



**ST. CATHERINE'S**  
**COLLEGE**  
A CHURCH OF ENGLAND ACADEMY

# Equality Policy

Date agreed: May 2024

Next Review Date: April 2025

## Statement of Intent



The Bible teaches that the primary characteristic of God is love (1 John 4:8), expressed ultimately through the sacrifice of Christ for us (John 3:16). God's love is not abstract and distant but concrete and practical. In our college, understanding the practical nature of love means we seek to create an atmosphere of respect, kindness, patience, discipline, courtesy, and care towards each other that pupils learn to practise now and carry into their lives in their future relationships and communities. (1 Corinthians 13:4-7).

The Bible tells us that human beings are made in God's image (Genesis 1:27) and that they are infinitely loved and valued (John 3:16). Each pupil is, therefore, treated with respect; is of great value; and known to be in possession of great potential. Reaching their potential is for the personal fulfilment of each pupil and the good of society, so the College has a responsibility to inspire and support pupils to work hard and learn through life's difficulties so they can live a full and fruitful life (John 10:10b).

As bearers of God's image, pupils are capable of flourishing according to their own blend of innate talents and abilities. Within each pupil is the capacity to reach their God-given potential according to their unique combination of abilities. Through working hard, with the support and encouragement of staff and other pupils, they can develop a realistic vision for their future and find their place in this world, knowing that they are fitted to the responsibilities they have taken on. (1 Peter 4:10).

When our understanding of this world is framed by the story of God as creator; Jesus' life, death and resurrection; and the possibilities available in prayer, a door is opened to new potential for inspiration and strength in the way we live responsibly in our world.

Pastoral care is given with an acknowledgment of our own human frailty in the face of life's difficulties and provides the support that enables pupils to feel connected to others through bonds of care in our college community. (Let each of you look not only to his own interests, but also to the interests of others. Philippians 2:4)

We are a Christian community of which all members are proud to belong. As a community, we work together for the benefit of everyone, 'encouraging the disheartened, helping the weak and being patient with everyone' (1 Thessalonians 5:14).

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a caring, learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

We are 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 (Appendix B).

Our Equality Policy is inclusive of our whole college community – students, 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
- Advance equality of opportunity for people with protected characteristics (see Appendix A)
- Consulting and involving those affected by inequality in the decisions the College takes to promote equality and eliminate discrimination.

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

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

### **Our College within the Wider Context**

The national demographic presents an ever-changing picture in terms of age, sex, ethnicity, disability, gender reassignment, sexual orientation, marriage and civil partnerships, pregnancy and maternity 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 victimisation
- 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.

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 recognise 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 (Appendix A) 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 because of our decision or policy making. We positively foster good relations between different groups of students 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 (Appendix B).

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, depending 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 students for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of students
- 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 Headteacher will:**

- ensure that staff, parents/carers, students 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 Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives at least 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 Headteacher, 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, marginalised 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 students and an 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 students 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 (Appendix A).

## **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, LGBTphobia, 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 differences of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference, e.g. skin colour or disability.

Through our college ethos and curriculum, we want our students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the target, 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**

The content of this equality policy is actively promoted and disseminated.

We will review the policy annually (March) 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 (Appendix C)**

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 annually (March) and published at least every 4 years.



## Appendix A: Key legislation

### Equality Act 2010

The Act protects students 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 student
- Students at the college
- In some limited circumstances, former students

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

The Public Sector Equality Duty commenced in April 2011 (Appendix C).

There are exceptions to enable single-sex schools to admit only students 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 schools 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: UN Convention on the Rights of the Child

Links can be found here to the full Convention (pdf) and a summary of the UN Convention (pdf):

[UN Convention on the Rights of the Child - UNICEF UK](#)

# A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



**ARTICLE 1 (definition of the child)**  
Everyone under the age of 18 has all the rights in the Convention.

**ARTICLE 2 (non-discrimination)**  
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**ARTICLE 3 (best interests of the child)**  
The best interests of the child must be a top priority in all decisions and actions that affect children.

**ARTICLE 4 (implementation of the Convention)**  
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

**ARTICLE 5 (parental guidance and a child's evolving capacities)**  
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

**ARTICLE 6 (life, survival and development)**  
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

**ARTICLE 7 (birth registration, name, nationality, care)**  
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

**ARTICLE 8 (protection and preservation of identity)**  
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

**ARTICLE 9 (separation from parents)**  
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

**ARTICLE 10 (family reunification)**  
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

**ARTICLE 11 (abduction and non-return of children)**  
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

**ARTICLE 12 (respect for the views of the child)**  
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**ARTICLE 13 (freedom of expression)**  
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**ARTICLE 14 (freedom of thought, belief and religion)**  
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

**ARTICLE 15 (freedom of association)**  
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**ARTICLE 16 (right to privacy)**  
Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

**ARTICLE 17 (access to information from the media)**  
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

**ARTICLE 18 (parental responsibilities and state assistance)**  
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

**ARTICLE 19 (protection from violence, abuse and neglect)**  
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**ARTICLE 20 (children unable to live with their family)**  
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

**ARTICLE 21 (adoption)**  
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

**ARTICLE 22 (refugee children)**  
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

**ARTICLE 23 (children with a disability)**  
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**ARTICLE 24 (health and health services)**  
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

**ARTICLE 25 (review of treatment in care)**  
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

**ARTICLE 26 (social security)**  
Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

**ARTICLE 27 (adequate standard of living)**  
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

**ARTICLE 28 (right to education)**  
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**ARTICLE 29 (goals of education)**  
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**ARTICLE 30 (children from minority or indigenous groups)**  
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

**ARTICLE 31 (leisure, play and culture)**  
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**ARTICLE 32 (child labour)**  
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

**ARTICLE 33 (drug abuse)**  
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

**ARTICLE 34 (sexual exploitation)**  
Governments must protect children from all forms of sexual abuse and exploitation.

**ARTICLE 35 (abduction, sale and trafficking)**  
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

**ARTICLE 36 (other forms of exploitation)**  
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

**ARTICLE 37 (inhumane treatment and detention)**  
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

**ARTICLE 38 (war and armed conflicts)**  
Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

**ARTICLE 39 (recovery from trauma and reintegration)**  
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

**ARTICLE 40 (juvenile justice)**  
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

**ARTICLE 41 (respect for higher national standards)**  
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

**ARTICLE 42 (knowledge of rights)**  
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

**ARTICLE 45**  
Unicef can provide expert advice and assistance on children's rights.

**OPTIONAL PROTOCOLS**  
There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to [unicef.org.uk/orclop](http://unicef.org.uk/orclop)

## **Appendix C: Equality Objectives (Public Sector Equality Duty)**

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

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations

In line with our statutory duties, we publish annually equalities information and publish and report on equalities objectives. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty from the following data:

National online data; incident reporting data; and from involving relevant people (including disabled people).

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. Governors regularly monitor our safeguarding audit. OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, LGBTphobia, faith, disability, and gender.

We also value more qualitative information which may be given to us through student/learner voice mechanisms, less formally or even anonymously. This information is then used to inform curriculum development within Life Skills (PSHE).

In East Sussex, there is a range of services which support the equality agenda and help us to identify our strengths and those areas requiring action. We have established good links with our local and our wider community. We welcome them into our school, including Local Authority Support Services.

By listening to those within our community and to our partners, such as Targeted Youth Support, Children's Services, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

## Our Equality Objectives (April 2021 – March 2025)

Our Current Equality Objective (1)	Reviews of Previous Equality Objectives
<p><b>Objective 1 (April 2023 onwards)</b>  <b>‘To work towards the elimination of discrimination by routinely recording and analysing incidents of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse:</b></p> <ul style="list-style-type: none"> <li>• <b>By March 2024, staff are to receive further training on recording incidents of sexual harassment and abuse, bullying-related behaviour, and attitudes of concern on the College’s management information system (Arbor).’</b></li> </ul> <p>The Everyone's Invited website (<a href="http://www.everyonesinvited.uk">www.everyonesinvited.uk</a>) has over 50,000 reports of school children in the UK being subjected to sexual violence.</p> <p>Key findings from the 2021 Ofsted Report ‘Sexual violence and sexual harassment between children in schools and colleges’ included:</p> <p>‘sexual harassment and online sexual abuse are much more prevalent than adults realise’.</p> <p>‘nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers’.</p> <p>‘sexual harassment occurs so frequently that it has become commonplace’.</p> <p>‘92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers’.</p> <p>‘The frequency of these harmful sexual behaviours means that some children</p>	<p><b>Annual Update Year 4 (March 2025)</b></p>
	<p><b>Annual Update Year 3 (March 2024)</b>  Objective: ‘To work towards the elimination of discrimination by routinely recording and analysing incidents of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse:</p> <ul style="list-style-type: none"> <li>• By March 2024, staff are to receive further training on recording incidents of sexual harassment and abuse, bullying-related behaviour, and attitudes of concern on the College’s management information system (Arbor).’</li> </ul> <p>All staff with access to Arbor, have received training on how to log the following behaviour incidents on Arbor:</p> <ul style="list-style-type: none"> <li>- bullying-related behaviour (cyber, physical, psychological or verbal) and the motivation behind the incidents (sex/gender, LGBT+ identity, race/ethnicity, religion/belief, SEN/disability);</li> <li>- sexual harassment /assault;</li> <li>- LGBT+ harassment / assault;</li> <li>- racist harassment / assault;</li> <li>- a student showing an ‘attitude of concern’ (sexism, LGBTphobia, and racism).</li> </ul> <p>Each incident type is analysed on a termly basis.</p>
	<p><b>Annual Update Year 2 (March 2023)</b>  Objective: ‘To work towards the elimination of discrimination by routinely recording and analysing incidents of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse:</p> <ul style="list-style-type: none"> <li>• By March 2023, incidents of sexual harassment and abuse will be logged by staff on the College’s management information system (Arbor), and a method of analysing these incidents will be developed.’</li> </ul> <p>The ability to log behaviour incidents on Arbor, the new management information system, was in place by September 2022. This included ‘bullying-related behaviour’ whether it be cyber, physical, psychological or verbal. The motivation behind the incidents was included i.e. sex/gender, LGBT+ identity, race/ethnicity, religion/belief, SEN/disability.</p>



<p>and young people consider them normal’.</p>	<p>In addition, the following severe behaviours were included: sexual harassment/assault, LGBT+ harassment/assault, racist harassment / assault.</p> <p>Finally, the ability of recording an incident where a student showed an ‘attitude of concern’ was included regarding sexism, LGBTphobia, and racism.</p> <p>Each of these incident types are analysed on a termly basis by an Assistant Headteacher and general patterns reported to the Senior Leadership Team and college governors.</p> <p>During the year, the college has sought to improve procedures associated with harmful sexual behaviour by taking part in a Local Authority ‘deep-dive’ into harmful sexual behaviour, a Local Authority Safeguarding audit and a self-commissioned external Safeguarding audit.</p> <p><b>Annual Update Year 1 (March 2022)</b> Objective: ‘To raise the awareness and skills of staff and parents to promote fairness, equality, and good relations in the context of their role:</p> <ul style="list-style-type: none"> <li>• By July 2021, 90% of staff will feel confident in responding effectively to prejudiced-related language as shown by a staff survey.’</li> </ul> <p>In June/ July 2021, staff completed ‘Challenging LGBTphobia Confidently and Consistently’ CPD. Following the training, staff answered a questionnaire which included an assessment of confidence in responding to prejudice-related behaviour.</p> <p>100% of the staff reported that:</p> <ul style="list-style-type: none"> <li>• should they encounter prejudice-related language or bullying, they would ACKNOWLEDGE the behaviour, CHALLENGE the inappropriateness, then RESPOND and/or REPORT it.</li> <li>• should they hear LGBTphobic language (used unconsciously or negatively but without hurtful intent) they would write ‘Language’ in the student’s diary.</li> <li>• when responding to serious behaviour towards a student who is LGBT+ or perceived to be LGBT+, they would inform the student’s Year Team so that the anti-bullying procedures are followed.</li> <li>•</li> </ul>
<p><b>Our Current Equality Objective (2)</b></p>	<p><b>Reviews of Previous Equality Objectives</b></p>
<p><b><u>Objective 2 (April 2023 onwards)</u></b></p>	<p><b>Annual Update Year 4 (March 2025)</b> <b>Annual Update Year 3 (March 2024)</b></p>

<p><b>‘To work towards the elimination of discrimination by training all staff (and governors, where relevant) to:</b></p> <p><b>better understand the definitions of sexual harassment and sexual violence, including online sexual abuse;</b></p> <p><b>identify early signs of child-on-child sexual abuse;</b></p> <p><b>consistently uphold standards in their responses to sexual harassment and online sexual abuse.’</b></p> <ul style="list-style-type: none"> <li>• <b>By March 2024, 90% of staff will be able to define sexual harassment, sexual violence, online sexual abuse and early signs of child-on-child sexual abuse. They can also recognise examples of these terms.’</b></li> </ul> <p>The Everyone's Invited website (<a href="http://www.everyonesinvited.uk">www.everyonesinvited.uk</a>) has over 50,000 reports of school children in the UK being subjected to sexual violence.</p> <p>Key findings from the 2021 Ofsted Report ‘Sexual violence and sexual harassment between children in schools and colleges’ included:</p> <p>‘sexual harassment and online sexual abuse are much more prevalent than adults realise’.</p> <p>‘nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers’.</p> <p>‘sexual harassment occurs so frequently that it has become commonplace’.</p> <p>‘92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers’.</p>	<p>Objective: ‘To work towards the elimination of discrimination by training all staff (and governors, where relevant) to:</p> <p>better understand the definitions of sexual harassment and sexual violence, including online sexual abuse;</p> <p>identify early signs of child-on-child sexual abuse;</p> <p>consistently uphold standards in their responses to sexual harassment and online sexual abuse.’</p> <ul style="list-style-type: none"> <li>• By March 2024, 90% of staff will be able to define sexual harassment, sexual violence, online sexual abuse and early signs of child-on-child sexual abuse. They can also recognise examples of these terms.’</li> </ul> <p>Safeguarding training is a feature of every weekly staff meeting. In 2023/2024, this has included the introduction of a new online reporting system for students and the wider community. It is a secure system for reporting concerns and can be anonymous. Year offices have been provided with a QR code poster that children can scan and complete the form using their phone. Access is also available via the college website and student Teams pages, and from September the QR code was added to student planners.</p> <p>The outcomes from a survey of the staff regarding knowledge of child-on-child harmful sexual behaviour (definitions, examples and signs) are as follows:</p> <ul style="list-style-type: none"> <li>• 100% of staff were able to identify the early signs of child-on-child sexual abuse as described on the Safeguarding Network website (<a href="http://www.safeguarding.network">www.safeguarding.network</a>)</li> <li>• 98% of staff were able to define sexual harassment.</li> <li>• 40% of staff were able to define fully sexual violence. Another 48% of staff defined sexual violence but included in their definition behaviours that do not meet the threshold of sexual violence in addition to those that do.</li> <li>• 98% of staff correctly identified all of the examples of sexual violence. The other 2% identified four of the possible five examples of sexual violence out of nine sexual behaviours.</li> </ul> <p><b>Annual Update Year 2 (March 2023)</b></p> <p>Objective: ‘To work towards the elimination of discrimination by training all staff (and governors, where relevant) to:</p> <p>better understand the definitions of sexual harassment and sexual violence, including online sexual abuse; identify early</p>
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<p>'The frequency of these harmful sexual behaviours means that some children and young people consider them normal'.</p>	<p>signs of child-on-child sexual abuse; consistently uphold standards in their responses to sexual harassment and online sexual abuse.'</p> <ul style="list-style-type: none"> <li>• By March 2023, 90% of staff will be able to define sexual harassment, sexual violence and online sexual abuse and recognise examples of these terms.'</li> </ul> <p>Safeguarding training is a feature of every weekly staff meeting. In 2022/2023, this has included staff training on sexual harassment and violence; child-on-child abuse; trauma informed schools.</p> <p>In the Autumn term, the training included ACEs (Adverse Childhood Experiences) which included sexual abuse. In the Spring Term, it included recent national/international news reports of a misogynistic nature (an update regarding comments made by Andrew Tate and his influence on many young men, and awareness of the Incel (involuntary celibate) Community.</p> <p>A survey of staff is yet to be completed.</p> <p><b>Annual Update Year 1 (March 2022)</b> Objective: 'To raise the awareness and skills of staff and parents to promote fairness, equality, and good relations in the context of their role:</p> <ul style="list-style-type: none"> <li>• by July 2021, 90% of staff will feel confident in using appropriate and positive terminology for LGBT+ people and identities.'</li> </ul> <p>In July 2021, staff completed 'Positive LGBT+ Language' CPD. Following the training, staff answered a questionnaire which included an assessment on confidence in using appropriate and positive terminology for LGBT+ people and identities.</p> <p>100% of the staff reported that they felt very confident or fairly confident in using terminology that describes a person's sexual orientation e.g. gay, lesbian, bisexual.</p> <p>81% of the staff reported that they felt very confident or fairly confident in using terminology that describes a person's gender identify e.g. transgender, assigned sex, gender fluid, non-binary.</p>
<p><b>Our Current Equality Objective (3)</b></p>	<p><b>Reviews of Previous Equality Objectives</b></p>
<p><b>Objective 3 (April 2023 onwards)</b></p>	<p><b>Annual Update Year 4 (March 2025)</b></p>
	<p><b>Annual Update Year 3 (March 2024)</b></p>



<p><b>‘To raise the awareness and skills of staff and parents to promote fairness, equality, and good relations in the context of their role:</b></p> <ul style="list-style-type: none"> <li>• <b>By March 2024, 90% of parents understand the need to combat LGBT+ phobia through positive education and representation, as shown by a Relationships and Sex Education survey for parents.’</b></li> </ul> <p>Key findings from the national Stonewall ‘School Report’ 2017, include:</p> <p>‘Just two in five LGBT young people (40 per cent) have an adult at home they can talk to about being LGBT’.</p> <p>‘Two in five pupils who have been bullied for being LGBT (40 per cent) have skipped school because of this bullying’.</p> <p>‘More than four in five trans young people (84 per cent) have self-harmed. For lesbian, gay and bi young people who aren’t trans, three in five (61 per cent) have self-harmed’.</p> <p>‘More than two in five trans young people (45 per cent) have attempted to take their own life. For lesbian, gay and bi young people who aren’t trans, one in five (22 per cent) have attempted to take their own life’.</p>	<p>Objective 3: ‘To raise the awareness and skills of staff and parents to promote fairness, equality, and good relations in the context of their role:</p> <ul style="list-style-type: none"> <li>• By March 2024, 90% of parents understand the need to combat LGBT+ phobia through positive education and representation, as shown by a Relationships and Sex Education survey for parents.’</li> </ul> <p>Before each Life Skills Week, parents/carers continue to be informed of the content of the lessons and invited to contact the Life Skills Lead (PSHE Coordinator) should they have concerns about the content or delivery.</p> <p>In February 2024, Mr Pittman (PSHE Coordinator) had discussions with parents regarding Relationships &amp; Sex Education (RSE) lessons on the concepts of gender identity and delaying sex. Issues raised by parents were addressed and parental feedback has been added to the review process of the scheme of work. The discussions provide a useful opportunity to receive feedback from a variety of parent viewpoints, and as a result, some minor clarifications will be made to the curriculum.</p> <p>A survey of parents is yet to be completed.</p> <p><b>Annual Update Year 2 (March 2023)</b></p> <p>Objective: ‘To raise the awareness and skills of staff and parents to promote fairness, equality, and good relations in the context of their role:</p> <ul style="list-style-type: none"> <li>• By March 2023, 90% of parents understand the need to combat LGBT+ phobia through positive education and representation, as shown by a Relationships and Sex Education survey for parents.’</li> </ul> <p>Before each Life Skills Week, parents/carers are informed of the content of the lessons and invited to contact the Life Skills Lead should they have concerns about the content or delivery.</p> <p>In February 2023, Mr Pittman (Life Skills Lead) had a discussion with parents regarding a Year 7 Relationships &amp; Sex Education (RSE) lesson which featured the concept of gender identity. The parents had concerns about the inclusion of gender identity in the school curriculum and looked for reassurances on what and how it was to be taught. After providing context and sharing classroom resources, the parents felt reassured that the lesson was a valuable one in terms of teaching against the use of deliberate and inadvertent negative language, attitudes,</p>
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	<p>and discrimination. They concluded that it was ‘very balanced and important teaching’.</p> <p>A survey of parents is yet to be completed.</p> <p><b>Annual Update Year 1 (March 2022)</b></p> <p>Objective ‘To raise the awareness and skills of staff and parents to promote fairness, equality, and good relations in the context of their role:</p> <ul style="list-style-type: none"> <li>• By the end of 2021, 90% of parents understand the need to combat LGBT+ phobia through positive education and representation, as shown by a Relationships and Sex Education survey for parents.’</li> </ul> <p>The school community worked to achieve the Rainbow Flag Award (September 2020 to September 2021). Throughout the process, parents were kept informed about the need to create an LGBT+ positive learning environment through articles in the bi-weekly Contact newsletter. Each time an award standard was achieved, it was communicated to parents via our newsletter. During the pandemic, whole-school assemblies were delivered via Teams and recorded. These presentations were made available to parents by sharing links to the school’s YouTube channel. Recent College Worship with presentations on LGBT+ themes included Holocaust Memorial Day and the meaning of the Pride Flag.</p> <p>Parents were informed of the Church of England’s ‘Valuing All God’s Children’ document, that provides guidance on challenging LGBT+ bullying. In addition, parents were signposted to both local and national organisations that offer support services to parents of LGBT+ children.</p> <p>Positive representation of LGBT+ people and the need to combat LGBT+phobia was communicated with parents throughout the year and the achievement of each standard was celebrated.</p> <p>A survey of parents was not undertaken by the end of 2021.</p>
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