

Single Equalities Policy and Accessibility Plan

“My brothers, show no partiality as you hold the faith in our Lord Jesus Christ, the Lord of Glory.”

James 2:1



OUR MISSION

The peace, joy and love of Christ is at the heart of all that we do in our school.

Through religious education, school policy and, primarily, our culture of prayerfulness, charity, and joy, we seek to share the Gospel with our families, our parish, our community, and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other, and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture, and prayer.

Our school is animated by love and our shared faith and clear STRIVE values drive our behaviour, relationships, and learning; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we can use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God’s grace we can grow, learn, and realise our full potential.

AIMS OF POLICY

The policy outlines the commitment of the staff, pupils and governors of The Blessed Sacrament 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

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our School Council are happy that “It doesn’t matter who you are at our school, we treat everyone with respect”

We are proud that OFSTED recognise the strength of the school’s Catholic ethos and values and the impact that this has:

“Pupils demonstrate respect for the views of opinions of others. They can explain what British Values mean to them in school.” (OFSTED INSPECTION REPORT 2021)

THE SCHOOL IN CONTEXT

- The Blessed Sacrament Catholic Primary School is a mixed gender school and nursery.
- Our school is a higher than average primary school with approximately 400 children on roll. This number has increased steadily over the last 5 years.
- The number of boys attending is roughly in line with the number of girls.
- Our school is based in an area that is amongst the 20% most deprived neighbourhoods in the country.
- The number of pupils eligible for FSM 6 is above the local and national average
- Children for whom English is not their first language (Approximately 24%) are provided with support throughout their schooling.
- Approximately 56% of the children attending the school are of White British origin, we have children from many different ethnic backgrounds and work hard to ensure all children feel welcome and valued.
- We currently have 3 children who are 'Children Looked After'
- Our attendance rates are lower than the national average but are improving
- There have been no permanent exclusions from The Blessed Sacrament over the last 5 academic years
- The school is physically accessible by wheelchairs and adjustments are made where possible to accommodate pupils, staff and visitors to the site.

LEGISLATION AND GUIDANCE

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:
<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

ROLES AND RESPONSIBILITIES

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Ged McKeivitt. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All 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.

ELIMINATING DISCRIMINATION

At The Blessed Sacrament Catholic Primary School, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 3 years.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

ADVANCING EQUALITY OF OPPORTUNITY

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

FOSTERING GOOD RELATIONS

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

PUBLICISING THE POLICY AND PLAN

The policy and plan will be published on the school website. Hard copies will be available on request.

EQUALITY OBJECTIVES

- To ensure smooth transitions between year groups / schools
- To ensure that all new starters to the school feel welcome and able to access the full offer of the school
- To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.
- To continue to train staff to enable them to meet the needs of a range of children with SEND (including SEMH needs)
- To provide specialist equipment to promote participation in learning by all pupils
- To ensure that all parents and other members of the school community can access information

MONITORING ARRANGEMENTS

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

CONSIDERING EQUALITIES IN DECISION MAKING

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

THE BLESSED SACRAMENT CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN 2024-2025

TARGETS	STRATEGIES	OUTCOME	TIME	MONITORING
EQUALITY & INCLUSION				
To ensure smooth transition between year groups/schools	Plan in 3 'Induction afternoons' and additional transition time for targeted children. Meet with other schools before transfer – especially identified pupils (including SEN, behavioural, pastoral and Child Protection needs). Targeted children to have additional transition days if needed.	All necessary arrangements/equipment are in place before transfer. Next teacher/school are aware of pupil needs.	On-going	Headteacher / Phase Leaders
To ensure that all new starters to the school feel welcome and able to access the full offer of the school	Review admission arrangements and processes	Children who start The Blessed Sacrament at times other than Reception feel welcome and prepared to start school, they are able to access the full offer of the school regardless of accessibility issues	On-going.	AMO
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors and Headteacher including health and safety team. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access, if necessary & reasonable.	On-going.	Headteacher/ Inclusion Leader/Health and safety committee.

CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEND (including SEMH needs).	CPD as necessary. Inclusion Leader and Specialist teacher to work with individual teachers where there is a high level of SEND needs. Inclusion Leader to constantly review the school's procedures. Headteacher/Inclusion Leader to focus on the progress of SEN and EAL pupils in lesson observations and pupil progress meetings and when giving feedback to staff.	Staff are able to enable all children to access the curriculum at an appropriate and challenging level.	On-going.	NBO
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children and provide equipment as needed. eg. special pencil grips, headphones, wobble cushions and writing slopes etc.	Children will develop independent learning skills.	Discuss termly at pupil progress meetings	Headteacher / NBO
WRITTEN & OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Inform parents/carers that written information will be provided in alternative formats/ meetings as necessary. School to provide termly written reports reduced in content so easily discussed at parents evenings.	Written information will be provided in alternative formats as necessary.	As needed.	Head Teacher / NBO

APPENDIX - TERMINOLOGY

RACE

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

Reporting racist incidents in schools:

Schools in Lancashire 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 Lancashire County 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.



Single Equalities Policy

September 2024

The Single Equalities Policy is based on best practice advice from Lancashire County Council.

The implementation of this policy will be monitored by the Headteacher in consultation with SLT.

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date: _____