



# St. Catherine's Catholic School

## Equality Statement

<b>Policy agreed by</b>	Governing Body
<b>Policy reviewed by</b>	Doreen Cunningham
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<b>Review Cycle</b>	3 year cycle
<b>Review date</b>	June 2021

# St. Catherine's Catholic School Equality Statement



## ST CATHERINE'S CATHOLIC SCHOOL MISSION STATEMENT

Life Faith Love Strength Unity Joy Together Success Belief

ST CATHERINE'S  
CATHOLIC  
SCHOOL  
aims to:

Be a vibrant, inclusive, Catholic community where there is mutual love, service and respect.

Offer opportunities to everyone on their unique journey to nurture their strengths and potential.

Encourage everyone to positively serve our society and the world by living our Gospel values.

Celebrate and empower women of the future.

## Foreword

The principles of the Public Sector Equality Duty (Equality Act 2010 and Equality Act 2010 (Specific Duties) Regulations 2011) will inform all of our decision and policy making. This Equality Statement and Action Plan bring together the school's approach for promoting equality in our policies and procedures and, most importantly in our day to day practices and interactions within the whole school community.

This Equality Statement relates to associated school policies:

Accessibility Policy

Anti-bullying Policy

Behaviour for Learning Policy

Complaints Procedure

Health and Safety Policy

Pupil Premium Policy

Safeguarding Policy

Special Educational Needs and Disability Policy

Staff Conduct Protocol

## **1. What is the Equality Duty?**

Our Equality Statement sets out how the school integrates our statutory duties in relation to those with protected characteristics, as defined by the Equality Act (2010) which covers:

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

The duties cover staff, students and people using the services of the school such as parents.

Under the Equality Act, schools designated with a religious character are exempt from the requirement not to discriminate on grounds of religion or belief, in relation to admissions, in the provision of education and in access to any benefit, facility or service. This means that schools with a religious character do not have to make special provision for pupils of a different faith or incorporate aspects of their faith into the curriculum.

Our Equality Statement and Action Plan also set out the action we will take to comply with the Public Sector Equality Duty (2011) to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it

We will continue to meet our statutory duties by setting new Equality Objectives at least every four years and by reporting annually on the progress of the Equality Statement.

## **2. Compliance with the Equality Act 2010**

- I. The school will provide training and updates to all staff to outline the requirements of the Equality Act 2010 and the school's Public Sector Equality Duties.
- II. The school has a diverse workforce and an equality statement is included on all vacancy advertisements.
- III. The school monitors students' performance to assess whether or not they are achieving to their full potential and to target support where it is needed, using:

- RAISE-online;
  - Tracking of individual students' progress at three points in the year
  - Monitoring of vulnerable students through the weekly Pastoral Team Meetings
- IV. In conjunction with the Accessibility Policy, information on disability is collected for new students joining the school and suitable adjustments made to improve the provision of services. This has included highlighting the edges of the stairs as well as providing specific furniture for individual students.
  - V. Students with SEND have a review meeting at least annually. At this meeting the students and their parents discuss ways in which the school can help them further. The information from these meetings is reviewed by the SENCO and the member of SLT with responsibility for Inclusion so that action can be taken to address any needs.
  - VI. Students with protected characteristics are included in all aspects of school life, including the voluntary school service opportunities such as Ambassadors, Prayer Leaders, Peer Mentors, Mental Health Awareness Champions and the Junior Leadership Team
  - VII. Students with protected characteristics take part in school trips.
  - VIII. Students with protected characteristics also participate in extra-curricular activities, including school drama performances, talent shows and sporting activities.
  - IX. In addition, there are various lunchtime and after school activities which are open to all students including musical, drama and sporting activities.
  - X. Citizenship lessons include equality topics, including discrimination or bullying based on disability or sexuality.
  - XI. The school's policies are reviewed to make sure that they comply with the Equality Act 2010
  - XII. Staff have been provided with advice and guidance on Dyslexia, Dyspraxia (Developmental Coordination Disorder), managing medical needs, Hearing and Vision Impairment, ASD.
  - XIII. Training has also taken place on specific medical conditions which can fall under the definitions of the Equality Act (eg, epilepsy, diabetes, asthma, sickle cell anaemia)
  - XIV. Detailed Individual Education Plans have been drawn up for those students with an Education Health and Care Plan (EHCP). Some of these students may have a disability.
  - XV. SEN information for individual students is accessible to staff on the school computer system (the SEN Register). Regular SEN training is given to staff. This includes detailed briefings about students who are new to the school.
  - XVI. Work within classes is differentiated if this is required, so that students with SEN or disabilities can access the curriculum.
  - XVII. Small group interventions are provided by the SENCO and TAs where appropriate
  - XVIII. School staff have been provided with safeguarding training and clear policies and procedures are in place.

### **3. Equality Objectives**

1. Develop a monitoring system to record and identify incidents of bullying to be better able to address specific types, including homophobic and SEND based.
2. Rationalise the information on SEN, disabilities and medical conditions which is provided to staff and ensure that all staff have been informed about where to find this information.
3. Undertake a 'Pupil Voice' exercise to explore the students' perception about diversity and equality in the school. Review their recommendations with a view to addressing any issues identified.
4. Ensure that all students achieve to their full potential, using 'Analyse School Performance' to identify areas for development, eg more able white British.

### **4. Action Plan**

To achieve our objectives the school will

- a Review the recording of bullying incidents so that statistics can be gathered and interrogated and report to Governors annually
- b Develop interventions to address any issues arising from this
- c Create a new folder in SEND file on O Drive. Clarify the information, advice and guidance about appropriate support and differentiation. Update information and advice on medical conditions and ensure all Individual Healthcare Plans are available to relevant staff
- d Develop a diversity and equality survey in collaboration with School Council.
- e Distribute the survey and review findings. Report and plan improvements annually.
- f Implement changes.