



Single Equalities Policy

Created: April 2016

Review by: Spring 2020



Introduction

The policy outlines the commitment of the staff, pupils and governors of St Mary's Catholic High 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*** ***Governing Body*** ***Multi-agency staff***
Visitors to school ***Parents/carers*** ***Students on placement***

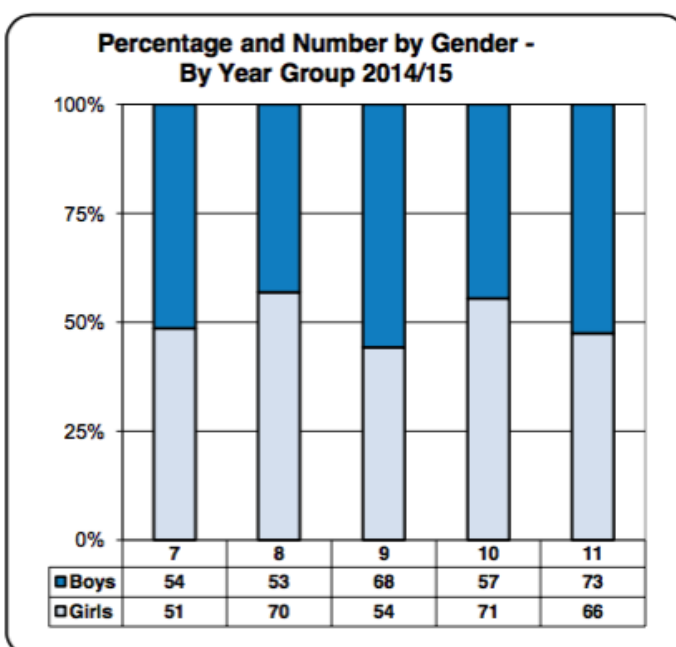
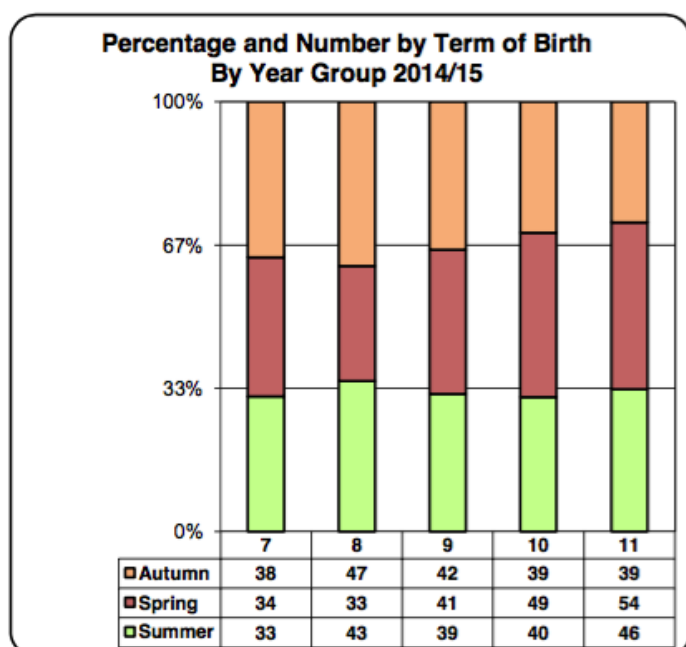
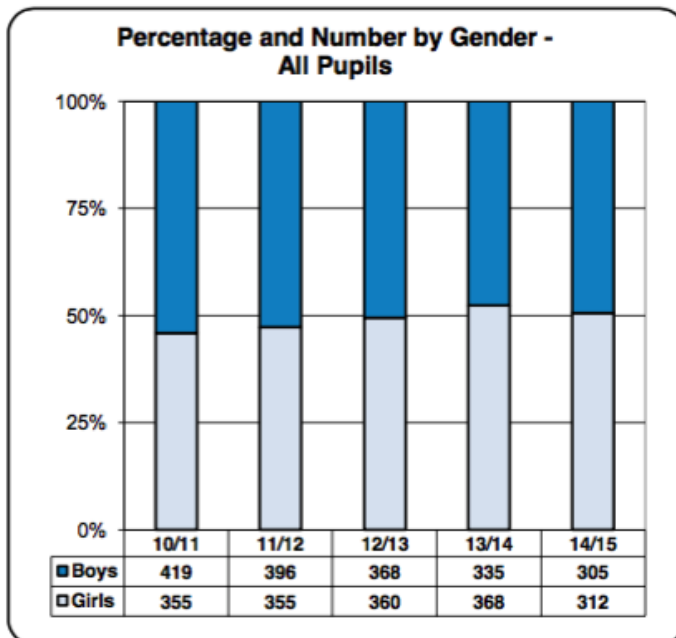
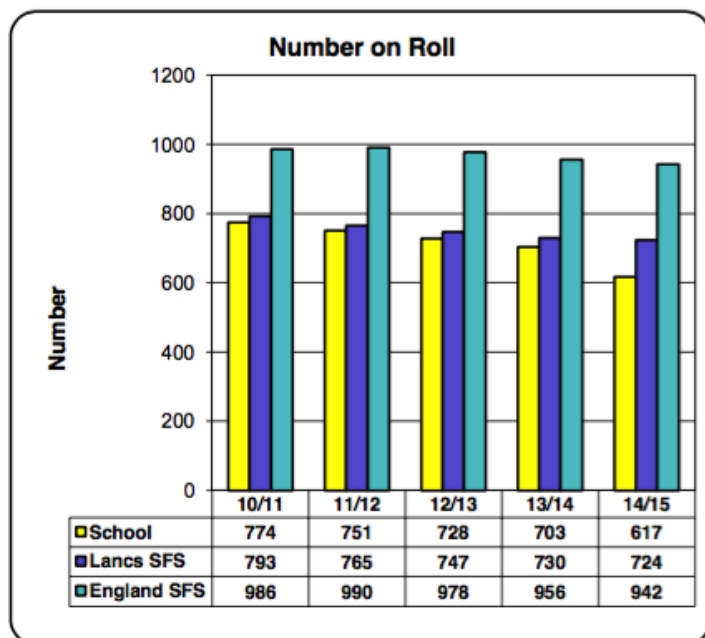
We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St Mary's Catholic High 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.

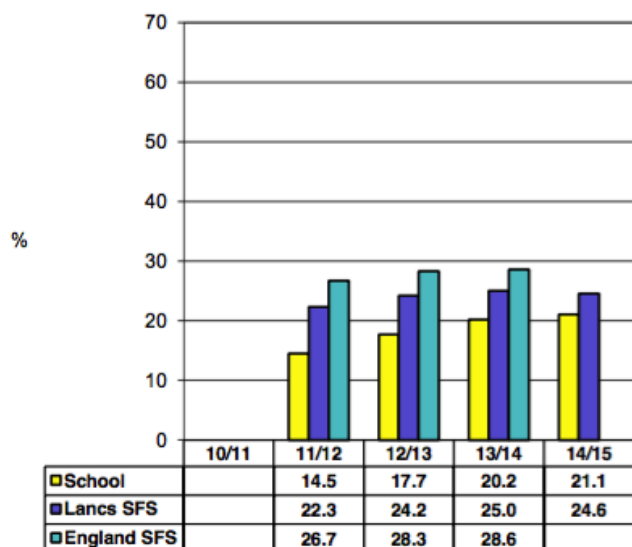
School context

St Mary's Catholic High School is a smaller than average mixed 11-16 comprehensive voluntary aided Roman Catholic school in Leyland, Lancashire. The school intake is predominantly White British Heritage with a small minority from minority ethnic groups and an even smaller number with English as a second language.

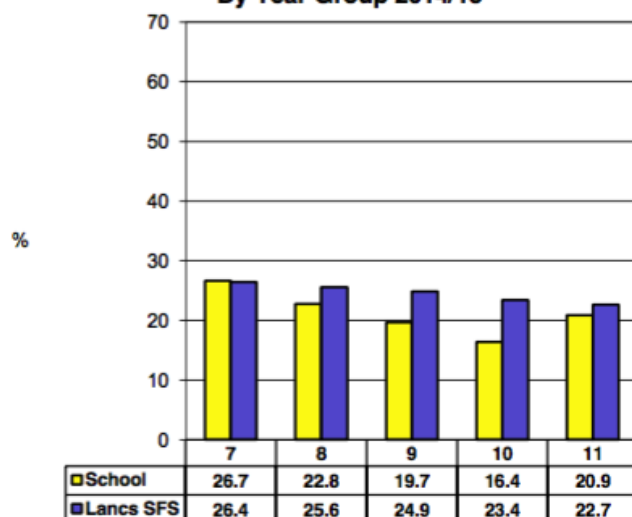
Lancashire School Information Profile 2014/15 (latest available):



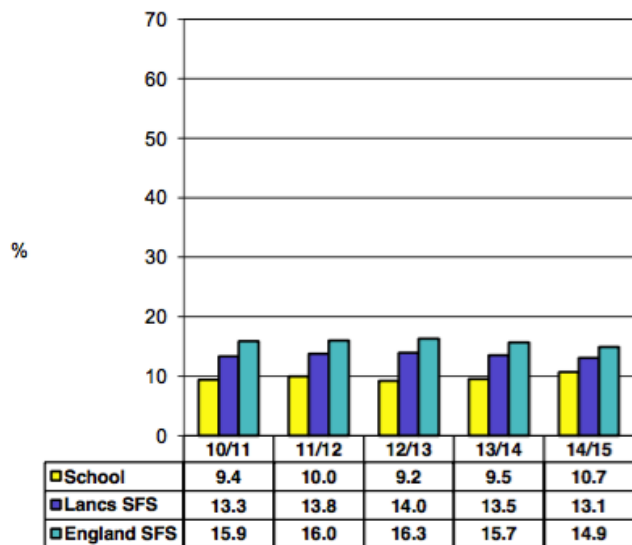
Percentage of Pupils Eligible for FSM6



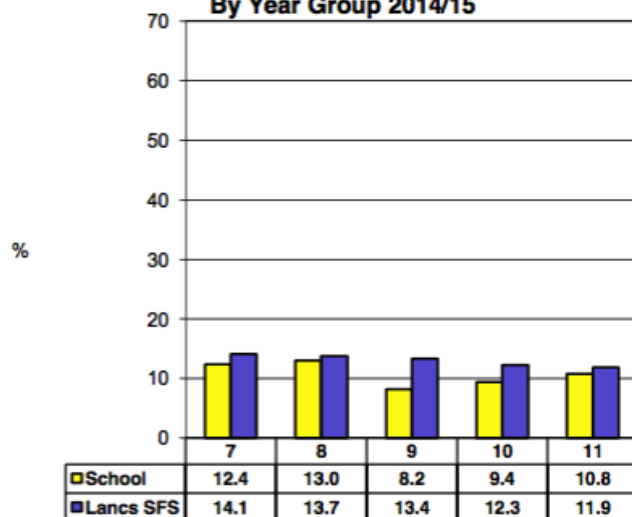
Percentage of Pupils Eligible for FSM6 - By Year Group 2014/15



Percentage of Pupils Eligible for FSM



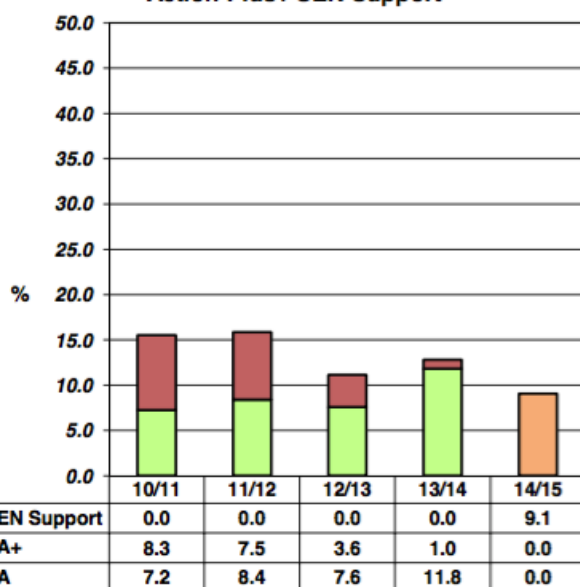
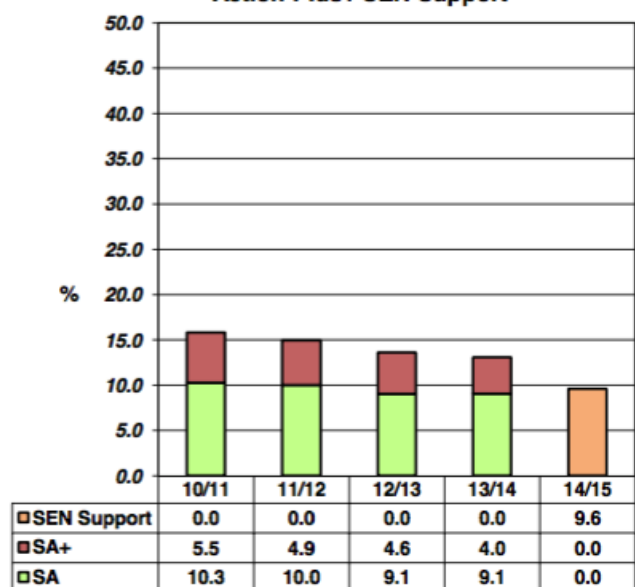
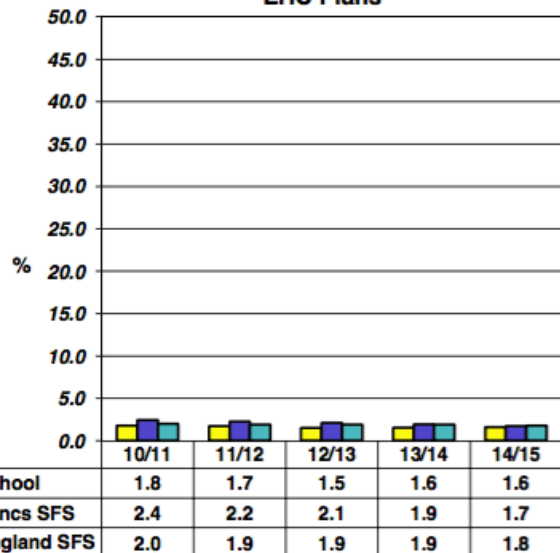
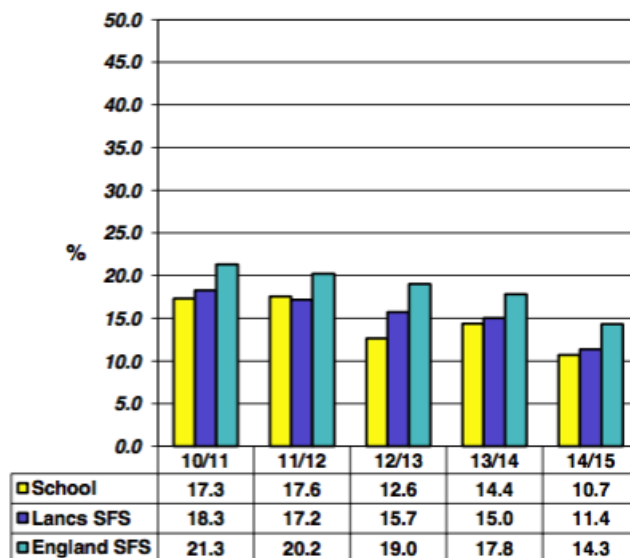
Percentage of Pupils Eligible for FSM - By Year Group 2014/15



EAL (English as Additional Language)		10/11	11/12	12/13	13/14	14/15
ENG	English	757	734	708	679	592
ENB	Not known but believed to be English	2	2	2	2	2
OTH	Other than English	13	13	16	18	19
OTB	Not known but believed to be other than English	1	1	1	3	2
REF	Information not obtained				1	1
NOT	Information not obtained	1	1	1		1
Total		774	751	728	703	617

CLA (Children Looked After)		10/11	11/12	12/13	13/14	14/15
NOR		774	751	728	703	617
CLA	School No.	1	1	2	3	
	School %	0.1	0.1	0.3	0.4	
	Lancs SFS %	0.3	0.4	0.4	0.4	
CLA with SEN Statement	School No.	1	1	2	2	
	School %	100.0	100.0	100.0	66.7	
	Lancs SFS %	16.3	14.0	12.2	12.1	
CLA with SEN No Statement	School No.	0	0	0	0	
	School %	0.0	0.0	0.0	0.0	
	Lancs SFS %	43.1	45.4	49.4	37.4	

Ethnicity		10/11	11/12	12/13	13/14	14/15
WBRI	White – British	723	703	677	651	569
WIRI	White – Irish	4	4	4	4	3
WIRT	White – Traveller of Irish Heritage					
WROM	White – Gypsy / Roma					
WOTH	Any Other White Background	18	18	18	18	15
MWBC	Mixed – White and Black Caribbean	9	7	6	4	2
MWBA	Mixed – White and Black African	1			3	2
MWAS	Mixed – White and Asian				1	1
MOTH	Mixed – Any other mixed background	6	5	6	6	9
AIND	Asian or Asian British – Indian	2	2	2	2	3
APKN	Asian or Asian British – Pakistani					
ABAN	Asian or Asian British – Bangladeshi					
AOTH	Asian or Asian British – Any other Asian background	6	6	6	6	7
BCRB	Black or Black British – Caribbean					
BAFR	Black or Black British – African	1	2	2	2	2
BOTH	Black or Black British – Any other black background					
CHNE	Chinese	1	1	1		
REFU	Do not wish an ethnic category to be recorded	1	1	1	1	
NOBT	Not obtained	2	2	5	5	4
OOBH	Any other ethnic background					
Total		774	751	728	703	617

SCHOOL SEN: % of Pupils, School Action / Action Plus / SEN Support**LANCS SFS SEN: % of Pupils, School Action / Action Plus / SEN Support****SEN: Percentage of Pupils with Statements / EHC Plans****SEN: Percentage of Pupils with SEN**

Aims, Values and Vision

God made each one of us. We are all unique. We learn to show compassion, love and respect for each other and the world in which we live. There are strong bonds of support, respect and trust across our staff and it is a **pre-requisite** for staff that they treat each other and our pupils with respect allowing relationships to be dignified and positive. Where this is not apparent, the matter will be brought to attention with the individual(s) concerned and resolutions sought. Job Descriptions state the duties of individual employees to contribute to the caring and forgiving ethos of the school. The reason for this is that we make it explicit that our values are Christ centred and based firmly on the Beatitudes; pupils & staff inculcate these values (dignity & compassion, truth & justice, forgiveness, tolerance, humility and integrity etc.) formally and informally. We seek to embed equality of access,

opportunity and outcome for all members of our school community, within all aspects of school life. 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:

- **Shared Humanity:** Underlying our diversity lays commonality and shared values, aspirations and needs. We value our fundamental similarities and universality
- **Valuing difference and diversity:** We appreciate the richness of our cultural mix and look for ways of celebrating and understanding it better
- **Interdependence, interaction and influence:** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- **Excellence:** We aim to inspire and recognise high personal and collective achievement throughout our community.
- **Use materials:** that reflect a range of cultural backgrounds, without stereotyping and to promote a positive image of and attitude towards disability and disabled people
- **Promote attitudes:** and values that will challenge discriminatory behaviour
- **Provide opportunities:** for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- **Use a range:** of sensitive teaching strategies when teaching about different cultural and religious traditions
- **Develop pupils':** advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- **Ensure that:** the whole curriculum covers issues of equality and diversity;
- **All 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
- The school should place a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by

- carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

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 St Mary's Catholic High 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 St Mary's Catholic High School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended learning opportunities

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy. We try to ensure that all such support 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 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

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and staff development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to 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

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

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.

With this point in mind it is reasonable to insist that at St Mary's Catholic High School the roles of Headteacher, Deputy Headteacher, Curriculum Leader for Religious Education and Chaplaincy Coordinator be reserved for Catholic candidates.

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.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties
- 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

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

Commissioning & procurement

St Mary's Catholic High School will endeavour to buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

Human resources

We comply fully with legislation, which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the requirements specified for Voluntary Aided Catholic Schools

Admissions

The schools will not discriminate against pupils in admissions or in their day-to-day operations, such as in the allocation of pupils to particular classes. There are a few exceptions:

- some aspects of admissions to schools which are of a religious character are not covered
- school curriculum and collective worship are not covered by legislation affecting discrimination on grounds of religion or beliefs
- schools may treat pupils with disabilities more favourably than others if it prevents them being at a disadvantage
- age discrimination legislation does not apply to the treatment of pupils or provision of education.

Responding to equalities related incidents

A racist incident is any incident, which is perceived to be racist by the victim or any other person. It maybe perpetrated against individuals on the basis of their race, colour, nationality, culture, language or religion. (Stephen Lawrence inquiry. From McPherson Report 1999)

If the child feels the incident is racist, it is. (Quoted in OFSTED report “Race, equality in Education 2005)

An equalities related incident or situation occurs where behaviour or an action constitutes, or is perceived by the victim or any other person, to constitute either direct or indirect discrimination, victimisation or harassment. We will take action to challenge and eliminate any such behaviour where it is observed, reported or suspected.

We recognise that there are differences between the various equalities strands, but seek to recognise, record and respond to any prejudice driven incident including:

- Racist or religiously motivated
- Disability
- Homophobic or trans-phobic

We have a legal obligation to collate and report racist incidents and bullying information. We use this information to identify trends and patterns and we have mechanisms in place to provide support for victims and their families and to manage and change the behaviour of the perpetrator(s). We will also record and monitor incidents relating to the other various equalities strands and provide appropriate responses in terms of support for victims (and their families), teaching and learning, sanctions and support for perpetrators and working in partnership with colleagues from other agencies. All reported incidents are recorded by the Headteacher and monitored termly. These form part of a termly report to Governors and the Local Authority and records are kept using an internal system and SIMS.

Monitoring & reviewing

St Mary's 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.

Attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, choice of options selected is collated and analysed by ethnicity, disability, gender, free school meals (FSM).

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, disabilism, 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.

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, parents, governors and pupils.

The person(s) responsible for the monitoring and evaluation of the policy and action plan is **Assistant Headteacher Pastoral Sue Cadman and SENCO Catherine McCabe**

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

2015-2016 Action Plan:

- Deliver assemblies on racist & homophobic bullying
- Develop a Personal, Social, Health, Citizenship, & Enterprise Education curriculum, which addresses key equality issues.