



The Blessed Sacrament RC Primary School

Single Equalities Policy



Legislation framework

The Equality Act came into force on 1 October 2010: and identifies the basic framework of protection against direct and indirect discrimination, harassment and victimisation in services and public functions, work, education, associations and transport.

The public sector Equality Duty, came into force on 5 April 2011. The Equality Duty ensures that all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

The Equality Duty is a duty on public bodies and others carrying out public functions. It ensures that public bodies consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to their own employees.

The protected characteristics covered by the Equality Duty are: • age • disability • gender reassignment • marriage and civil partnership (but only in respect of eliminating unlawful discrimination) • pregnancy and maternity • race – this includes ethnic or national origins, colour or nationality • religion or belief – this includes lack of belief • sex • sexual orientation.

Philosophy and purpose

The staff, pupils and Governors of The Blessed Sacrament Primary School are committed in ensuring 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.

At The Blessed Sacrament Primary School, we believe that equality 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 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 Primary School, there is an openness of atmosphere which welcomes everyone to the school. All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg 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.

Aims

In teaching and learning we aim to...

- 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.

Within the learning environment we aim to...

- Provide positive role models in approach to all issues relating to equality of opportunity.
- Place a high priority on the provision for special educational needs and disability.
- Provide appropriate learning activities for all ability groups within the class.
- Equal access to all facilities and resources.
- Consider the physical learning environment – both internal and external, including displays, switches, controls and signage.

Within our curriculum we aim to...

- Plan reflecting our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Provide pupils with opportunities to explore concepts and issues relating to identity and equality.
- Ensure that all pupils have access to the mainstream curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles.

School profile *(information taken from SIMS March 2017 unless otherwise stated)*

Within the school and nursery population, there are 435 pupils on roll; 227 girls and 208 boys.

81% of our pupils registered as White British at our school.

19% of our pupils have English as a second language.

The percentage of children with special educational needs within the school is 10%.(see SEND register for specific details) Whilst this indicates there is a lower level within the school than the national average, this is due to the agreed way in which SEN pupils are identified and recorded.

There are 21 pupils who are identified as having a disability.(NB see definition of disability in Appendix 2)

These include: hearing loss, visual difficulties, Autistic Spectrum Disorders (ASD) Attention Deficit Hyperactivity Disorder (ADHD), cleft palate, hyperflexibility, hypermobility, severs disease, cerebral palsy and brain tumour. (See Medical and Disability register)

There are 4 members of staff who identify themselves as having a disability. – (NB see definition of disability in Appendix 2)

There are 3 Children Looked After within the school (March 2017).

The school serves a community of high socio-economic deprivation. The number of pupils known to be eligible for pupil premium funding has been consistently significantly higher than National averages. In 2016/17 the number of pupils eligible for the pupil premium grant was 35%.(from SEF 2016-17)

The deprivation index for the catchment area of the school places the school in the top 10% of the most deprived areas in England and Wales with 94% of pupils classified as E or E* according to the MDI. (from School Self Evaluation Document 2016-2017)

The school is fully physically accessible to all, with the exception of 2 small intervention rooms above the Sycamore Room which can only be reached by stairs.

Resources and Materials

The provision of good quality resources and materials within The Blessed Sacrament Primary 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.

Language

We recognise that it is important at The Blessed Sacrament 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.

Provision for Bi-lingual Pupils

We undertake at The Blessed Sacrament 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
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- The school's strengths lie within its nurturing approach to learning and pastoral care is a high priority.
- The school employs; a counsellor, 2 learning mentors, a family support worker, 2 nurture leaders.
- The school has 2 nurture rooms which operate through the school day and serve children who need pastoral guidance outside of a normal classroom setting.
- 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/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.

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.

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.

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.

Commissioning and Procurement

The Blessed Sacrament 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

Roles and Responsibilities

Headteacher

The Headteacher 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 Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.

Governors

Our Governing body will ensure that the school complies with statutory requirements in respect of this policy and actions within it.

Staff

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.

Parents

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

Pupils

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

Training

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.

Sharing the policy

The policy is available on the school website.

Monitoring and Review

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 to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

A report will be made annually on our progress and performance in respect of our policy covering ethnicity, disability and gender and on our 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.

We collect and analyse a range of equality information for our pupils. We make termly assessments of pupils' learning and use this information to track pupils' progress using Classroom Monitor (CRM), as pupils progress through school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils (such as FSM, summer born, SEN and EAL, Pupil Premium) are making the best possible progress. We use this information to inform and adjust future teaching and learning plans, as necessary.

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, diabolism, sexism, homophobia and all forms of bullying, Parental involvement, Participation in Extended Learning Opportunities

The Blessed Sacrament 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.

Approval date: Summer 2017

Review Date: Summer 2019

Appendix 1

Specific duties - Information and objectives

Summary:

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

- a) to publish information which shows they have due regard for equalities, as defined by the Act;
- b) to publish at least one equality objective.

This information has to be updated annually and this annual updating is expected to include an indication of progress on achieving the objectives.

Objectives have to be prepared and published every four years.

Two guiding principles:

An important principle underlying how schools respond to the specific duties is proportionality. This means that, for example, more information may be expected from a large secondary school than from a small primary, and more than one equality objective may be expected.

A second important principle is flexibility. This means that each individual school is permitted, and indeed expected, to interpret the legislation in ways which are appropriate to its own context, neighbourhood, history and circumstances.

Information showing the school has due regard for equalities:

What is the purpose of publishing equality information?

Each school has to publish information showing it is complying with the requirement (section 149 of the Equality Act 2010) to have due regard for equalities. On the basis of this information each school also has to set itself at least one equality objective.

It is also on the basis of the information which a school publishes that parents, carers, local communities, trade unions and equality organisations will hold the governing body to account.

How and where should the information be published?

The information which a school publishes must be accessible, in both senses: a) easy to find and b) easy for a non-specialist to understand.

It is up to each school to decide this for itself. A school should probably use the same means of publishing that it uses for other important information. For many schools this means the document will be on the school website and that a brief summary of it will be posted on notice-boards, and included in newsletters to parents and in the staff handbook.

Other things being equal, it would be appropriate and valuable to publish equality information within, or alongside, the school's self-evaluation documentation.

What about confidentiality?

Is it necessary to publish *all* relevant information, regardless of how sensitive it is or may be? The answer is that the requirements of the Data Protection Act 1998 will apply, and 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.

For example, it would not be appropriate to publish information which enables individual pupils or members of staff to be identified. Nor, as a general rule, would it be appropriate to publish information that could be maliciously used to harm a school's reputation.

What sort of information?

What sort of information will count as showing that a school has due regard for equalities, and that it is willing for others to hold it to account?

By and large, each school is permitted and encouraged to answer this question in its own way, according to its own circumstances. However, the government has indicated that minimally every public body must provide demographic information about its service users, and must show that it is aware of different outcomes and inequalities amongst them.

In the case of schools, therefore, information needs to be given about the pupil population broken down by ethnicity and gender, and about significant differences in attainment between girls and boys, and between pupils of different ethnic backgrounds.

It is reasonable to assume that demonstrating due regard will involve schools making statements such as those listed below, and illustrating them with examples and further information. The first four, as mentioned above, are essential.

Data about the school population and differences of outcome

1. The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.
2. The school has data on its composition broken down by types of impairment and special educational need.
3. The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.
4. The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

Documentation and record-keeping

5. There are statements of the school's responsibilities under the Equality Act in various school documents. For example, there is a statement of overarching policy, and there may be significant references in the school improvement plan, self-evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.
6. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings, and in the minutes of the School Council.
7. Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes.

Responsibilities

8. A senior member of staff has special responsibility for equalities matters.
9. A member of the governing body has a watching brief for equalities matters.

Staffing

10. The school's programme for continuing professional development (CPD – managed within, and through, the appraisal process) includes reference to equalities matters, both directly and incidentally.
11. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and safety

12. There are clear procedures for dealing with prejudice-related bullying and incidents.
13. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

Curriculum

14. Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate
15. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding
16. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.
17. The school has taken part in certain national projects and award schemes, for example the Lancashire Race Equality Mark; Accord Coalition Inclusivity Award; Black History Month; Disability History Month; Equalities Award; Gypsy, Roma and Traveller History Month; Refugee Week; Rights Respecting Schools Award.
18. In curriculum materials in all subjects there are positive images of disabled people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

Consultation and involvement

19. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.
20. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

Appendix 2 – 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 Lancashire are required to have in place a procedure for dealing with and reporting racist incidents. Racist incidents are also recorded within the Headteacher's report to Governors termly.

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, dyslexia).

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 lesophobia 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 re-assignment is the process a transgender person goes through to change sex.

