St Joseph's Catholic High School
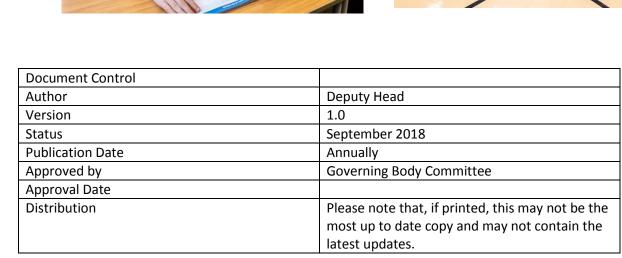
Equality Objectives September 2018

"Living, loving, and learning – through Christ"

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REVIEW SHEET
The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	

Below we outline how we meet our duties under the Equality Act 2010 and support our commitment to providing an environment in which each individual has complete equality of opportunities and do not suffer any discrimination, whether directly or indirectly.

Our General Equality Duty

In October 2010, the new Equality Act introduced a Public Sector Equality Duty, which requires the school to have due regard to the need to:

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

Protected Characteristics - There are nine Protected Characteristics under the Equality Act; Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. The Equality Duty requires the school to consider how our activities affect the people who share these different protected characteristics and to publish information to show how we do this.

Equality Information - In order to meet our Equality Duty, we are required to publish Equality Information about how our policies and practices affect those with Protected Characteristics. To this end we have conducted an **Equality Analysis** (part one) to assess and demonstrate our compliance with our Equality Duty. We will conduct this analysis on an annual basis.

Equality Data (part two) **–** Information on the pupil population / Information about our employees.

Equality Objectives - As well as publishing Equality Information, we are required to establish at least one Equality Objective to address any areas of inequality, or possible inequality, identified as part of our analysis (part three). We will publish Equality Objectives at least every four years.

Business Planning - During our business planning process we ensure that we take into account the effect of our decisions on different groups. We consider if there are any unintended consequences for some groups and whether our business plan will be fully effective for all target groups.

Further Information

Further information regarding our commitment to equality can be obtained by contacting Denise Richardson.

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf) - RAG
Race	*All:*	Equality Guidelines – Equality Act 2010; translation of key documents; Anti-Bullying Policy.	Accessibility Policy (Jan 2015)	School activities to promote positive attitude to support people from different ethnic backgrounds, community activities, celebrate diversity, provision of translators. Academy Vision Statement. Cross curricular projects eg Art, Music and Food.	More events to raise awareness and celebrate the diversity of our community
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, meetings with line managers, advice sought from HR.	Fair recruitment processes, documents translated on request.	Include all staff in activities, culture of academy, teamwork. staff briefings, monitoring of workforce EAP Scheme.	Set up Equality Steering Group
	Pupils:	Admissions Policy, identity-based incident forms, Principal's report, Governors minutes, comparable attainment data, SIMS records, analysis of 'micro population groups' as defined by Ofsted.	British Values Curriculum, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Student mentoring. School Counselling Service, Student Council/Voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, culture weeks, displaying student photos. School Counselling Service, Student Council/Voice.	Continue to monitor
Disability	*All:*	Equality Guidelines, Anti-Bullying Policy.	Accessibility Policy, Equal Opportunities statement; DDA compliance – reasonable adjustments made.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under DDA; Academy Vision Statement.	Continue to monitor

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Disability (Cont'd)	*Staff:*	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, staff counselling, fair recruitment procedures, stress risk assessment.	Fair and transparent HR processes, 'Confidential Care' leaflets circulated to all staff; Occupational Health screening, reasonable adjustments made, staff briefings.	Offer 'workplace assessments' for all staff
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made , evidence of exam access, interviews with parents, DDA compliance, student support from Academy, Disability & Access Policy, SEN/EHCP, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Assemblies, PSHE curriculum, parents' forums and workshops, discussions on tolerance, School Counselling Service, Student Council/Voice.	Supporting students with disabilities, staff advised via Progress Passports and/or Care Plans, strategies in place, School Counselling Service, Student Council/Voice.	Continue to monitor
Sex	*All:*	Equality Guidelines, Anti-Bullying Policy.	Equality Guidelines, Accessibility Policy.	HR policies and procedures.	Continue to monitor
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, line management meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	Continue to monitor
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, SIMS, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted.	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice.	Continue to monitor

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Gender Reassignment	All:	Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, Anti-Bullying Policy.	Accessibility Policy.Easy access to informed, relevant advice; Newsletters.	Awareness of nationally recognised support groups who provide info e.g. GIRES and MERMAIDS. Forums and Newsletters, EAP scheme, School Counselling Service, School Vision Statement.	Continue to raise awareness and seek further information and training where appropriate
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Transgender colleague included in Steering Group and policy development. Staff training, clear recruitment processes, EAP scheme.	Include transgendered staff at local level policy/process development, EAP scheme, staff briefings.	Planned implementation before next evaluation of equality
	Pupils:	Achievement data on gender dysphoric pupils, recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, Principals report, comparable attainment data, SIMS, Student Support Panels, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Anti-bullying to include specifically transgender (see Home Office booklet). PSHE item on transgender, School Counselling Service, Student Council/Voice, Students Policy.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice.	Continue to monitor
Pregnancy & Maternity	All:	Equality Guidelines, Anti- Bullying Policy,	Compliance with Guidelines and Policies, Accessibility Policy.	Ongoing communication and support, Academy Vision Statement.	Ongoing evaluation of UL policies
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made, facilities made available to allow for expressing milk.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	Continue to monitor
	Pupils:	Exclusions Policy, SEN Policy, data available, safeguarding team minutes, student care plans, tutor time/PHSE, Admissions	Adjustments to support learning, liaison with other agencies, including HHTS provision, flexibility over curriculum and	Support network from pastoral team, student encouraged to maintain links with school during	Continue to monitor

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Pregnancy & Maternity (Cont'd)	Pupils: (Cont'd)	Policy, achievement data, adjustment to timetable.	exams, curriculum, results analysis, specialist centres, School Counselling Service Student Council/Voice.	absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School Counselling Service, Student Council/Voice.	
Age	All:	Equality Guidelines, Anti-Bullying Policy.	Compliance with Guidelines.	Academy Vision Statement.	Continue to monitor
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers, INSET	Continue to monitor
	Pupils:	Tutor time, age-related curriculum.	School Counselling Service, Student Council/Voice.	All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies, School Counselling Service, Student Council/Voice.	Continue to monitor
Religion and Belief	All:	Equality Guidelines, Anti-Bullying Policy, awards for cultural diversity.	Accessibility Policy, time off for religious observation.	Community involvement.	Identify more opportunities to positively promote religious diversity, festivals and events
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, meetings with line managers.	Fair recruitment processes, documents translated, fair recruitment processes.	Assemblies, awareness and community involvement, NISCU work with Y7 students, time off for religious observation, staff briefings, Academy Vision Statement.	School's calendar adapted to meet the needs of minority religious groups (if appropriate)

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Religion & Belief (Cont'd)	*Pupils:*	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time.	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, School Counselling Service, Student Council/Voice.	Students provided with time and space to observe, assemblies, community involvement, time off for religious observation, School Counselling Service, Student Council/Voice,	School calendar adapted to meet the needs of minority religious groups. Opportunities for prayer/reflection in designated space.
Sexual Orientation	*All:*	Equality Guidelines, Anti-Bullying Policy.	Accessibility Policy.	School Vision Statement, briefings.	Continue to monitor
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, line management meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, assemblies.	Continue to monitor
	Pupils:	Admissions Policy, Tutor time, identity-based incident forms, Governors minutes, comparable attainment data, SIMS, pupil population data – benchmarked against local population data, pupil exclusion for discriminatory behaviour, analysis of 'micro population groups' as defined by Ofsted.	PSHE curriculum, data to identify and implement interventions, School Counselling Service, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School Counselling Service, Student Council/Voice.	Continue to monitor

PART TWO – EQUALITY DATA

Staff – As we have fewer than 150 employees, then information will not be published

Students – Student data has been collected from 708 students, from years 7-11:

ETHNICITY			RELIGION	
White British			Christian	
Eastern European			No religion	
White European			Other	
Bangladeshi			Muslim	
White Other			Buddhist	
Nepali			Hindu	
Portuguese				
Black Carribean			**DISABILITY**	
Mixed background			Cerebral Palsy	
European			Hyper-Mobility	
Black other			Visual Impairment	
South American			Hearing Impairment	
Other Asian				

Equality Objective: To ensure that the diverse groups making up our St Joseph's community are recognized and celebrated. *We will complete this by July 2018.*

Why we have chosen this objective:
We recognize that opportunities for celebrating events and activities for those from minority ethnic groups are not in place. There has also been some reports of racial abuse in the community and so further education is necessary for both students, parents and the wider community.

To achieve this objective we plan to:
- Develop noticeboards which share information about our student population and celebrate diversity – e.g. numbers from each country; special characteristics of these countries   - Introduce signage which is written in different languages – e.g., Polish, Portuguese, Nepalese   - Eradicate any form of racial discrimination in the school and promote positive relationships in the wider community.

Progress we are making towards achieving this objective:

Equality Objective 2: To ensure that opportunities are provided for staff and students of all religions to worship and celebrate events and festivals which are relevant to their beliefs. *We will complete this by April 2018.*

Why we have chosen this objective:
Dates which celebrate different religious events, are not currently calendared or recognized within the school

To achieve this objective we plan to:
- Add significant religious days to our School Calendar and raise awareness of related events to all members of our school community   - Develop formal links with local churches, of different denominations.   - Provide opportunities for students and staff to talk about their faith

Progress we are making towards achieving this objective:

Equality Objective 3: To ensure that data which relates to protected characteristics for staff and students is collected and accurately recorded. *We will complete this by December 2018.*

Why we have chosen this objective:
To ensure that our analysis of student and staff populations is correct and accurate, so that the appropriate support and opportunities are available.

To achieve this objective we plan to:
• Review data collection forms for staff and students to ensure that relevant and detailed information is collected • Regularly update and check information

Progress we are making towards achieving this objective: