

Single Equalities Policy and Action Plan (including Accessibility Plan)

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

James 2:1



‘Feeding Hearts and Minds’

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 values drive our behaviour and our relationships; 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 are able to 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.

STATEMENT OF PRINCIPLES

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

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 The Blessed Sacrament 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 The Blessed Sacrament Catholic Primary School, in keeping with our Mission Statement which states: "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", we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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:

"Staff treat pupils with consideration and ensure that the school makes everyone feel welcome and valued. Adults model respectful behaviour in lessons, around school and in the way they engage with pupils. As a result, pupils behave similarly and are thoughtful and compassionate citizens." (OFSTED 2018)

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 in a higher than average area of deprivation (IDACI 0.38)
- The number of pupils eligible for FSM 6 is above the local and national average but has fallen steadily over the last 5 years.
- Children for whom English is not their first language (Approximately 15%) are provided with support throughout their schooling.
- Approximately 77% of the children attending the school are of White British origin and 13% are White European, mainly of Polish heritage. We also have children from Asian, Black, Chinese and mixed ethnicity.
- Approximately 15% of our children speak English as an additional language
- We currently have 3 children who are 'Children Looked After'
- Our attendance rates are lower than the national average but are improving
- Exclusions have decreased dramatically over the last 5 years and there have been no permanent exclusions from The Blessed Sacrament over the last 2 academic years

ETHOS AND ATMOSPHERE

- At The Blessed Sacrament Catholic Primary school, all staff will demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to the school. Visiting professionals have commented about the positive and friendly atmosphere in the school.
- All those within the school community challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions, any incidents are dealt with immediately and with due care and thought to those involved.
- All pupils are encouraged to greet visitors to the school with friendliness and respect and do so in a polite and helpful manner.
- Meeting the spiritual and pastoral needs of all the children is central to our mission and provision is made through the planning of assemblies, RE lessons, Prayer and Liturgy and other classroom based and externally based activities.

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 and through consultation. In fulfilling the legal obligations and our intentions cited above, we are guided by **eight principles**:

PRINCIPLE 1: ALL LEARNERS ARE OF EQUAL VALUE.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender

- whatever their gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

PRINCIPLE 2: WE RECOGNISE AND RESPECT DIFFERENCE.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of prejudice that people may face.

PRINCIPLE 3: WE FOSTER POSITIVE ATTITUDES AND RELATIONSHIPS, AND A SHARED SENSE OF COHESION AND BELONGING.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic, and gender identity based harassment

PRINCIPLE 4: WE OBSERVE GOOD EQUALITIES PRACTICE IN STAFF RECRUITMENT, RETENTION AND DEVELOPMENT.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

PRINCIPLE 5: WE AIM TO REDUCE AND REMOVE INEQUALITIES AND BARRIERS THAT ALREADY EXIST

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

PRINCIPLE 6: WE CONSULT AND INVOLVE WIDELY

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

PRINCIPLE 7: SOCIETY AS A WHOLE SHOULD BENEFIT

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups and individuals.

PRINCIPLE 8: OBJECTIVES

The objectives which we identify take into account national, local and school priorities and issues, as appropriate.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

We revisit our equalities action plan annually and/or as necessary, within the framework of the overall School Development Plan and processes of self-evaluation.

MONITORING AND REVIEW

The Blessed Sacrament 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:

- Progress data in specific subjects, especially English, Maths and RE
- Attendance and Punctuality
- Behaviour Records
- Participation in extended learning opportunities – especially for the CLA and Pupil Premium children
- Exclusions
- Racism and all forms of bullying
- Parental involvement

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 board 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.

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.

The Blessed Sacrament Catholic Primary School is 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 information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice. We collect and analyse a range of profile information for our staff and governors:

- applicants for employment
- governing body profile
- attendance at training events
- disciplinary and grievance cases

- staff appraisal/performance management

The Blessed Sacrament Catholic Primary School adheres to confidentiality in all aspects related to pupils, staff, Governors and parents/carers. We have identified the following:

- All staff have been provided with the opportunity to receive further training and to work towards additional qualifications if they have chosen to do so.
- When interviewing and employing staff and appointing Governors, we consider equality at all times.
- Equality is featured when staff have annual appraisals/performance management.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Head Teacher. This role 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;
- All subjects, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- 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 recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher 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 should 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 must 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 to be 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 The Blessed Sacrament Catholic Primary 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 The Blessed Sacrament 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

LANGUAGE

We recognise that it is important at The Blessed Sacrament Catholic Primary 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.

RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

PROVISION FOR BI-LINGUAL PUPILS

We undertake at The Blessed Sacrament Catholic Primary 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
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

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 both male and female staff 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
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality as identified in the next section.
- Access to opportunities for professional development is monitored on equality grounds

STAFF RECRUITMENT

- 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

Please 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
- Exploring the possibility of the school having a role to play in supporting new and settled communities and individuals into the area

ROLES AND RESPONSIBILITIES

The governing board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff members have day-to-day responsibility for co-ordinating implementation of the policy and are expected to:

- Treat each other with respect
- promote an inclusive and collaborative ethos in the school
- deal with any prejudice-related incidents that may occur
- challenge inappropriate language and behaviour
- respond appropriately to incidents of discrimination and harassment
- plan and deliver lessons that reflect the relevant the principles of equality
- support pupils in their class for whom English is an additional language
- ensure appropriate support for children with additional needs
- keep up-to-date with equalities legislation relevant to their work
- to speak out if they witness or are subject to inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

COMMISSIONING AND PROCUREMENT

The Blessed Sacrament Catholic Primary 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

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published if needed to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

PUBLICISING THE POLICY AND PLAN

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

ANNUAL REVIEW OF PROGRESS

The Blessed Sacrament Catholic Primary School will report annually on their progress and performance in respect of the policy covering ethnicity, disability and gender and to report annually on progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

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 will be a policy and strategy will ensure that the school 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.

THE BLESSED SACRAMENT CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN 2020-2021

TARGETS	STRATEGIES	OUTCOME	TIME	MONITORING
EQUALITY & INCLUSION				

To ensure equality of access for all.	Review of the school's Local Offer and SEN strategies	All pupils will have equal access to the curriculum.	09/2020	Headteacher/ Inclusion Leader
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/ Inclusion Leader
To ensure that all policies consider the implications of disability access.	Consider during annual review of policies.	Policies reflect current legislation.	On-going.	Headteacher/ Inclusion Leader and Inclusion Gvs
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 behavioural 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	Staff are able to enable all children to access the curriculum at an appropriate and challenging level.	On-going.	Inclusion Leader/ Headteacher/Inclusion Leader and Specialist teacher

	EAL pupils in lesson observations and pupil progress meetings and when giving feedback to staff.			
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	Head Teacher and Inclusion Leader
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 and Inclusion Leader
To ensure that parents who are unable to attend school, because of a disability/ work commitments, can access Parents' Evenings.	Staff to hold parents' evenings by phone or arrange alternative appointment times where necessary. Termly reports to be sent home that indicate the child's effort, attainment and progress in each subject.	All parents are informed of children's progress.	Termly.	Head Teacher and Inclusion Leader

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 2020

The Single Equalities Policy is based on best practice advice from Lancashire County Council. The implementation of this policy will be monitored by Kelly Hannah in consultation with SLT. This policy will be reviewed as appropriate by the FCC committee on behalf of The Governing Body.

Intended Policy Review Date – September 2021

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date: _____