

# **ALL HALLOWS RC HIGH SCHOOL**

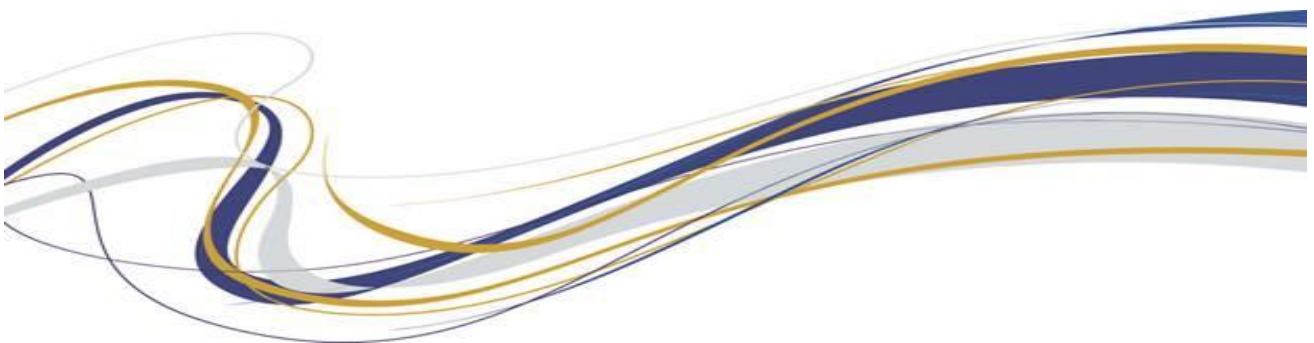


## **EQUALITY POLICY**

**Committee responsible for review: Welfare Committee**

**Review date: February 2020**

**Date of next review: February 2022**



## 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:**

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- 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**

It is against the law to discriminate against someone because of:

- **Age** (A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).
- **Disability** (A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities).

- **Gender reassignment** (The process of transitioning from one gender to another).
- **Marriage and civil partnership** (Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
- **Pregnancy and maternity** (Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding).
- **Race** (Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins).
- **Religion and belief** (Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition).
- **Sex** (A man or a woman).
- **Sexual orientation** (Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes).

## 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 whole school Inset. Also through staff meetings and briefings
- 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.

### **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](http://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 it 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 independent schools) in England	First-tier Tribunal (Special Educational Needs and Disability)

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 reviewing the Equalities Scheme**

This scheme was published in 2020 and will be in operation until 2022, 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.

Please see appendix 1 for the Equality objectives.

### **5 Monitoring and review**

The headteacher will review this policy annually, to ensure that all procedures are up-to-date.

The policy will be monitored and evaluated by the headteacher and governing body in the following ways:

- Individual attainment data
- Equal opportunities recruitment data – **Ensuring we follow a fair recruitment process**
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all members of staff.

### **6 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.



## Appendix 1

### Equality Objectives 2019-2021

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

- Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups
- Continue to implement effective strategies to support pupils in all vulnerable groups following linear exam courses
- Continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning.
- To narrow the attendance gap between boys and girls
- To narrow the progress gap between boys and girls
- Improve the attendance of all pupil premium pupils in school
- Maintain good progress and attainment of the pupil premium pupils
- Continue to meet and exceed the requirements of:-
  - Our 'School of Sanctuary' award
  - Emotionally Friendly Status
  - SENDIA Award
- Ensure all cultures within school have equal recognition and respect and ensure that All Hallows Culture Day becomes an annual event
- Review curriculum to ensure appropriate teaching with respect to LGBTQ+