



ST. CATHERINE'S
COLLEGE

A CHURCH OF ENGLAND ACADEMY

Equality Policy

Date approved: 2016

Date to be reviewed: 2020

Why we have developed this Equality Policy

This Equality Policy for St Catherine's College brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability.

Notable changes to guidance / legislation are:

- Introduction of direct and indirect discrimination
- The inclusion of the concept of association (being associated with someone who has a protected characteristic)
- Age, Marriage and Civil Partnership have also been added to the list of protected characteristics
- The prevent duty
- *It should be noted that the Draft Equality Act 2010 (Gender Pay Gap Information) Regulations 2016, which sets out the details of the gender pay gap reporting duty is not applicable to St Catherine's College as our staff total less than 250 employees*

It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our college's physical boundaries and with our local, national and global environments. Our college embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Other policies at St Catherine's College include: Accessibility Policy; Anti Bullying Policy; Behaviour Policy; PSHE Policy; Special Educational Needs Policy and SEND Statement.

Our Equality Policy is inclusive of our whole college community – pupils, staff, parents/carers, visitors and partner agencies – who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

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

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our college within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

St Catherine's College works with and employs a wide age range. A small percentage of the ethnicity of the school is culturally diverse.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimization

- To promote equality of access and opportunity within our college and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of college life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing and material outcomes.

Issues relating to adults within the college community can be embraced under these themes and reflected in the action plan.

Our approach

We seek to embed equality of access, opportunities and outcomes for all members of our college community, within all aspects of college life.

We actively seek out opportunities to embrace the following key concepts:

- Shared humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognize that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- Social cohesion within our college and within our local community.
- Excellence. We aim to inspire and recognize high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

At St Catherine's College God's children are at the heart of everything we do, together we listen, learn and achieve.

St Catherine's College seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognize that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

We are also guided by the United National Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of college life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the college
- college policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- college clubs, activities and college trips
- the college's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to college facilities
- activities to enrich the curriculum, for example, a visitor to the college
- college sports
- employees' and staff welfare

The roles and responsibilities within our college community

Our Principal will:

- ensure that staff, parents/carers, pupils and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy

- develop partnerships with external agencies regarding the policy so that the college's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it

Our Governing Body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the college improvement plan
- support the Principal in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Principal, provide advice / support in dealing with any incidents / issues
- assist in implementing reviews of this policy as detailed in the college improvement plan
- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents / carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the development of the policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole college issue and support the Equality Policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- be involved in the development of the Policy
- be encouraged to support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy – Participation and Involvement

The development of this policy has involved the whole of our college community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and

of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

More specifically we:

- consulted all staff on the policy and asked for feedback
- consulted the Senior Leadership Team on the development of the Policy
- consulted the Governing Body for consideration and approval
- asked those responsible for minority, marginalized and potentially vulnerable groups for their contribution to this policy

Our Approach

Leadership and management

The governing body and staff set a clear ethos which reflects the college's commitment to equality for all members of the college community. The college promotes positive approaches to valuing and respecting diversity. All staff contribute to the development and review of policy documents. The college ensures the involvement of governors and takes appropriate steps to enable the contribution of parents. Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the college and the wider community.

College Ethos

The college opposes all forms of racism, prejudice and discrimination. The college supports diversity and promotes good personal and community relations. Diversity is recognized as having a positive role to play within the college. All staff foster a positive atmosphere of mutual trust among pupils from all ethnic groups. Clear procedures are in place to ensure that all forms of bullying and harassment, including religious, racist, sexist and homophobic, are dealt with promptly, firmly and consistently and are in line with LEA policies and guidance. All forms of harassment are recorded and dealt with in line with relevant college policies. Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Staffing

Steps will be taken to ensure that everyone associated with the college is informed of the contents of this policy. The skills of all staff are recognised and valued. Staff induction packs and regular professional development activities are available for all staff members to support their practice in relation to this policy. Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

We comply fully with legislation which protects our staff from discrimination based on the protected characteristics. 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 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 Equality Act we do not enquire about the health of an applicant until a job

offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application process.

We will ensure the safety and wellbeing of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

As part of The Diocese of Chichester Multi Academy Trust, St Catherine's College is a Church of England College and occasionally there are key posts where an applicant who is a practicing Christian is sought to support and sustain the Christian foundation of the college. These positions are exempt from the religion or belief provisions of the Equality Act.

Responding to hate or prejudice based incidents and bullying

We recognise that hate incidents or prejudice – based bullying behavior is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behavior.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference, eg Skin colour or disability.

Through our college ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider college community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Implementation, monitoring and reviewing

This policy was published in November 2016. It will be actively promoted and disseminated.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our college community with reference to the protected groups.

Equality Objectives

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. Please see Appendix B.

Appendix A: Key legislation

EQUALITY ACT 2010

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination (direct and indirect) and harassment based on 'protected characteristics':

- Disability
- Age
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and Civil Partnership

This relates to:

- Prospective pupils
- Pupils at the college
- In some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>
<http://www.education.gov.uk/schools/pupilsupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

Accessibility planning

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

Auxiliary aids and services

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all school as from September 2012.

The college and the Diocese acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality policy. A comprehensive Access Resource Pack to support schools with accessibility has been developed by the Development Planning Team at ESCC and sent out to all schools.

Community Cohesion – Education and Inspection Act 2006

General duty

- To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

Appendix B: Equality Objectives

We list below the equality objectives of St Catherine's College which we believe will help us further the aims of the Equality Duty.

Organisational Objectives

- To increase participation of protected groups in wider academy life.
- To use performance data to monitor pupil achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with other schools.
- To ensure that our policy and practice at St Catherine's College relating to the recruitment, retention and training of staff adequately reflects the diverse needs of applicants and existing staff.

Staff Objective

- To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.

Pupil Objective

- Monitoring and promotion of involvement of all groups of pupils in the extra-curricular life of the college, including leadership opportunities, including pupils with special educational needs and disabilities.