



**Holy Family Catholic Primary School  
Single Equalities Policy**



Committee Responsible for Reviewing this Policy:  
**Finance and Resources**

Member of Staff Responsible for this Policy:  
**S Whitehead**

Date of last Review:  
**October 2024**

Mission Statement

Holy Family School aims to develop our children's all round potential in a happy, secure and disciplined environment. To achieve this, we are committed to a partnership of parents, carers, staff, governors and the parish. Our school is founded on faith in Jesus Christ and his teachings and we accept the guidance of the Catholic Church in establishing that foundation.

**In all things love.**



## **Introduction**

The Single Equality Act came into place in October 2010 and brought together the duties that were already set out in our Race, Disability and Gender policies into one single Equality Duty. This policy is written to bring together and harmonise those three policies. The Single Equality Act combines the existing three duties into one Equality Duty that covers all seven of the equality strands:

age, disability, gender, gender-identity, race, religion or belief and sexual orientation.

In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

## **Aims**

This policy outlines the commitment of the staff, pupils and governors of Holy Family Catholic Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Holy Family Catholic Primary school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

At Holy Family we continuously strive to live our school mission statement through all actions, thoughts and words. We place Christ firmly at the foundation of the entire learning process. Underpinning this is the recognition that each person is unique and should be valued and respected. Ofsted confirmed its judgement for Behaviour and Safety at the last monitoring visit. (Dec 2021) 'Pupils are proud of their behaviour.'

## **School in Context**

Holy Family is a single form entry primary school. Numbers on roll have remained stable over the past several years. There are currently 210 pupils on roll.

An average proportion of children, 24.2% are entitled to free school meals (including FSM6) compared to the national average of 22.5%. (IDSR Sept 2022)

The number of pupils with EAL is 29%, above the national average 21%.

Most pupils are from White British backgrounds (68%) and 26% Other White background. This group is mainly Eastern European- Polish. School has 9 out of 17 possible ethnic groups. (IDSR January 2021)

The proportion of disabled pupils and those with special educational needs, is also broadly average. The percentage of pupils with SEND 16.4% which remains slightly above the national average of 12.6% in 2022.

Currently there are 5 pupils with an Education Health Care Plan. Although numbers of boys and girls are about the same overall in school, some classes have larger numbers of either boys or girls. Pupils make good progress demonstrated by internal tracking systems and termly pupil progress meetings. End of Key Stage data reaffirms this as the majority of children make good progress. When groups are analysed, progress is consistent. Children are all recognised as individuals and therefore progress is always measured for each pupil; support and challenge is integral to the personal journey of each pupil.

The Governing Body is made up of a variety of parents and professionals who bring with them a wide range of experience in service provision, employment and issues relating to the needs of those who come under the nine categories of the protected characteristics.

These include work within:

- Civil Service
- Business
- Religious
- Community
- Police
- Prison Service
- Education
- Race

### **Ethos and Atmosphere**

At Holy Family Catholic Primary School, trust, openness and respect form the basis of all relationships across the school community. Leadership is developed within all groups and is based upon love and the uniqueness of each member. This ensures a mutual respect between all members of the school community. Leaders seek to empower each individual to believe everyone can fulfil their potential.

There is an openness of atmosphere which welcomes everyone to the school and provides a safe and secure environment in which everyone can grow.

All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

All pupils are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and are beginning to reflect diversity across all aspects of equality of opportunity and are frequently monitored.

We firmly believe that all individuals have the right to 'be themselves' and therefore the dignity of each individual is respected and children, parents, staff and governors are encouraged to celebrate differences as unique gifts from God.

### **Policy Development**

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process in line with authority guidelines and will be developed through consultation with pupils, parents, staff, governors, the parish and the wider community. Latest guidance will be available on request.

### **Monitoring**

Holy Family is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students. We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements. Holy Family Catholic Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors:

- Staff profile
- Attendance on courses
- Targets met through Appraisal and impact on professional development
- Staff turnover and development of leadership roles
- Governing body profile

At Holy Family School we recognize the requirements of the General Data Protection Regulation (GDPR), but at the same time understand that normal conventions and rules relating to confidentiality will need to be observed. It follows that not all the relevant information that a school gathers has to be placed in the public domain.

We have identified the following issues from the analysis of the data:

- Staff are predominantly female. We currently have 3 male members of staff.
- Overall, attainment of girls at greater depth is below that of boys.
- Children's must continue to deepen their awareness of equality and diversity issues.
- Children to continue to be given various opportunities to be part of the decision making process.
- Consideration to meeting the needs of all disabilities would be taken e.g. change of classrooms, use of stairs within school

Due regard is given to the promotion of equality in the School Improvement Plan. Monitoring and evaluation of the policy and action plan is carried out by the SMT with the assistance of the Finance and Resources Committee of the Governing Body.

The role of the SMT is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Developing Best Practice Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping

- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognized area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents/Carers are also encouraged to view their own children's achievements in this light.

- Staff enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school will place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school will provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment –both internal and external, including displays and signage

### **Curriculum**

At Holy Family School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

### **Resources and Materials**

The provision of good quality resources and materials within Holy Family School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

### **Early Years Foundation Stage**

At Holy Family Catholic Primary School we aim to ensure that:

- Planning reflects our commitment to equality in all seven areas of learning promoting positive attitudes to equality and diversity
- Children will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all children have access to the Early Years Foundation Stage (2022) by taking into account their cultural, backgrounds, linguistic needs and learning styles
  - All children have access to activities which recognise attainment and achievement and promote progression

### **Language**

We recognise that it is important at Holy Family school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

### **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy. We try to ensure that all such non staff members who have contact with children adhere to these guidelines

### **Supporting Pupils with Medical Conditions**

Pupils with medical conditions will be supported and fully included in school. Parents/carers, school and medical staff will work together to ensure individual needs of pupils are met using available resources.

### **Provision for Bi-lingual Pupils**

We undertake at Holy Family School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language (including BSL)
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

### **Personal Development and Pastoral Guidance**

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils

All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)

- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.



- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

### **Staff Recruitment**

When employing staff, criteria is also related to our Mission Statement, which places Christ at the centre of our learning process. Therefore we will always seek individuals who will embrace our ethos and religious denomination. (see note below).

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School. In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

### **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities

### **Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The head teacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body

- The head teacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

### **Commissioning and Procurement**

Holy Family School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

### **The Measurement of Impact of the Policy & Plan**

This policy and plan will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

### **Publicising the Policy and Annual Review of Progress**

As an Eco-friendly school we have tried to reduce the amount of paper correspondence. Therefore, as with other policies, this policy will be publicised on our school website and paper copies will be available to parents/carers on request. Progress and performance in respect of this policy covering ethnicity, disability and gender will be reported annually to meet the requirements of current legislation.

### **Equality Impact Analysis**

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people. EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

Appendix 1 – for information

## **RACE**

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

### **Reporting racist incidents in schools**

Schools in Blackpool are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Blackpool Council.

## **DISABILITY**

What is a disability?

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

substantial (more than minor or trivial)

adverse

long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected). There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

## **GENDER**

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

### **Sexual Orientation**

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesbophobia and biphobia are also coming into use. Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

### **Transgenderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.

## Appendix 2

The following action plan outlines what has been achieved at Holy Family with regards to meeting the Disability Equality Duty 2005.

<b>Aspect of the duty</b>	<b>Action taken</b>
Increasing equality of opportunity between disabled people and other people- with regard to the school building	Fire doors in Y1&2 and Reception class. Replacement of school entrance doors. Car park marked with Disabled space. Disabled toilet in KS2. Disabled changing mat and wetroom in KS1. Ramp access to Y3 and KS2 door all highlighted Promote positive attitudes towards disabled people. Disabled people visit to school i.e. Shelley Woods, Rep from Blind and Deaf Societies. Assemblies on Disability. Sensory room for neurodiverse needs
Take steps to meet needs of disabled people	Classrooms/corridors/website to display a range of pictures promoting positive attitudes of disabled people.
Support members of staff with disability- support adjustments:	Support phased return to work. Support additional medical and mental health care needs for staff through Occupational Health advice.
Through induction, parents of new children aware of policy	Staff to have training to support need eg Diabetes, First Aid, Epi-pen
All pupils have equality of opportunity	Review Good Behaviour Policy. Monitor and deal with incidents of bullying/harassment. Use circle time and assembly to investigate issues. SMT to review progress by disabled pupils
Eliminate discrimination that is unlawful under DDA Act 2005 and harassment of disabled pupils.	Reference to DDA Act 2005 in relevant policies, staff handbook and school brochure.
Participation in public life by disabled pupils	Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, after school clubs, school and class council.