St William's Catholic Primary School and Nursery
Single Equality Policy

'With God we are strong together; we can achieve together'

Our Mission Statement

"Alongside our families, parish and community, St William's will work together to ensure that each child will be taught as an individual.
We will help each child to reach their full potential through fun and engaging learning, in a safe, warm and caring environment.
We will teach them to live, love and learn in the way Jesus taught us."

1. Statement of Principles

This policy outlines the commitment of the staff, pupils and governors of St William's 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 (including those from BEBCMAT)
- Parents/carers
- The Governing Body
- Multi-agency staff linked to the school
- Visitors to school
- Volunteers
- 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 St William's Catholic Primary School, our commitment to equality and inclusion is rooted in the belief that every person is made in the image and likeness of God and is therefore of equal dignity and worth. We are guided by the Gospel values and the principles of Catholic Social Teaching, particularly the dignity of the human person, the common good, solidarity and the preferential option for the poor.
We are committed to fostering an environment where every member of our school community feels welcomed, respected, valued and able to flourish regardless of age, disability, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership, or any other characteristic protected by law.

We recognise that some pupils may face additional barriers to learning and participation. We are therefore committed to supporting disadvantaged pupils, pupils with Special Educational Needs and

Disabilities (SEND), pupils with English as an Additional Language (EAL), looked after and previously looked after children, and any pupil whose circumstances may place them at a disadvantage.

In accordance with the Public Sector Equality Duty, the school seeks to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

2. Equality Objectives (2026-29)

Under the Equality Act 2010 and the Public Sector Equality Duty, St William's Catholic Primary School is committed to promoting equality of opportunity, fostering good relationships and eliminating discrimination. The school will work towards the following objectives:

Objective 1: Raising Achievement and Progress
To monitor and reduce any differences in attainment, progress and participation between groups of pupils, particularly disadvantaged pupils and pupils with SEND.

Objective 2: Promoting Inclusion and Belonging
To ensure that every pupil feels valued, represented and able to participate fully in school life regardless of their background, identity or individual needs.

Objective 3: Developing Understanding of Diversity
To provide a curriculum that promotes respect, understanding and appreciation of different cultures, faiths, family structures and lived experiences.

Objective 4: Removing Barriers to Participation
To identify and address barriers that may prevent pupils, families, staff or visitors from accessing the full life of the school.

3. School Context

St William's Catholic Primary School is a small Catholic primary school serving its local parish community. The school regularly monitors information relating to pupil attainment, attendance, wellbeing, SEND, disadvantage and participation to ensure that all groups are able to achieve and flourish. The school is committed to identifying and removing barriers to learning and participation and to making reasonable adjustments where required in accordance with its Accessibility Plan. The school is committed to providing an accessible and inclusive environment for all members of the school community. Reasonable adjustments are made where required, and accessibility is regularly reviewed through the school's Accessibility Plan and ongoing site development.

4. Ethos and Atmosphere

At St William's Catholic Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community. 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, e.g. 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. The displays around the school are of a high quality, and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

5. 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 with staff, pupils and Governors.

6. Monitoring and review

St William's 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. Particular attention is given to the experiences and outcomes of pupils with SEND, disadvantaged pupils and other potentially vulnerable groups to ensure equity of opportunity and access.

We collect and analyse a range of equality information for our pupils/students. 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 expected. 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, sexism, homophobic, biphobic and transphobic incidents 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. All incidents of discriminatory language, prejudice-based bullying or harassment will be recorded, monitored and responded to appropriately.

St William's 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 collect and analyse a range of profile information for our staff and governors: For example, applicants for employment, staff profile, Governing Body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews. 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 Headteacher. Their 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.

7. 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. Teachers plan learning that is ambitious and appropriately adapted to meet the needs of all learners, enabling every pupil to experience success and make progress from their individual starting points. 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 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 motivation 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 places 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 St William's 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. Through the curriculum, collective worship and wider opportunities, pupils are encouraged to understand the importance of human dignity, respect, justice, inclusion and service to others. Catholic Social Teaching provides an important framework through which pupils learn about equality, diversity and their responsibilities as active citizens.

Resources and Materials

Resources and materials used within school will reflect the diversity of modern Britain and the wider world. They will promote positive representation, challenge stereotypes and celebrate the contributions of individuals from different backgrounds, cultures, faiths, abilities and experiences.

Language

We recognise that it is important at St William's 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 in 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 contributing 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.

Provision for Pupils with English as an Additional Language

We undertake at St William's Catholic Primary School to make appropriate provision for all EAL 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 UK; Gypsy, Roma and Traveller children; advanced bi-lingual learners; pupils who use 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-seeking 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 exercise 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 responsibilities among staff. This must include pupils' access to a balance of male and female staff at all key stages 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.

7. Staff Recruitment

All those involved with 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 qualification 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.

8. Roles and Responsibilities

- Our Governing Body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- 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.
- 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.
- All members of the school community have a responsibility to treat each other and staff 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.

9. Commissioning and Procurement

BEBCMAT and St William's 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.

10. 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.

11. Publicising the Policy and Plan

This policy is available on the school website. Copies are available to look at in school and parents and carers are made aware of this through the newsletter.

12. Annual Review of Progress

We will report annually on our progress and performance in respect of this policy.

13. 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 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. (Note; the duties of the school and different definitions are 'incorporated' into the Equality Act 2010)

Review date: 20th October 2026
To be ratified at the meeting of the Full Governing Body on: 15th December 2026

Policy reviewed by: Headteacher

Next review date: October 2027