervention strategies for children with SEN and targeted support for EAL Learners. A curriculum that reflects and includes pupils' life experience, history and identity.

- Lessons across the schools' curriculum promote common values and help pupils to value differences and challenge prejudice e.g. in RE, SEAL, PSHE, Geography and history topics, becoming a UNICEF Rights Respecting School and also to understand diversity within the UK and the wider world.
- The appeals to raise funds and/or gifts for the NSPCC, an educational institution in a South African Township and other charities.
- Other curriculum links promote cohesiveness, improving our local area, linking with a school in Malawi, comparing and contrasting of places in the UK.
- A networked computer system with internet access that pupils regularly use to support their learning.
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities.
- There is considerable support for pupils for whom English is an additional language to enable those pupils to achieve at the highest possible level.

Equality and excellence

Data is used effectively within the school, and children's progress is monitored closely through regular scrutinisation of books and monitoring of teaching. Data provided by RaiseOnLine and The Fischer Family Trust are used to ensure that all children receive the level of support required to enable them to progress. The data that the school collates throughout the year is also used.

Children are aware of the school behaviour policy and the positive strategies in place as well as the outcomes for displaying poor behaviour and how such behaviour is dealt with.

The curriculum is diverse and themed weeks reflect the nature of the school.

- The school ethos is underpinned through assemblies, collective thoughts and teachers acting as role models.
- Working towards accreditation as a 'Rights Respecting School.'
- Parent/s Annual Survey gives strong feedback to the work of the school in improving our learning environment: caring, nurturing, calm, happy place for their children to be.
- A focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status through data analysis and personalised provision.
- Effective approaches in place to deal with incidents of prejudice, bullying and harassment, such as playground friends, school council work on play provision, ensuring staff are aware of safeguarding procedures
- The schools admission arrangements are fair and transparent.

Engagement and extended services.

We aim to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds. Links are built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity.

- Working with community representatives, for example through mentoring schemes or bringing community representatives into school to work with pupils
- An enthusiastic PTA that organises events for the parent and pupil bodies throughout the year.
- The established Breakfast Club for working parents and signposting to After School Care.
- Strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals
- Engagement with parents through coffee mornings, curriculum evenings, parent and child courses
- Provision of extended services and community use of facilities for activities that take place in and out of school
- Link with extended services and other community groups to allow for planned opening of the school site to the local community so that they can take part in activities and receive services.

Assessing the impact of policies

We will continue to assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies. The main question for assessing the impact of **all** our school's policies -giving special attention to pupils' attainment levels-will include the following:

- Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of pupils are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- Does each relevant policy include aims to deal with pupil attainment differences between pupils? Do our policy aims lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent bullying)?
- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
- Can any action we take be traced back to individual policy aims and related targets and strategies?
- Is the action taken appropriate and effective? Are there any unexpected results? If so how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Does each relevant policy's aims lead to effective action?
- What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions we will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to parents, pupils and staff to find out their needs and opinions
- Carrying out surveys or special research

We will use the results of these assessments to:

- Rethink our equality aims, targets and strategies
- Influence and guide their planning and decision making

We will make this scheme widely available both within the school community and in the wider community so that all the Governors, staff, pupils and parents/carers are aware of it and its contents. We will do this by:

- Formally adopting the scheme at a Governing body meeting and recording this in minutes.
- Providing copies of the adopted scheme for all members of staff
- Discussing the scheme with pupils and making sure they know what it means
- Informing parents that copies are available in the school reception area.
- Where possible, producing the scheme in alternative formats on request.

Disability Equality Action Plan.

Action	2014/15 Target	2015/16 Target	2016/17	Person responsible
To gather and monitor data on disabled pupils and their attainment levels (1)	To make full and effective use of 'p-scale' assessment to evaluate pupil attainment. Identify actions that can be implemented to improve the attainment levels of disabled pupils.	To make full and effective use of 'p-scale' assessment to evaluate pupil attainment.	To make full and effective use of 'p-scale' assessment to evaluate pupil attainment.	Inclusion Manager
Undertake a re-cavass of all existing staff inviting any staff who consider that they have become disabled to submit a self-classification form.	On-going	On-going	On-going	Admin procedures
Encourage all appointees (who have not done so at the recruitment stage) to indicate at induction whether or not they consider themselves to be disabled. (2)	On-going	On-going	On-going	Admin procedures
Continue to monitor the reasons for rejection of disabled applicants.(2)	100% of disabled applicants	100% of disabled applicants	100% of disabled applicants	Head/Governors
To work to support compliance with the following provisions of the "Disability Symbol" (two ticks) scheme:-				
Interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities. (2)	100% compliance	100% compliance	100% compliance	Head
Ensure that at least once a year disabled employees are offered the opportunity of a meeting with a manager/personnel officer to discuss needs for adjustments and their development.(2)	100% compliance	100% compliance	100% compliance	Head
Make every effort when employees become disabled, to make sure they stay in employment.(2)	100% compliance	100% compliance	100% compliance	Head
Take action to ensure that all employees develop the appropriate level of disability awareness needed to make your (i.e. the Council's) commitments work. (2)	Monitor training plan	Monitor training plan	Monitor training plan	Head
Ensure that disabled pupils are supported to achieve through the provision of support (mentors/ teachers) and appropriate resources (ie audio books) (3)	Audit resources to ensure they are matched to need.	Audit resources to ensure they are matched to need.	Audit resources to ensure they are matched to need.	Head/Governors

Ensure that disabled pupils can access the facilities and support they require (3)	Review premises in light of accessibility plan	Review premises in light of accessibility plan	Review premises in light of accessibility plan	Head/Governors
Ensure that disabled children know how to be healthy (3)	As part of PHSE curriculum	As part of PHSE curriculum	As part of PHSE curriculum	All staff
Ensure that disabled children are not victims of bullying or harassment (3)	Record and report with racial incidents reporting incidents of disabled harassment Update harassment/bullying policy to make explicit reference to harassment on the grounds of disability and a policy of zero tolerance regarding disability discrimination.	Record and report with racial incidents reporting incidents of disabled harassment	Record and report with racial incidents reporting incidents of disabled harassment	All staff / Admin to record and report to LA
Ensure that positive attitudes towards disabled people are promoted.(3)	Curriculum reflects diversity and positive images of disable pupils	Curriculum reflects diversity and positive images of disable pupils	Curriculum reflects diversity and positive images of disable pupils	All Staff
Ensure that disabled pupils' voices are heard.(3)	As part of school council remit and feeding back / EHCP annual reviews.	As part of school council remit and feeding back / EHCP annual reviews.	As part of school council remit and feeding back / EHCP annual reviews.	All Staff
Ensure that disabled pupils have access to appropriate progression routes.(3)	Monitor progress in respect of attainment and also creative subjects	Monitor progress in respect of attainment and also creative subjects	Monitor progress in respect of attainment and also creative subjects	Inclusion Manager
Ensure that disabled parents are supported to access information about their child's progress at school(3)	Documentation available Continue access to information via foyer screen, website, newsletters paper and via email Investigate Target Tracker reports to Parents Increase the use of Class Dojo to provide information to parents.	Increase number of newsletters/important information being published in community languages where disability forms part of their barrier to learning Increase opportunities for parents to use online resources such as Mathletics and Education City Polite Target Tracker reports to parents if appropriate	Implement Target Tracker reports to parents	Inclusion Manager Parent Partnership Worker
Ensure that parents of disabled children are supported to access information about their child's progress at school(3)	Documentation available	Documentation available As above	Documentation available As above	Inclusion Manager Parent Partnership Worker
Ensure that the needs of disabled governors are met and	To be explicit in paperwork	To be explicit in paperwork	To be explicit in paperwork	Governing Body

that disabled members of the community are encouraged to participate in school bodies.(3)	that all applications are considered	that all applications are considered	that all applications are considered	
Ensure that disabled pupils can participate in extra curricular activities(3)	Provide accessible activities	Provide accessible activities	Provide accessible activities	Head
Ensure that disabled pupils can participate in school trips and visits.(3)	Consider venues – subject to risk assessment	Consider venues – subject to risk assessment	Consider venues – subject to risk assessment	All staff.

Key.

(1) Action extracted from Wandsworth Council’s disability equality plan. Support with this action will be provided by Wandsworth Council’s Performance & Standards/Research & Evaluation Team.

(2) Action extracted from Wandsworth Council’s disability equality plan. Support with this action will be provided by Wandsworth Council’s Education Personnel Department

(3)Action developed by the school

Gender Equality Action Plan.

Action	2014/15 Target	2015/16 Target	2016/17 Target	Person responsible
To reduce the attainment gap between boys and girls especially in EY	Target to be set by school based on school trends	Target to be set by school based on school trends	Target to be set by school based on school trends	Head and LT
To ensure that the profile of school staff reflects that of the wider community.	To monitor recruitment in line with council policy	To monitor recruitment in line with council policy	To monitor recruitment in line with council policy	Head/ Governors
Ensure that all children know how to be healthy	To maintain and promote current initiatives in healthy eating, snack squad, walking bus and the work of the school council. Continue to develop PHSE curriculum.			All teaching staff and support staff
Ensure that children are not victims of bullying or harassment – to include cyber –bullying Training for staff Workshops for pupils	Update harassment/bullying policy to make explicit reference to a policy of zero tolerance regarding sexual discrimination/harassment and homophobic bullying	Monitor incidents of sexual discrimination /harassment . Include report on incidents in annual update against Gender Equality Action Plan to Governors	Monitor incidents of sexual discrimination /harassment . Include report on incidents in annual update against Gender Equality Action Plan to Governors	Head / Governors
Ensure that positive attitudes towards men and women are promoted and stereotypes are challenged.	Broad and balanced Curriculum representing historical aspects, modern society and the importance of equality.			All coordinators
Ensure that all pupils' voices are heard.	School council feedback to children and parents – monitor outcomes	School council feedback to children and parents – monitor outcomes	School council feedback to children and parents – monitor outcomes	AHT
Ensure that all parents, regardless of their individual circumstances are supported to access information about their child's progress at school.	Parents are informed in regular newsletters, meetings and are aware of school documents. Use of Parent Mail	Parents are informed in regular newsletters, meetings and are aware of school documents.	Parents are informed in regular newsletters, meetings and are aware of school documents.	Head
Ensure that the governing body of the school reflects that of the wider community	Chair in liaison with LA	Chair in liaison with LA	Chair in liaison with LA	Chair
Ensure that all pupils can participate in extra curricular activities and that through extra curricular activities gender stereotypes are challenged.	Subsidised after school clubs so more accessibility for all children / clubs represent a range of interests as opposed to just sport.	Subsidised after school clubs so more accessibility for all children / clubs represent a range of interests as opposed to	Subsidised after school clubs so more accessibility for all children / clubs represent a range of interests as opposed to just sport.	Head

		just sport.		
Ensure that all pupils can participate in school trips and visits and that through school trips and activities that gender stereotypes are challenged.	Where possible subsidise cost – budget dependent	Where possible subsidise cost – budget dependent	Where possible subsidise cost – budget dependent	Head

RACE EQUALITY ACTION PLAN 2014- 2017

Areas covered by the Race Equality Policy: key issues	Targets	Actions	Lead person/s	Review by date/further action
<p>Ensuring that the principles of race equality underpin the full range of policies and practice</p> <ul style="list-style-type: none"> • Putting policy in place ▪ Screening of all policies for relevance ▪ Developing policies and action plans to include a race equality dimension, as follows: 	<p>Policies are in place and</p> <p>Agree a list of all race equality-relevant policies</p>	<p>Staff and governors to review all policies during review periods and to recommend amendments</p>	<p>LT GB</p>	<p>Summer 2015</p>

i. Attainment	Provide staff and governors with an analysis of attainment by ethnic group. Ensure that strategies are in place to close the gap for under attaining pupils from ethnic minorities	Subject leaders' plans monitored to ensure actions for key under attaining groups	LT	Each term
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ii. Teaching and learning	Ensure all staff are training in meeting the needs of pupils from diverse backgrounds, including those with EAL and those from asylum seeking backgrounds	All planning shows differentiation for pupils according to their needs Plans monitored on a regular basis Pupil progress meetings timetabled each term and progress of different ethnic groups monitored Curricular opportunities to understand what race is, and what it means to people, e.g. world studies Challenging of prejudice and stereotypes Ensuring that we use best practice in provision and integration	Class teacher	Each term
iii. Assessment	Ensure all staff trained in assessment and tracking of pupils from diverse backgrounds, including mobile pupils, pupils with SEN /EAL and underachieving ethnic minority pupils	Staff trained on Target Tracker and tracking data	All staff	Autumn 2014- Summer 15
vi. Admissions and attendance	Pupils and parents from diverse backgrounds are aware of the importance of attending school	Employment of Attendance Officer Attendance of different groups monitored each term and reported to LT and GB	Attendance Officer Head	Each term
vii. Behaviour, including racial harassment and bullying	There is an agreed set of procedures which is understood by all staff. All incidents of racial harassment and bullying are dealt with following the school's agreed procedures	Rights Respecting Racial/bullying record available School Council discussions around racial harassment/bullying reported back to LT termly	LT	Each term

viii. Staff recruitment and professional development	Staff reflect cultural mix of the school	Follow safer recruitment procedures	LT GB	Each term
ix Membership of governing body	Staff reflect cultural mix of the school	School has full complement of school governors	Head GB	Summer 2015
x. Partnerships with parents and community	All parents are supported regardless of race	To support parents at risk of discrimination due to their race Be aware of cultural differences in relation to Child Protection e.g. arranged marriage	LT Senco	Each term

This Disability, Equality & Community cohesion scheme was formally adopted by Franciscan School on Spring 2016

Chair of Governors

K. Maclean

Review Date: Autumn 2017