

Equal Opportunities Policy and Objectives

St Anne's Catholic School and Sixth Form College



Approved by:	Full Governing Body (objectives: Headteacher)
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1. AIMS

Equality of opportunity is central to life and work at St Anne's Catholic School as reflected in the focus on the individual in the school's mission statement.

The policy statement applies to all pupils and staff, teaching and non-teaching, and members of the Governing Body within St Anne's Catholic School. The school wishes to share a culture of celebration of identity and aspiration for all. We wish to provide high quality education for all students regardless of disability, race, gender or specific educational needs (which will include the needs of the most able). The school recognises the need for students to learn within an environment that promotes a positive ethos and which aims to raise the achievement of all students.

The school community should be an environment which is free from prejudice so that all individuals can feel valued and fulfil their potential.

St Anne's Catholic School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Share a culture of celebration of identity and aspiration

The protected characteristics defined by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Other characteristics considered alongside these by St Anne's School are:

- Community cohesion
- Poverty
- Special Educational Needs (where not covered by the Disability Discrimination Act)

2. LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

- The Equality Act 2010 (which introduced the PSED (public sector equality duty) and protects people from discrimination)
- The Equality Act 2010 (Specific Duties) Regulations 2011 (which requires schools to publish information to demonstrate how they are complying with the PDED and to publish equality objectives)

This document is also based on Department for Education (DfE) guidance: 'The Equality Act 2010 and schools'.

This document links to the following St Anne's Documents:

- Accessibility plan
- Staff Handbook (Trips Procedures)
- Staff Handbook (Pupil Premium)
- Behaviour Policy
- Teaching and Learning Policy

3. ROLES AND RESPONSIBILITIES

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives

The designated member of the senior leadership team for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Report, on behalf of the headteacher, to governors annually
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. ELIMINATING DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, policies include reference to the importance of avoiding discrimination and other prohibited conduct. Responsibilities under the Equality Act are communicated through effective availability of this policy.

The school has a designated member of staff for monitoring equality issues. He/she regularly liaises regarding any issues and makes senior leaders and governors aware of these as appropriate.

The elimination of discrimination is illustrated through the following practices at St Anne's School:

- Providing an accessible curriculum for the needs and interests of all students, set in an appropriate cultural context with regard for alternative cultures.
- Teaching of the curriculum that challenges stereotyped expectations.
- Valuing the importance of PSHE in the context of the curriculum.
- The careful stewardship of Pupil Premium funding to ensure an equal right to all to access the appropriate resources to support learning.
- Compliance with the Code of Practice for Special Educational Needs.
- The centrality of self-confidence and self-worth at the school and the immediate challenging of offensive or stereotyped language, jokes or symbols.
- The use of exit interviews for staff as part of the monitoring of patterns of staff recruitment and retention and the equal availability to all staff of professional development opportunities in line with the strategic direction of the school.

5. ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Analyse data each academic year showing how pupils with different characteristics are performing and use the data to determine strengths and areas for improvement. The data noted as performance indicators includes, but is not limited to:
 - Examination results
 - Staff responsibilities
 - Attendance, including unauthorised absence

- Behaviour data
- Pastoral incidents
- Reward data
- Extra-curricular engagement
- Student leadership engagement
- Destinations at 16 and 18
- Options at 14 and 16

6. FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and PSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues, such as the celebration of non-Christian religious festivals. Pupils will be encouraged to take a lead in such assemblies.
- Working with our local community through, for example, engagement with them in geography fieldwork, through local charities and so on.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. Examples include No Limits, who support pupils exploring issues surrounding gender identity and sexuality; the Southampton SACRE and its links to inter-faith organisations and organisations relevant to individual students' disabilities, where appropriate.

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, in preparing the school calendar, the school considers the impact on religious holidays and the accessibility of events for pupils with disabilities. For Sixth Form students, trips take into consideration whether there are equivalent facilities for boys and girls.

The school completes an Equality Impact Assessment at the Risk Assessment Stage of trips and at the start of each checklist to plan major events. This shows the school has actively considered its equality duties and asked relevant questions. The assessment is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. EQUALITY OBJECTIVES 2018-19

Objective 1	Embed revised policy (2018) into school documentation and procedures
Rationale for objective	So that there is consistency within school procedures and the risk of inadvertent discrimination is thereby reduced
Associated actions	Staff training (JWA) Monitoring – termly item at SLT (JWA)

Objective 2	Implement measures to begin to narrow the attainment gap for disadvantaged White British students
Rationale for objective	So that our only negative progress indicator (while still significantly better than national figures) is improved
Associated actions	Include in School Development Plan 2018-19 and associated actions (JRO) Explore gap in behaviour / rewards / attendance (EWR/AFA)

Objective 3	Improve provision for the most able students of St Anne's
Rationale for objective	Ensure aspiration is achieved for all students
Associated actions	Map provision (HLE) Ensure opportunities given for potentially disadvantaged able students through SUN and other outside agencies (HLE)

Objective 4	Increase participation for Bangladeshi students in extra-curricular activities
Rationale for objective	The St Anne's extra-curricular offer is available to a wider group of participants
Associated actions	Identify barriers to attendance (TLR holder) Take steps to narrow these barriers (TLR holder)

APPENDIX 1: EQUALITY IMPACT ASSESSMENT



Equality Impact Assessment

Date of assessment:

Lead staff member:

Title of event / proposal and brief description, if required	
Team(s) involved	
Potential Positive Impacts	
Unmitigated negative impacts (overleaf)	
Communication required	
Senior Leadership Team Signature	
Date	

Impact Assessment Worksheet

Impact Assessment	Details of Impact	Possible Mitigations
Age		
Disability (including SEN)		
Gender Reassignment		
Marriage and Civil Partnership		
Pregnancy and Maternity		
Race		
Religion or Belief		
Sex		
Sexual Orientation		
Community Cohesion		
Poverty		
Other Significant Impacts		