

St Joseph's Catholic High School

Equality Objectives

“Living, loving, and learning – through Christ”



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| Document Control | |
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| Version | 2.0 |
| Status | September 2022 |
| Publication Date | Every four years Reviewed June 2024 |
| Approved by | Headteacher |
| Approval Date | |
| Distribution | Please note that, if printed, this may not be the most up to date copy and may not contain the latest updates. |

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 | |
| 2 | Slight Amendments | |
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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.

PART ONE – EQUALITY ANALYSIS

| Protected Characteristic | Group | <u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u> | <u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u> | <u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u> | 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 e.g. 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, antibullying 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 |

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| 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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| Protected Characteristic | Group | What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u> | What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not? | What evidence do we hold that we <u>foster good relations</u> 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) |
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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, HRSE 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 |

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| 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, Arbor, 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 |

| Protected Characteristic | Group | What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u> | What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not? | What evidence do we hold that we <u>foster good relations</u> 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) |
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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 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. | Staff training, clear recruitment processes, EAP scheme. | Staff representation (as appropriate) at local level policy/process development, EAP scheme, staff briefings. | Planned implementation before next evaluation of equality |

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| | 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, Arbor, Student Support Panels, Admissions Policy, analysis of 'micro population groups as defined by Ofsted. | Anti-bullying to include specifically transgender (see Home Office booklet). HRSE 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 |

| Protected Characteristic | Group | What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u> | What evidence do we hold that we <u>advance equality of opportunity</u> with those who | What evidence do we hold that we <u>foster good relations</u> with people who share a protected | What action do we need to take –these will form your objectives (see overleaf) |
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| | | | share a protected characteristic and those who do not? | characteristic and those who do not? | |
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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 |

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| | 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, time off for religious observation, staff briefings, Academy Vision Statement. | School's calendar adapted to meet the needs of minority religious groups (if appropriate) |
| Protected Characteristic | Group | What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u> | What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not? | What evidence do we hold that we <u>foster good relations</u> 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) |
| 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 |

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| <i>Pupils:</i> | 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. | HRSE 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 |
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PART THREE – EQUALITY OBJECTIVES

Equality Objective: To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

Why we have chosen this objective:

To raise awareness amongst our students of the issues in our society today and to ensure that the lack of diversity in Cumbrian life does not prevent students understanding and appreciating differences across our country.

To achieve this objective we plan to:

- RP curriculum contains four-week unit on 'diversity' including current issues in both key stages and how these may be reflected in our local community.
- RE equality, prejudice and discrimination is studied in KS4.
- Cannon of books studied and read in school are diverse and reviewed each year.
- Review our curriculum to ensure other subjects include opportunities to challenge thinking and opinions and educate students on today's issues.

Progress we are making towards achieving this objective: (September 2023)

RP curriculum reviewed. As a result of discussion these units will be in all year groups next year.

Equality Objective 2: To promote acceptance of all students and to ensure that all our school policies and procedures protect and support all students.

Why we have chosen this objective:

Because we want all students to feel loved and cared for and our pastoral systems to react when required to students' requests for change.

To achieve this objective, we plan to:

- Appoint a Designated person for students to be sign posted towards for discussion and support.
- HRSE policy reviewed and rewritten.
- HRSE covers sex, gender and identity, and gender diversity bullying.
- Diversity training for staff and governors.

Progress we are making towards achieving this objective: (September 2023)

Designated and trained member of staff in place.
Budding protocol for student change in operation.
Toileting offers in place.
HRSE Curriculum in place and resourced and evaluated.
HRSE policy in place.

Equality Objective 3: To improve accessibility across the school for students, staff and visitors with disabilities and to improve access to mental health support.

Why we have chosen this objective:

Accessibility to our school is very limited and does not allow students with temporary or permanent disabilities to access the school site.

Mental health issues have risen recently and support needs to be more urgent.

To achieve this objective, we plan to:

- Ensure the school has a mental health lead practitioner.
- To ensure that a process for referral is in place.
- Work with a consultant to write a strategic building strategy is in place and grants have been obtained to improve the building.
- Provide counselling service for staff where needed.
- HRSE has an emotional well-being unit for all year groups.
- Supervision for Safeguarding Team in place.

Progress we are making towards achieving this objective: (September 2023)

HRSE curriculum in place.

Senior Mental Health Lead in place.

Counselling in place.

Referral in place.

Building not in place.