



**HOLY FAMILY**  
Catholic Primary School

## **Single Equality Scheme** **2021– 2025**

**This policy reflects the ethos of our school and underpins our approach to ensuring we are an inclusive school.**

**Jesus said, ‘Let the children come to me’. We live and learn and love In His Way.**

### **Introduction**

Holy Family Catholic Primary school is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Single Equality Scheme brings together the school’s approach to promoting equality in our policies and procedures, and most importantly, in our day to day practices and interactions with the school community. Our scheme includes pupils, staff, governors, parents, carers and all those within our extended school community.

We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best way to do this. In accordance with “Public Sector Equality Duty” we have adopted a proactive approach to equality. This means that we will:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact
- Make changes to ensure that any areas of potential inequality are eliminated.

### **Potential areas are**

- Disability
- Gender reassignment
- Race
- Religion or Belief
- Gender

- Sexual Orientation
- Age
- Pregnancy and Maternity

Our Single equality scheme and actions are incorporated into the school development plan. The scheme covers four years from 2021 to 2025. It integrates our statutory duties in relation to race, disability and gender (three equality strands) and in relation to community cohesion.

It also addresses legislation in relation to religion or belief, sexual orientation and age (three further strands) and includes our priorities and actions to eliminate discrimination and harassment in these areas. This plan therefore enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities for the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and School Development Plan. This will be reviewed by our Governing Body.

### **Policy Aims**

- The school acknowledges and welcomes diversity among pupils, staff and visitors
- We will not discriminate against anyone, adult or child, on the grounds of gender, race, age, colour, religion, nationality, ethnicity, sexual orientation, physical or mental abilities.
- Provide the full educational entitlement which meets the individual needs of every child.
- Provide quality learning experiences and activities which are differentiated to cater for individual needs.
- Celebrate success and achievement to promote positive self esteem and aspirations.
- Have high expectations of children's achievements and behaviour
- Develop an environment in school which promotes a sense of community and belonging and where children can exercise personal and social skills of independence, team work, self-awareness, self-respect and respect for others.
- Holy Family School is opposed to all forms of racism and xenophobia including those that are directed towards religious groups and communities.
- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests to religious observance and practice.
- We ensure that all recruitment and employment are fair to all and provide opportunities for everyone to succeed.
- We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and to improve delivery of information.
- Encourage and develop greater parental involvement and support.

### **Aims of the single equality scheme**

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected

- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

For our school to accomplish these aims we need to work closely with families. The education of young children should be promoted through a partnership in which both the home and the school play their parts to the full in order to raise standards of achievement and develop the child as a successful individual.

### **School Context**

Holy Family School is a Catholic School with a high percentage of Catholic children (98.8%). It is a larger than average primary school. In Autumn 2021 there were 420 pupils, (excluding Nursery) on roll compared to 281 nationally.

There are currently (Sept 21) 81 (19.2%) pupils on the **SEN** Register. This figure is above the national average of 11.7 % (Jun 21). Of these 4 children have an Education, Health and Care Plan.

The number of pupils with **EAL** (excluding nursery) is 97 (23%) This figure is lower than the national average of 33.1%. There has been an increase in recent years in the number of Polish speaking children attending Holy Family.

The number of children entitled to **free school meals** is 46 (10.9%) National Average is 13.6% There are currently 64 children (15.2%) on the **pupil premium** register.

### **Meeting our Duties**

#### **General duties**

Under the statutory duties, all schools have "General Duty" to;

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between persons who share a protected characteristics and persons who do not share it;

This means:

- Removing or minimising disadvantages suffered by persons.
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Foster good relationships between persons who share a protected characteristic and persons who do not share it as shown in the school's Inclusion Policy

#### **Disability general duty – *Disability Discrimination Act 2005***

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity

- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

### **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Make improvements to the physical environment of the school to increase access.
- Increase access to the curriculum.
- Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

### **Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006***

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys.

### **Race general duty – *Race Relations Amendment Act 2000***

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups.

All racist incidents will be recorded or reported to the Head teacher. This will be recorded on CPOMS and will follow the Local Authority's Procedures for racial incidents.

### **Transgender**

Transgendered people are explicitly covered in the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The School will respect the confidentiality of those seeking gender reassignment and provide a supportive environment within its school community.

### **Community Cohesion.**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and School Development Plan to make it easier to monitor our progress and performance in meeting our objectives.

We recognise that our school has a responsibility for educating children who live in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We understand that

there are different types of schools in different communities and will promote the interaction of children with those in other schools. We understand that we already have a duty to eliminate racial discrimination and to promote equality of opportunity and good relations between people of different groups. We also have the duty to promote British Values.

### **Age, Sexual Orientation, Religion, Pregnancy and Maternity**

We must ensure that we do not discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

### **Collecting and Analysing Equality Information for Pupils**

Holy Family Catholic Primary is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all it serves and to provide a learning environment in which each individual is encouraged to fulfil his/her potential.

We collect information on our pupils including on the school data base (SIMS):

- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Complaints of racism

The Governing Body receives information on racist incidents, exclusions and bullying termly. Groups of pupils are tracked within the schools data report three times per year to ensure that all groups of pupils achieve. **Collecting and Analysing Equality Information for Employment and Governance**

Holy Family Catholic Primary School is committed to providing a working environment free from discrimination, victimisation and harassment.

We collect and analyse the following information on our staff and governors:

- Applicants for employment
- Attendance on training events
- Disciplinary and Grievance cases
- Staff performance management.

We are mindful of the laws relating to confidentiality when devising this scheme and Action Plan. Although there is a statutory duty to share information we recognise that care must be taken when sharing or publicising statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of information Act 2000 and the Data Protection Act 1998 any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to a working party as required. All information is stored in compliance with GDPR regulations.

### **Consultation**

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and Action Plan, either directly with the School Community or through previous policy documents that have contributed to this development.

This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the Scheme and School Development Plan.

Examples include:

- Discussion at Governing Body meetings
- Discussion at cluster groups
- Local authority by taking the views of the School's School Improvement officer.
- Raised awareness at Staff meetings

### **Involvement Processes**

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents/carers of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the Coventry Children and Young People's Plan.

### **Mechanisms for involvement**

At this school the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

- School Council to have a role in gathering views and suggestions of pupils
- Annual Pupil Survey
- A group of pupils to meet with Curriculum Leaders per term to discuss their views on learning
- SLT and Middle Leaders to conduct pupil interviews
- Individual interviews with pupils involved in incidents of a discriminatory nature

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- Exit and entry interviews with staff;
- Regular SLT meetings with specific agenda items
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management.

At this school the following mechanisms will ensure the views of **parents/carers and the community** inform the Equality Scheme and action plan:

- Text to be inserted into communication with parents: "your support for your child's education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you

support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”

- Feedback through the Governing Body meetings;
- Feedback through the PPM meetings;
- Feedback from adults using the school beyond the school day;
- Meetings with parents and local groups representing a particular theme;
- Induction interviews with parents and carers;
- Termly open parents'/carers' evening;
- Induction for new parents/carers of EYFS children.

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

### **Equality Impact Assessments**

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation. We will undertake assessments to identify the impact or effect of our policies, procedures and functions on various sections of the population, paying particular regard to the needs of minority groups.

Where negative impacts are identified, we will take steps to deal with this and to ensure equality of service to all. An inventory of existing policies has been undertaken and there is an on-going rolling programme of policy reviews.

### **Relevant School Policies**

We have used our existing school policies to inform our Single Equality Scheme.

These include:

- Accessibility plan
- Anti-bullying policy
- Behaviour Policy
- Inclusion Policy
- SEND policy
- Teaching and Learning Policy
- Promotion of British Values

### **Roles and Responsibilities in Implementing the Single Equality Scheme**

#### **The Head Teacher will:**

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;

- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

**The Governing Body will:**

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;
- designate a link governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan yearly.

**The Senior Leadership Team will:**

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

**People with specific responsibilities:**

- The Inclusion Manager, Mrs Butcher is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The Head Teacher, Mrs Griffiths is responsible for ensuring the specific needs of staff members are addressed;
- The Head Teacher, the Deputy Head & the SENCO are responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- The Head Teacher is responsible for monitoring the response to reported incidents of a discriminatory nature.

**Parents/Carers will:**

- have access to the scheme;
- be encouraged to support the scheme;

- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- have the right to be informed of any incident related to this scheme which could directly affect their child.

**School Staff will:**

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- know procedures for dealing with and reporting prejudice related incidents
- ensure that those with protected characteristics are not discriminated against and are given equality of opportunity;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

**Pupils will:**

- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting prejudiced based bullying/ incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

**Commissioning and Procurement**

The school, as required by law, will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

**Publicising our Scheme**

The School Equality Scheme will be available to all persons on request and be explained to all stakeholders through:

- School website
- Staff induction

Staff are asked to familiarise themselves with policies via the school website.

### **Annual Review of Progress**

The governors will be responsible for monitoring the effectiveness of this scheme. It will be reviewed annually and revised every three years as appropriate in line with legislation. Consideration will be given to:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- An update of the progress made against priorities **or**

### **Action Planning**

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected through:

- School Self-evaluation;
- discussions with the Education Improvement Advisor/School Improvement Partner.

Review Date Spring 2025

**Signed**



**Headteacher:**

**G Griffiths**

**Signed**

**Chair of Governors**