



BLESSED DOMINIC CATHOLIC PRIMARY SCHOOL



Blessed Dominic Catholic Primary School



Single Equality Policy

Date of policy: November 2021

Next Review: November 2024



Mission Statement

At Blessed Dominic Catholic Primary School, we pride ourselves on being a culturally diverse family. We seek to instil, in every child that we nurture, the joy and wonder of learning.

As we journey together with Christ, we develop children's resilience, intellectual curiosity and creativity through our positive learning behaviours. We nurture and cherish the unique talents of all, to empower them to flourish and grow into life-long learners.

Our mission is to show love, promote learning and belief in God our Father.

LOVE – LEARN- BELIEVE

Blessed Dominic Catholic Primary School is committed to working towards a society in which there is a common vision and a sense of belonging; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The school is committed to creating opportunities for pupils' achievement and enabling every child to achieve their potential. Blessed Dominic Catholic Primary School will not tolerate discrimination in any aspect of school life and will work towards achieving this by supporting equality of:

- Gender
- Age
- Race
- Disability
- Religion or Belief
- Sexual Orientation

This Single Equality policy outlines the commitment of the staff, pupils and governors of Blessed Dominic 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; the Church; the local schools; multi-agency staff linked to the school; visitors to school and 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



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feel safe, secure, valued and of equal worth. At Blessed Dominic 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.

Aims and Values

We aim to reflect the views of the Catholic Church which universally teaches us Respect and Justice for all children in every aspect of their lives, irrespective of race, colour, creed or sexuality. There is a strong policy in the school to give boys and girls equal opportunities and to prepare them for Secondary School and adult life. Children are taught to recognise and welcome the community as being multi-racial, multi-cultural, multi-religious and multi-lingual throughout all aspects of school life.

It is stressed that all people and cultures are equal.

The School in Context

Key features of the school:

- We are a thriving and expanding school. We currently have 454 children on role ranging from Nursery to Year 6
- We have 226 girls and 227 boys.
- The percentage of children on free school meals (FSM) is 20% which is above the National average
- The percentage of children who have English as an additional language is over 79%
- Our families speak over 40 (46 to be exact) different languages
- We have 3 children who have Education and Health Care Plans (EHCPs)

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age, marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties



The Public Sector Equality Duty or “general duty.”

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty by April 6th 2012;
- Publish Equality objectives at least every 4 years which are specific and measurable from April 6th 2012.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people. Under our general duty we will actively seek to:

- Promote equality between men and women
- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Under our specific duty we will
- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- Review and revise this Scheme every three years

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.



Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils, Governors and parents and carers. We have achieved this by using the following to shape the plan

- Feedback from parents' questionnaires, informal conversations with parents and formal parent consultation
- Input from staff
- Feedback from children's questionnaires
- Feedback from the school council and PSHE lessons
- Issues raised in annual reviews or reviews of progress
- Feedback at governing body meetings

Monitoring and Review

Blessed Dominic Catholic Primary School 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:

- Attainment data
- Pupil Progress meetings with staff
- Attendance Data
- Pupil Voice Questionnaire
- Complaints of bullying or harassment
- Parent consultations
- Home visits
- Teacher/ Governors planning meetings
- Yearly parental questionnaires

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.

Blessed Dominic 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 are aware of opportunities to collect and analyse a range of profile information for our staff and governors eg:

- Applications for employment
- Performance Management for teaching and non-teaching staff
- Attendance at training and INSET events
- Disciplinary and grievance cases
- Sickness Absence Management
- All information is kept in a secure area and is confidential.
- Due regard is given to the promotion of equality in the School Improvement Plan.

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics



- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment

The role of the head teacher

- It is the head teacher's role to implement the school's Equality Plan and they are supported by the governing body in doing so
- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- The head teacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The head teacher views all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- All staff will challenge any incidents of prejudice, racism, gender or homophobia, and record any serious incidents, drawing them to the attention of the head teachers
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

Tackling discrimination

- Harassment or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment.
- All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.



- Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher, Senior Leaders and ultimately the head teacher where necessary. All incidents are reported to the Senior Leadership Team (SLT) and racist incidents are reported to the governing body and local authority in line with guidance.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person"

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act e.g. making an allegation of discrimination.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.



Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school and its community. Any incidents causing concern, no matter how trivial, should be reported and recorded on CPOMS. This will then be addressed and actioned.

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 pupil's 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 subject leaders' departments, 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
- We at Blessed Dominic school places a very high priority on the provision for special educational needs and disability. We attempt to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides 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 pupil
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Blessed Dominic 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 Blessed Dominic Catholic 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 school community

When ordering new resources and materials we will consider how they show equality as part of the criteria for assessment.



Language

We recognise that it is important at Blessed Dominic 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 instances where this is not the case

Extended Learning Opportunities

It is the policy of our 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. We try to ensure that all non-staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

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

- Pupils for who English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Pupils who use their 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/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 includes pupils' access to a balance of 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
- 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
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are also made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.



There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010). Public Sector Equality Duty under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

Sex Race Disability Religion or belief Sexual orientation Gender reassignment Pregnancy or maternity. A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them. The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to public bodies, and schools including both LA maintained and Academies.

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 greater role to play in the relevant communities.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the schools' Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. The General Race Equality Duty requires us to have due regard to the need to

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups
- Under our specific duty we will



- Prepare an Equality Plan which identifies our race equality goals
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

Disability

This section should be read in conjunction with the schools' Special Educational Needs Policy.

The Equality Act 2010 defines a disabled person as someone who has **'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'**.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Equality Impact Assessments

Undertaking Equality Impact Assessments (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 were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process.

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.

Commissioning and Procurement

Blessed Dominic Catholic Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a 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 to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the Policy and Plan

This policy and plan will be made available in the following areas:

- School Website
- A paper copy in the Head teacher's office
- In the induction process of new staff
- During staff meetings for both teaching and non-teaching staff

Annual Review of Progress

The Head teacher will report to the Governing Body in the termly Head teacher's report on any aspects of ethnicity, disability and gender. This will also include, where relevant, progress to improve access for disabled pupils which incorporates access to the curriculum, physical access and access to information.

This policy has a life span of three years and therefore we will review and revise this scheme as part of a three-year cycle.

Headteacher:		Date:	November 2021
Chair of Governing Body:		Date:	November 2021
Next Review:		Date:	November 2024