

St. Joseph's RC High School
Ysgol Uwchradd Gatholig Joseff Sant

Strategic Equalities Policy

6. Strategic Equalities Policy



This policy was updated in autumn 2016 by Mr Welch

This policy was presented and accepted by the Governing Body autumn 2016

This staff were made aware of this policy and or updates autumn 2016

This policy will be reviewed summer 2019

Strategic Equalities Policy

This policy is based on the LA's model policy and has been adopted by St. Joseph's RC High School and the Catholic cluster.

EQUALITY STATEMENT

The Second Vatican Council clearly re affirms what has always been fundamental to Catholic beliefs and teachings, namely that there is and should always be equality between all human beings.

*"All human beings are endowed with a rational soul and are created in God's image: they have the same nature and origin and being redeemed by Christ, they enjoy the same divine call and destiny... forms of social or cultural discrimination in basic personal human rights on grounds of sex race colour social conditions language or religion must be curbed and eradicated as incompatible with God's design
(Gaudium et Spes. 29)*

At St Joseph's RC High School we are in complete agreement with the fundamental belief and teachings of the Catholic Church as stated above. For this reason we are all concerned with promoting equal opportunities for all those who belong to our school family - children and staff.

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SCHOOL MISSION STATEMENT

We use the key phrase

'Serving God Through Learning Together'

to remind us of our mission.

As a Catholic School we are conscious of our need to love and serve God in all that we do. Our daily work is our prayer. As a school we emphasise learning as the paramount experience. All of us are learning as we move through life. Our experiences as a community are shared; we work together for the benefit of all.

As a school community we have three broad aims.

1. To teach the Roman Catholic faith and to provide a formation for each child that will allow that child to realise his/her full potential in all aspects of moral and spiritual development.
 - By providing a sound factual knowledge of the Roman Catholic Faith, primarily but not exclusively, through an appropriate programme of Religious Education.
 - By offering formal opportunities for faith development – e.g. through a weekly voluntary celebration of the Mass; and through assemblies.
 - Through informal opportunities for development – e.g. Retreats, Missions and other liturgical celebrations.
 - By emphasising Gospel values in all relationships within the school community.
 - By exploring Gospel values in all areas of the curriculum.
 - By enabling children to understand the moral consequences of their actions so that they develop a sense of self-discipline and concern for others, for instance through the Schools' Code of Conduct.
 - By involving parents/carers, whenever possible in all aspects of school life.
2. To provide a balanced educational programme appropriate to the needs of each child, recognising the uniqueness of each child, while at the same time, providing equality of opportunity for all.
 - By providing a curriculum which is broad, balanced and relevant for all our children and suitable guidance at each stage of their school career.
 - By ensuring that no child is discriminated against or disadvantaged on the basis of race, gender or ability.
 - By teaching strategies and relationships which affirm the child and promote self-esteem.
 - To have high-expectations of all pupils.
3. To provide a social education enabling all children to play an important role in the life of the community.
 - Through a programme of personal and social education.
 - By emphasising Christian responsibility through charities and community service.
 - Through a range of extra-curricular activities.
 - By providing opportunities within school for the development of social skills, for instance through the School Council.

Strategic Equalities Policy

This is the school's 1st Strategic Equalities Plan (SEP) - it builds upon the school's previous Disability Policy and Race Equality Scheme and sits above the school's Inclusion Policy etc. What was previously the school's Access Policy is covered by this Plan. This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy.

1. EQUALITY VISION AND EQUALITY OBJECTIVES

The Equality Act 2010 requires all schools to have equality objectives in place by July 2016. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives are in the action plan at the end of this document and have been included as an initiative or action in School Improvement Plan.

Objectives are identified and agreed following consultation with

- LA
- Cluster collaboration (Primary and Secondary)
- Schools council
- Parents/Carers
- Pupils
- Governors



'Serving God Through Learning together'



Strategic Equalities Plan

Objective	Milestones		
<i>To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.</i>	2016-17 All staff to embrace the SEP and to embed its objectives in all facets of life across the school	2017-18 Objectives to be revised and adjusted accordingly following the evaluation reports on the success of the 2016-17 plan	2018-19 A new SEP to be produced following further consultation with relevant parents and pupils within school

Objective	Actions	Protected Characteristics	Responsible	Monitoring	Evaluating	Success criteria	Timescale
To ensure that SJHS continues to provide a vibrant, catholic, inclusive learning environment. Any issues surrounding bullying will be closely monitored and any incidents will be sensitively and swiftly dealt with.	Each Head of year in collaboration with their pastoral team will rigorously track any bullying incidents related to the protected characteristics and ensure that any issues are swiftly dealt with. The data manager will provide half-termly updates that will be scrutinised.	Disability Gender reassignment Marriage and Civil partnership Pregnancy and maternity Race Religion or belief Sex Sexual orientation Welsh language in Wales	SLT HOY Year group pastoral teams	HOY briefing notes HOY agenda and minutes SIMS log HOY Link meeting minutes Exclusion figures	HOY SER Headteacher's Report to Governors Exclusion reports	Attendance levels to remain at a very high level above local, national and family averages. Reduction in fixed term exclusions related to conflict or bullying. Low numbers of bullying incidents reported on SIMS.	Each year targets and figures to be revisited and reset accordingly
To continue to embed the use of the Welsh language across the school.	Support for staff and pupils will be put in place to ensure that they have adequate resources and knowledge with which to develop the Welsh languages use across school. Attention will be paid to the curriculum design and the opportunities	Welsh language in Wales	JM JM2 The Welsh department All school staff	Curriculum SDP Staff questionnaire Student questionnaire	Welsh department SER Whole school SER Headteacher's Report to Governors. Departmental SER's	The Welsh language to be consistently used across the school. Both staff and pupils feel confident to use the language in all facets of school life. All pupils to be encouraged to use the Welsh language across the school and not just in Welsh lessons.	4 years

	provided both in and out of the classroom and its use across the school. Reviews of impact to be conducted regularly.						
To continue to ensure the high standards of performance of ALN pupils are maintained.	To support the parents, pupils and staff involved with pupils who have diagnosis of a specific learning difficulty of a dyslexic nature. Adoption of IDPs to continue across the school. 15-minute forum to be available for staff supporting ALN pupils focusing on effective differentiation.	Disability	JS Inclusion department Teaching staff	Inclusion review IDP adoption across the school 15 minute forums Listening to learners	School action/ School action plus attainment data KPI's Departmental review minutes	All pupils regardless of their ability are given the best opportunities to succeed in school. ALN pupils make good progress according in line with expectations. Excellent lines of communication exist between home and school to ensure a joined up approach to the pupils is in place.	4 years

Strategic Equalities Policy

The following plan sets out our equality commitments. Actions are included in the Action Plan and the Strategic Equality Plan will be evaluated through the School Improvement Plan and the school Equality Self Evaluation Tool.

2. SCHOOL STRATEGIES AND EQUALITIES

Implementing the Strategic Equality Plan is one of the key objectives of the School Improvement Plan. Equalities implications will be identified in each school improvement objective. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The Plan will be reviewed within 4 years of setting the equality objectives in 2016.

3 THE NATIONAL EQUALITY AGENDA

The following pieces of legislation are at the heart of the equality agenda.

3.1 The Equality Act 2010

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

3.2 The Human Rights Act 1998

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

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3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Language Education Scheme was approved by Newport City Council in 2007 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations we will take the Welsh language into account alongside all the protected characteristics.

4 PUPILS

4.1 A school for everyone

St. Joseph's RC High School is a Voluntary Aided School in the Archdiocese of Cardiff. The published Admissions and Oversubscriptions Policies outline the priority for admission to the school in the event of applications exceeding our Admissions Number (AN). When we have more applications than the Admission Number, we admit applicants strictly in accordance with the Criteria on our Admissions Application/Policy document. The governors are committed to providing education and access for all and are fully cognisant of the 9 protected characteristics and our obligation under the Equalities Act 2010. We ensure that there is no discrimination at St Joseph's RC High School on grounds of

- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (gender)
- sexual orientation
- The Welsh language in Wales.
- Age (applicable to all except pupils)

We are fully committed to equality of opportunities for all associated with our school. Also like all schools in Newport and Wales/England there are other non-equality items e.g. LAC, siblings, health criteria, where positive discrimination is applied.)

The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school acknowledges its duty to make reasonable adjustments for disabled pupils. The school will ensure that disabled pupils receive any support or adjustments to ensure that they have equality of access to all aspects of school life.

In some cases a disabled pupil may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

4.2 How we deliver equality

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We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know who to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

4.3 What support can you expect?

We will only refuse to deliver support or adaptation if it is clear that the service is 'unreasonable' or 'impractical'. (Applicable in only particular and unforeseen circumstances.)

4.4 Positive Action

Where appropriate, St Joseph's RC High school will take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under represented group. eg appointing male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

4.5 Communication

We will ensure that we communicate with all those associated with the school in a way that is suitable for them. We will:

- Design materials that are easy to read- clear language and clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

We recognises British Sign Language (BSL) as a language in its own right. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings. The Gwent Hearing Impaired Service supports children, young people and families in school so that they can participate fully in school life.

Where relevant, will train staff in deaf equality and BSL skills. We will identify the staff who have relevant communication skills to make it easy for pupils, visitors, parents/carers etc.

4.6 Curriculum, resources and involvement

We will mainstream equality through

- The curriculum in our choice of diverse and challenging materials and activities.

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- We will support children and young people examine their lives and personal identity in the light of people's experiences which are both similar and different to them.
- The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people.
- We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Newport.
- We will welcome people across the protected characteristics to our school to share their skills and experience.
- We will make sure that we make all people feel welcome.

4.7 **Buying goods and services and working in partnership**

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- Whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents/carers.

4.8 **Engagement**

The school will consult and involve all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how pupils think and feel about the school.

4.9 **Training**

At St Joseph's RC High School we

- We make sure that all people involved with the school know our equality commitments and their personal duty under it.
- We provide suitable training for all staff and pupils.
- Where there are issues or potential issues e.g. social tensions, we continue to address matters through the curriculum and where it's needed use targeted external interventions, for example Show Racism the Red Card etc.

We encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

4.10 **Complaints and comments**

It is important to seek feedback about the school and the progress it makes towards meeting its responsibilities re the equalities agenda.

We encourage openness and partnership. If there are any concerns or complaints it is important to contact the school This may be done informally by speaking to either Ian Humpage, Assistant Headteacher or Miss D Jones, Head of Inclusion, or contacting the school on 01633 653110.

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- To arrange an appointment
- Where appropriate a friend or colleague is also welcome to offer support.
- When we deal with a concern or complaint we will do our best to keep people involved informed of what's happening and check that everyone is happy with the process.
- Advocacy and personal support is available for children and young people who need it.

5. DISCRIMINATION, VICTIMISATION AND HARASSMENT

5.1 Discrimination

The Equality Act 2010 protects people from discrimination. At St Joseph's RC High School we make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kind of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination** – where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

Discrimination based on association is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

Discrimination based on perception is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code, which does not account for items of clothing linked to religion.
4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

5.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.

The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

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The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be a Muslim etc.

Where there are instances of bullying in and associated with the school we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

5.3 **Victimisation**

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

'Protected acts' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith- that is they thought they were being honest.

5.4 **Discrimination**

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults is treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

6. PERFORMANCE/ STANDARDS - HOW WE DELIVER THE POLICY

6.1 Leadership and Management

St Joseph's RC High School Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. Mrs N McLoughlin is the Equalities Governor. With assistance from Mr Brown the Headteacher, the Governing Body will ensure that this Plan is implemented.

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The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings .

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Ian Humpage, Assistant Headteacher and Mr Welch, Assistant Headteacher (Equality Co-ordinator). The school will make sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded on an electronic register. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

Mr Welch, The Equality Coordinator has responsibility for implementing and promoting equalities matters and this Plan.

6.2 Taking decisions and Equality Impact Assessments

The school will use two different tools to look at the potential equality impact of our actions.

Before introducing important new policies or measures the school will carefully assesses the potential impact on equalities, positive or negative. Newport City Council has an Equality Impact Assessment tool which is suitable for schools. We will publish the Equality Impact Assessments as is required by law.

An Equality Impact Assessment will include:

- The purpose of the policy or practice
- A summary of the steps taken in the assessment (engagement)
- A summary of the information gathered and used
- The result of the assessment and
- Any decision taken by the school in relation to the results.

Newport City Council's Equality Self Evaluation Tool for Schools is different and used in different circumstances. It looks at the work of the school in detail and provides a snapshot of where we are. It asks similar questions to the EIA but in respect to the whole school development.

Whenever possible, a broad range of people including staff, parents/carers, pupils and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

6.3 Performance

The school will use Newport City Council's Equality Self Evaluation Tool to evaluate performance across most equality matters. Performance in relation to the Action Plan and Equality Objectives will be reported to Governors annually and included in the school's Self Evaluation Report.

6.4 Identifying and publishing equality information

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For pupils and school performance we will be publishing information on:

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- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints.

In certain circumstances we will not publish data where

- The data group is very small then a breakdown of that data will not give us any useful information
- Looking at the academic achievement of two individuals in a year group cannot tell us about the performance of eg.Chinese pupils in general.

In all cases

- No data published will identify any individual.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences.

7. EMPLOYMENT

7.1 Employment

St Joseph's RC High school is an equal opportunities employer and promotes a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We aim to create a healthy, safe and supportive work environment where employees can perform at their best and are respected for who they are.

We want our workforce to reflect society in Newport. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by The School's Pay and Conditions Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels. The governors of St Joseph's RC High School have adopted Newport City Council's Human Resources Policies.

7.2 Requests in relation to a protected characteristic

We make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

7.3 Positive action in Employment

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

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If two candidates meet the job requirements and are equally good candidates, the school may choose a candidate from a less represented group in order to address demographic balance in the workforce. The Headteacher, Deputy Headteacher and Head of RE must always be Roman Catholic.

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7.4 **Monitoring and publishing information on employment**

We will monitor and publish equality information on our workforce in line with Newport City Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we will ask current and prospective employees their opinions and experiences.

7.5 **Positive about disabled people**

The school is committed to the two ticks -'Positive about disabled people initiative which guarantees an interview for disabled people who meet the essential job requirements. We can make changes to an employee's environment and role if they are disabled.

8. **EQUALITY OBJECTIVES AND ACTION PLAN 2016-2020**

Equality and diversity is a normal part of the school's everyday business. This action plan and equality objectives sets out the school's main equality projects. Many of these objectives and actions can also be found in the school's School Improvement Plan. There may be more or different work needed as opportunities arise.