



**St Cuthbert's
Catholic High School**

Live life in all its fullness

Equality Information and Objectives Policy

2020 - 2024

| | |
|---|---|
| Person responsible for Policy: | Senior Leadership Team/SENCO |
| Committee responsible for Policy: | Finance, HR & Premises |
| Date To Governors: | November 2020 |
| Date Agreed: | September 2020 |
| Review Due: | September 2024 and every 4 years thereafter |
| Is this Policy to appear on school website: | Yes |
| Is this Policy to be displayed in Reception: | Yes |

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Principles and aims](#)
3. [Roles and responsibilities](#)
4. [Equality objectives](#)
5. [Collecting and using information](#)
6. [Publishing information](#)
7. [Promoting equality](#)
8. [Addressing prejudice related incidents](#)
9. [Appeal process](#)
10. [Curriculum](#)
11. [Monitoring and review](#)

Statement of intent

First and foremost, St. Cuthbert's is a Catholic Community and everything we do here is underpinned by the belief that all of us are a precious creation of God. We believe that God created us all for a purpose, that all of our lives have equal precious value and that 'If we are who God created us to be, we will set the world ablaze' – (St. Catherine of Siena). Our equalities policy and objectives help us to continue to focus on being a loving community where all groups are valued, celebrated and being people who live life fully, setting the world ablaze.

We recognise that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

Signed by:

Headteacher

Date:

Chair of governors

Date:

1 Legal framework

- 1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Equality Act 2010 (Specific Duties) Regulations 2011
 - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - General Data Protection Regulation (GDPR)
- 1.2 This policy also has due regard for non-statutory guidance, including the following:
- DfE (2014) 'The Equality Act 2010 and schools'
- 1.3 This policy operates in conjunction with the following school policies:
- Admissions Policy
 - Complaints Procedures Policy
 - Equal Opportunities Policy
- 1.4 The Equality Act 2010 provides a modern, single legal framework with three broad duties:
- Eliminate discrimination
 - Advance equality of opportunity
 - Foster good relations
- 1.5 For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.
- 1.6 The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.
- 1.7 Protected characteristics, under the Act, are as follows:
- Age
 - Disability
 - Race, colour, nationality or ethnicity
 - Sex
 - Gender reassignment
 - Maternity and pregnancy
 - Religion and belief
 - Sexual orientation
 - Marriage and civil partnership
- 1.8 The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:
- In relation to admissions.
 - In the way it provides education for students.
 - In the way it provides students access to any benefit, facility or service.

- By excluding a student or subjecting them to any other detriment.

- 1.9 The responsible body for the school is the Governing Board or the LA.
- 1.10 The school's liability not to discriminate, harass or victimise does not end when a student has left the school, but will apply to subsequent actions connected to the previous relationship between school and student, such as the provision of references on former students or access to "old students" communications and activities
- 1.11 The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

2 Principles and aims

- 2.1 We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.
- 2.2 Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 2.3 The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- 2.4 The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- 2.5 The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.
- 2.6 Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.
- 2.7 The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.
- 2.8 The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 2.9 The school will ensure that all staff comply with the appropriate equality legislation and regulations.
- 2.10 The school's Admissions Policy will not discriminate against any protected characteristic in any way.
- 2.11 The school will:
- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the Governing Board.

- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for students with additional needs, maintaining a good level of awareness of issues surrounding equality.

3 Roles and responsibilities

The Governing Board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Governing Board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The Headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the Governing Board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the Headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.

- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor students' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Students will:

- Not discriminate or harass any other student or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the Head of Year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

- 3.1 The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

4 Equality objectives

- 4.1 The school is committed to promoting the welfare and equality of all its staff, students and other members of the school community. To achieve this, the school has established the following objectives:
- To continue to ensure that our curriculum is inclusive for all, particularly those with SEND.
 - To continue to focus aspects of our CEIAG programme so all groups, particularly those who are disadvantaged, have equal opportunity and aspiration to go onto further education or training.
 - To further develop flexibility in our PD curriculum to meet the needs of all groups in our school community and to continue to respond appropriately to issues around inequality that might arise.
 - To ensure the whole school community, in particular those with protected characteristics as defined by the Equality Act (2010) feel valued and confident.
- 4.2 The school will update all published equality documentation annually and will publish its objectives at least every four years.

5 Collecting and using information

- 5.1 The school will collect equality information for the purpose of:
- Identifying key issues, e.g. unlawful discrimination in teaching methods.
 - Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
 - Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.
- 5.2 The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:
- Recruitment and promotion

- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

- 5.3 The school will use the information they obtain to analyse any gaps present in their equality documentary, including the Equal Opportunities Policy.
- 5.4 Any personal data the school collects will be processed in accordance with the Data Protection Policy.

6 Publishing information

- 6.1 The school will publish information to demonstrate its compliance with the Act.
- 6.2 The school will publish information relating to persons within the school community who share relevant protected characteristics, these will include:
- Other persons affected by the school's policies and procedures
- 6.3 The school will not provide this information if:
- The employee is employed under contract personally to do work.
 - The employer does not have, and it is not reasonably practicable for the employer to obtain the data.
- 6.4 The school will publish findings in their annual report.

7 Promoting equality

- 7.1 In order to meet our objectives, the school has identified the following priorities:
- Continue to review curriculum content and ensure it is appropriate for SEND students.
 - Adapt knowledge organisers for SEND students so they are fully accessible, and measure engagement.
 - Monitor engagement of SEND students in online learning, and provide support for parents in helping SEND students to access it.
 - Continue to develop staff CPD in working with SEND students
 - Maintain links with Edge Hill, and John Moores University on their Futures and Dream Plan Achieve programmes
 - Link in with Shaping Futures when appropriate to target HA/PP students and educate them further in Higher and Further education.
 - Maintain the robust transition programme and links with Higher Education institutions with additional support for SEND and other needs.
 - Continue with the Growth Mindset programme to encourage all students from all groups to believe in themselves and aspire to be the best they can be.

- Continue to work together to provide a bespoke curriculum, largely the PD Lead and the Pastoral team.
- Ensure that the statutory curriculum for PSHE, Citizenship and British Values are delivered effectively.
- Monitor any issues arising in any aspects of learning across the school
- Monitor any incidents which may indicate a need for intervention and put this in place in a timely manner.
- Ensure staff delivering lessons of a sensitive nature have access to CPD if they wish
- Ensure relationships are strong and the school strives to ensure that all members of the school community feel they are able to talk to someone if necessary to resolve any issues.
- Ensure the curriculum mirrors equality and current issues relating to learning.
- Maintain the Catholic ethos across the school to continue to build a supportive culture with clear links to the mission statement.

7.2 The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

7.3 Equality objectives will be published at least every four years commencing on the date of the last publication.

7.4 Bullying and prejudice will be carefully monitored and dealt with accordingly.

7.5 Annual training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8 Addressing prejudice-related incidents

8.1 The school is opposed to all forms of prejudice and we recognise that students and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

8.2 The school will ensure that students and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

8.3 If incidents continue to occur, the school will address them immediately and report them to the LA.

9 Appeal process

9.1 Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.

9.2 The school will adhere to the Complaints Procedures Policy when following the grievance procedure.

10 Curriculum

10.1 All students will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

- 10.2 When planning the curriculum, the school will take every opportunity to promote and advance equality.
- 10.3 When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.
- 10.4 The school will develop an appropriate curriculum for all students in all vulnerable groups.
- 10.5 The school will ensure PSHE lessons are designed for students to develop their knowledge of the world and the importance of equality.

11 Monitoring and review

- 11.1 The Headteacher will review this policy annually, to ensure that all procedures are up-to-date.
- 11.2 The policy will be monitored and evaluated by the Headteacher and Governing Board in the following ways:
 - Individual attainment data
 - Equal opportunities recruitment data
 - Equality impact assessments
 - Ofsted inspection judgements on equality and diversity
 - Incident records related to harassment and bullying
- 11.3 Any changes made to this policy will be communicated to all members of staff.

| | |
|----------------------------|---|
| Identified concern: | Some students with SEND do not engage in some subjects as well as their peers, and therefore do not achieve as well. |
| Objective: | Continue to ensure that our curriculum is inclusive for all, particularly those with SEND. |
| Aim: | To diminish the attainment gap between SEND and non-SEND students, and increase opportunities within all subjects for SEND students to engage fully in learning. |
| Action: | To achieve this objective, the school will: <ul style="list-style-type: none"> • Continue to review curriculum content and ensure it is appropriate for SEND students. • Adapt knowledge organisers for SEND students so they are fully accessible, and measure engagement. • Monitor engagement of SEND students in online learning, and provide support for parents in helping SEND students to access it. • Continue to develop staff CPD in working with SEND students. |
| Responsibility: | The Assistant Headteacher for Academic and Personal Development and the SENCO will be responsible for this objective, supported by the Deputy Headteacher in charge of curriculum. |
| Affected parties: | SEND students, particularly those who struggle to access the curriculum, and those who are underachieving. |
| Timescales: | Ongoing. |
| Success criteria: | There will be an increase in attainment for SEND students. |
| Review: | Engagement in Knowledge organisers to monitored half-termly. Online learning support to be provided in term 1, engagement to be reviewed throughout the year. Attainment for SEND students to be tracked throughout the year. |

| | |
|----------------------------|---|
| Identified concern: | We recognise that students who are disadvantaged are more likely not to access appropriate further education. |
| Objective: | To continue to focus aspects of our CEIAG programme so all groups, particularly those who are disadvantaged, have equal opportunity and aspiration to go onto further education or training. |
| Aim: | To ensure that all of our students, particularly those from disadvantaged backgrounds leave St. Cuthbert's with the confidence, skills and aspiration to study/train further, and become the very best individuals that they can be. |
| Action: | To achieve this objective, the school will: <ul style="list-style-type: none"> • Maintain links with Edge Hill, and John Moores University on their Futures and Dream Plan Achieve programmes • Link in with Shaping Futures when appropriate to target HA/PP students and educate them further in Higher and Further education. • Maintain the robust transition programme and links with Higher Education institutions with additional support for SEND and other needs. • Continue with the Growth Mindset programme to encourage all students from all groups to believe in themselves and aspire to be the best they can be. |
| Responsibility: | The Assistant Headteacher for Academic and Personal Development and The Personal Development and CEIAG lead. |
| Affected parties: | SEND/HA/PP/LACs/Potential NEETs |
| Timescales: | Ongoing |
| Success criteria: | NEET figures remain low All students feel they are ready for the next step in their education Outcomes are good, particularly for disadvantaged groups |
| Review: | Student voice to assess and evaluate provision Outcomes |

| | |
|----------------------------|---|
| Identified concern: | There may be an increase in some students' lack of understanding, tolerance and acceptance of some minority groups within our community. |
| Objective: | To further develop flexibility in our PD curriculum to meet the needs of all groups in our school community and to continue to respond appropriately to issues around inequality that might arise. |
| Aim: | All people in the school community feel safe and supported and the school is a vibrant place to learn in, work in and be a part of. |
| Action: | To achieve this objective, the school will: <ul style="list-style-type: none"> • Continue to work together to provide a bespoke curriculum, largely the PD Lead and the Pastoral team. • Ensure that the statutory curriculum for PSHE, Citizenship and British Values are delivered effectively. • Monitor any issues arising in any aspects of learning across the school • Monitor any incidents which may indicate a need for intervention and put this in place in a timely manner. • Ensure staff delivering lessons of a sensitive nature have access to CPD if they wish |
| Responsibility: | <ul style="list-style-type: none"> • The Assistant Headteacher for Academic and Personal Development and The Personal Development and CEIAG lead. • Pastoral staff |
| Affected parties: | Whole school community |
| Timescales: | Ongoing |
| Success criteria: | All members of the school community feel safe and supported Any major incidents are followed up with an intervention Students are educated in current and well-rounded manner |
| Review: | Student, staff and parent voice |

| | |
|----------------------------|--|
| Identified concern: | Some groups within our community might not feel as valued as others, and therefore do not achieve as well. |
| Objective: | To ensure the whole school community, in particular those with protected characteristics as defined by the Equality Act (2010) feel valued and confident. |
| Aim: | To maintain an ethos where all students and staff and parents feel valued and confident, and as a consequence live their life to the full. |
| Action: | To achieve this objective, the school will: <ul style="list-style-type: none"> • Ensure relationships are strong and the school strives to ensure that all members of the school community feel they are able to talk to someone if necessary to resolve any issues. • Ensure the curriculum mirrors equality and current issues relating to learning. • Maintain the Catholic ethos across the school to continue to build a supportive culture with clear links to the mission statement. |
| Responsibility: | <ul style="list-style-type: none"> • The Assistant Headteacher for Academic and Personal Development and The Personal Development and CEIAG lead. • All staff |
| Affected parties: | Whole school community |
| Timescales: | Ongoing |
| Success criteria: | Whole school community feel valued and confident, and as a consequence live their life to the full. Reported incidents remain low Evidence of preventative action as well as reactive action |
| Review: | Student/staff/parent voice |