

ALL HALLOWS RC HIGH SCHOOL

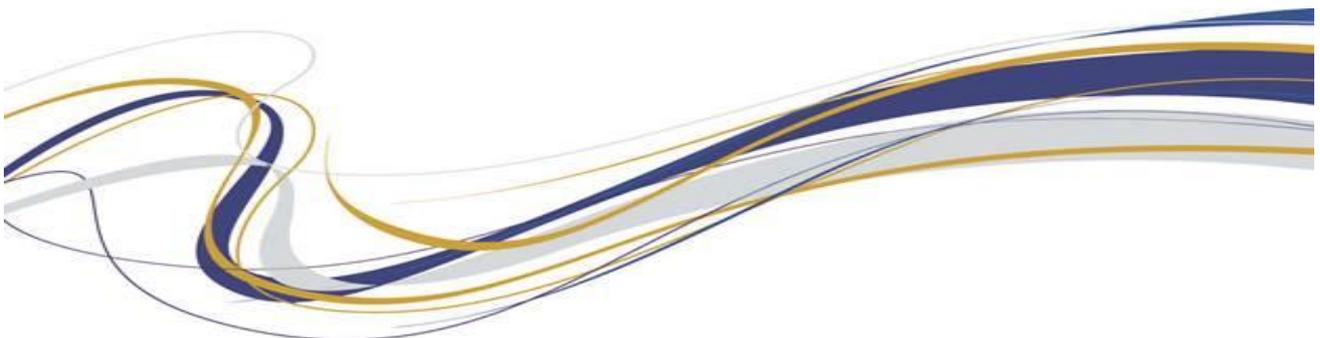


EQUALITY POLICY

Committee responsible for review: Welfare Committee

Review date: October 2018

Date of next review: October 2019



EQUALITY POLICY

We aim for All Hallows RC High School to be a Catholic school to which children wish to come, to which parents wish to send their children, and where teachers wish to teach.

Our Mission is to offer a high quality Catholic education for all, in an environment where Gospel Values are central to teaching and learning, and in which the unique value of each person is recognised and respected.

1. INTRODUCTION

The single public sector equality duty will require schools to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

This Scheme deals with the schools provisions of the Equality Act 2010 which prohibit schools from discriminating against, harassing or victimising:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

Schools have had obligations not to discriminate against people with a protected characteristic under the Gender Equality Act, the Race Equality Act and the Disability Discrimination Act.

This Equalities Scheme harmonises the previous equality legislation and brings together previous documentation and expectation.

The overall objective of the School Equality Scheme is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

Partners and contractors are also expected to abide by the policy.

The responsible body for ensuring that All Hallows RC High School meets its Equalities Duty is the Governing Body.

This Equalities Scheme shows how the school will protect all pupils within the school who are vulnerable because of their protected characteristics.

In terms of this scheme protected characteristics are:

- Gender reassignment.
- Disability
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and being married or in a civil partnership are NOT protected characteristics at school. The people covered by the School Equalities Scheme are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school).

The school recognises that under the Equalities Act it is unlawful to discriminate in the following ways:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

The school recognises that under the Equalities Act it is unlawful to Harass or Victimise members of the school community because of their protected characteristics.

The school recognises that it is lawful to take positive action to ensure that a member of the school community is not discriminated against, harassed or victimised because of a protected characteristic.

The school has collected the following information in relation to protected characteristics.

1a) Information about Protected Characteristics

Disability.
Gender reassignment.
Pregnancy and maternity.
Race.
Religion or belief
Sex
Sexual orientation.

Main Priorities

2. 1 How well do pupils within the protected characteristics achieve?

e.g. Progress of all our pupils in protected characteristic groups are monitored using the same criteria we use for all pupils including:

- Test results
- Teacher assessment
- End of Key Stage outcomes
- GCSE outcomes
- Involvement and achievements in extra-curricular activities

2.2 How do we develop the diversity agenda and engage with the wider community?

- Promoting a culture of inclusion and entitlement
- Reducing exclusions
- Using our pastoral care system to support vulnerable young people
- Engaging with social work and other external providers to jointly support learners
- Working community groups, arts groups, businesses and others to ensure opportunities are available to all regardless of circumstances

2.3 How do you ensure that staff receive appropriate training on Equalities and Diversity Issues?

- Through planned staff training events during twilight
- Targeted members of staff attend specific training

3. Making it Happen

3.1 Views of those consulted during the development of the Equalities Scheme

Information is gathered from a range of people associated with the school and is used in school policies, the school development plan, setting priorities and monitoring outcomes. The information is needed to allow the school to plan for the future so that the needs of the community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

We have also gathered information about recruitment, development and retention of employees. Please see our full school policy documentation for further information.

3.2 Admissions

The admissions authorities for maintained schools in England must comply with the Schools Admissions Code produced by Department for Education which sets out the law relating to school admissions. Local authorities have an important role in monitoring compliance with the Admissions Code and are required to report annually to the Schools Adjudicator on the fairness and legality of the admissions

arrangements for all schools in their area, including those for whom they are the admissions authority.

In the Admissions arrangements we do not discriminate against, harass or victimise pupils:

- in deciding who is offered admission as a pupil
- in deciding the terms on which you offer to admit the pupil
- by not admitting the young people with protected characteristics as pupils.

At All Hallows RC High School our admission policy is reviewed annually by the governing body and any changes to this policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

3.3 Provision of Benefits Services and Facilities.

At All Hallows RC High School we do not discriminate against a pupil in the provision of education or access to any benefit, facility or service. The Governing Body of All Hallows RC High School are responsible for ensuring there is no discrimination in relation to education or access to any benefit, facility or service.

All Hallows RC High school does not discriminate against, or victimise a pupil:

- in the way we provide education for our pupils
- in the way in which we afford the pupil access to a benefit, facility or service
- by not providing education for the pupils
- by not affording the pupils access to a benefit, facility or service
- by subjecting the pupil to any other detriment.

Equally we ensure that our pupils with protected characteristics are not harassed through the provision of benefits, services and facilities.

At All Hallows RC High School we review all policies covering the provision of benefits, services and facilities which could include (but not exclusively).

- Extra-curricular Activities
- Leisure activities
- Afterschool and homework clubs
- Sports activities
- School trips
- Library Policy
- IT facilities
- School Uniform
- Work Experience
- Examinations
- Charging
- Behaviour and Discipline

In All Hallows RC High School all benefits, services and facilities policies are reviewed annually by the governing body and any changes to these policies are

impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

3.4 Exclusion From School

All Hallows RC High School complies with Improving Behaviour and Attendance: Guidance on exclusion from schools and Pupil Referral Units by the Department for Education (DfE) (www.education.gov.uk), and will comply any subsequent guidance which sets out the law relating to exclusions. All Hallows RC High School understands that the exclusions guidance makes it clear that pupils should only be excluded from school as a last resort and that exclusions should only be made on grounds of a pupil's behaviour.

All Hallows RC High school recognises that it has a duty to disabled pupils to make reasonable adjustments to its procedures if needed. This will be reviewed on a case by case basis but may include:

- disregarding behaviour which is a direct consequence of their disability
- making reasonable adjustments to manage such behaviour
- considering alternative, more appropriate punishments, and
- ensuring that a disabled pupil is able to present their case fully where their disability might hinder this.

At All Hallows RC High School the Exclusion Policy is reviewed annually by the governing body and any changes to the policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

3.5 Complaints

The governing body of All Hallows RC High School has a complaints procedure as required under s 29(1) of the Education Act 2002 to deal with all complaints relating to the school.

All Hallows RC High School recognises that is usually in everyone's best interests to attempt to resolve disputes without the need for legal action, should we receive a complaint relating to discrimination because of a protected characteristic the complainant would in the first instance be encouraged to go through the complaints process.

In general complaints about specific issues which are not resolved at school level should be made to the following:

Claims about permanent exclusions from schools maintained by LAs, including community schools, voluntary-aided and voluntary-controlled schools and foundation schools and Academies	Education Appeal Panels / Independent Review Panel (From September 2012)
Admission decisions for schools maintained by LAs, including community schools, voluntary-aided and voluntary- controlled schools and foundation schools and Academies	Education
All other claims (including all claims against	First-tier Tribunal

independent schools) in England	(Special Educational Needs and Disability)
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In All Hallows RC High School the Complaints Policy is reviewed by the governing body and any changes to the policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

All complaints by parents of pupils with protected characteristics or the pupils themselves are reported to the Chair of Governors at the time and an analysis of those complaints is included in the Head Teachers Report to governors termly.

3.6 Links with the School Improvement Plan

At All Hallows RC High School the philosophy of the school reflects an understanding of the requirements of the Equalities Legislation. All actions within the School Improvement Plan will be impact assessed and to ensure that no action taken through the SIP will discriminate, harass or victimise pupils with protected characteristics

4 Accessing / reporting and reviewing the Equalities Scheme

This scheme was published in 2017 and will be in operation until 2018, when it will be reviewed and revised. We will report on aspects highlighted by the scheme according to the relevant reporting requirements within the scheme, on the progress we have made on our action plan and the effect of what we have done.

4.1 Publishing

The scheme will be published on the school website, available in the school office to read and copies will be available on request at no charge.