

Equality information and objectives statement Public Sector Equality Duty TRINITY CATHOLIC HIGH SCHOOL 2016 - 2020

Equality Act

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) which extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas. The equality and access objectives outlined below in appendix 1, address our duties under current equality legislation as outlined in the Equality Act and our duty under the Special Education Needs and Disability Act (SENDA) 2001 and the SEND code of practice 2014. These access objectives supersede the access objectives in our access plan (2014-2017). The community cohesion plan addresses our duty under the Education and Inspections Act 2006.

Community Cohesion

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors of the community of Trinity Catholic High School. As an inclusive school we ensure that all pupils are able to access the curriculum and to make progress and we encourage full participation in the activities that are on offer to them.

Ethnicity/culture context of the school

The majority of students come from White British backgrounds. The proportion of students from minority ethnic groups is slightly higher than average. Ofsted 2015 noted that the spiritual, moral, social and cultural development of students within the school is outstanding.

Religion/belief context of the school

The school has a mainly Catholic population 11-16 and a multifaith sixth form. Students are encouraged to share their own faith and learn about other people's faiths. They are taught about other faiths as part of their curriculum work.

Socio-economic context of the school

The proportion of students who are supported by additional government funding is much lower than average. Most are fluent English speakers. A very small number of students who are at the early stages of learning English have recently joined the school.

Disabilities and SEN

The proportion of disabled students and those with SEN is much lower than average

Current issues effecting cohesion at school

The school's sense of moral purpose and respect and consideration for each individual was noted by Ofsted in 2015 as contributing very strongly to the sense of community. Staff and students are proud to be part of the school. Behaviour is outstanding and students show good awareness of different kinds of bullying, such as cyber, racist or homophobic bullying. There is very little bullying or name calling. If it does happen it is dealt with immediately. It was also noted that

students support each other respectfully so that all can feel safe to learn. Younger students are well supported by the older students.

Reports to the Police

The school will report incidents to the police as appropriate.

General Statement

The Governing Body recognises that Trinity Catholic High School has a duty to take positive action to prohibit all forms of illegal discrimination. This obligation is towards staff, pupils and others associated with the School e.g. parents; users of the premises; visitors.

In preparing and developing this Scheme the Governors will have regard to any national guidance and any guidance from the Local Authority.

This scheme outlines the commitment of the staff and Governors of Trinity Catholic High School to promote equality. It should be read in conjunction with other relevant documents, as appropriate. These documents are: the School Vision, the Pay Policy, the Performance Management Policy, the Continuous Professional Development Policy, and the Staff Recruitment Procedures.

1. In accordance with our School Vision we endeavour:
 - To provide our pupils with a full and balanced curriculum which encourages the intellectual and personal development of all students and which builds on prior experiences and achievements
 - To monitor the progress and attendance of different groups of students
 - To tackle the barriers which could lead to unequal outcomes for identified groups of pupils
 - To promote equality and diversity in our school community
 - To educate pupils about equality and to help students to develop moral and spiritual values, respect and tolerance which enable them to appreciate and understand races, religions and ways of life different from their own
 - To create an environment in which students can understand the world in which they live and the interdependence of individuals, groups and nations
 - To respect the equal rights of our staff and other members of the local community.
2. We will assess our current school practises (Equality Impact Assessment) and implement all necessary resulting actions in relation to persons with characteristics protected through the Equality Act 2010.
3. We will promote community cohesion at school, local, national, and global levels, comparing our school community to its local and national context and implementing all necessary actions with particular relation to persons with protected characteristics as described by the Equality Act 2010.

This equality statement and our commitment to it is to ensure that everyone connected with the school is treated fairly and with respect, regardless of race, sex, sexual orientation, age, religion or belief, politics, marital status, disability, pregnancy and maternity and gender reassignment

This statement reflects our belief in a diversity which values and respects each individual and which promotes community spirit. It furthers our aims of promoting equality of opportunity and good relations and working to eliminate any form of prejudice.

We want to ensure that we do not inadvertently discriminate. We will do this by monitoring and reviewing our practice, by promoting good relations and by dealing with incidents of discrimination effectively.

Students have equal access to the National Curriculum programmes of study (unless dis-applied) throughout each Key Stage, and non-compulsory courses, according to aptitude and ability.

The school is committed to full educational inclusion (see SEN Policy).

All subjects will have equality of opportunity at their core.

School rules will clearly and explicitly forbid the verbalisation or vocalisation of discrimination.

Positive attitudes and awareness development for equality of opportunity is specifically taught through the PRE and tutorial programmes.

Where staff come across incidents involving bullying they must report these to the appropriate senior member of staff (Head of Department, Year Leader, Deputy Headteacher, and Headteacher).

All incidents of bullying/alleged bullying amongst students will be taken seriously, and must be dealt with appropriately and reported to the appropriate senior member of staff (Head of Department, Year Leader, Deputy Headteacher, and Headteacher).

Employment of Staff Appointments

The governing body will abide by all relevant legislation and, in particular, will not discriminate on grounds of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. (However, certain posts – for example teachers of Religious Education - come under the aegis of the Catholic Church's National and Diocesan Guidelines on the Appointment of Teachers to Catholic Schools and, where this is the case, these Guidelines will have primacy).

People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment.

Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment (see also the Catholic Church's National and Diocesan Guidelines on the Appointment of Teachers to Catholic Schools, above).

The school will make and keep information about the sex, ethnic background, disability and age of candidates for appointments, and actual appointments.

Administration

Venues for teaching and learning, trips and extra-curricular activities will take into account the particular needs of the learners.

Venues for meetings will take account of the needs of all participants;

Venues for teaching and learning will take into account the particular needs of the teacher/teaching assistant.

Documents

Language used in documents will reflect and promote equal opportunities.

Training

Appropriate training for staff and pupils will be included in an annual programme. For pupils, this will take the form of assemblies that will promote positive attitudes towards people with protected characteristics, and via displays of successful people with protected characteristics. Our School bullying policy and associated surveys will also highlight to pupils our commitment to ensuring that no individual will be harassed for reason of a protected characteristic.

Annual training will be given to senior staff to ensure understanding of the DDA and SENDDA and how actions at school level may be undertaken to ensure inclusion of disabled members of staff and pupils.

All staff (teaching and support staff) must attend training regarding duties to disabled members of staff and pupils under the DDA and SENDDA, and must attend up-dating sessions when deemed necessary by the Headmaster. Examples of this will include:
- annual medical protocol training provided by the School nurse and the ongoing training and professional advice provided by the local authority's specialist outreach providers.

All teaching staff will have at least annual training regarding improved practice in differentiation for all pupils including those with disability.

Regular staff training, as appropriate, will be undertaken regarding the needs for learning of particular disabled pupils.

All new employees will be offered induction training which will include a reference to the Equality information and objectives statement and their duty to have due regard to it

The school will keep under review the training and development needs of staff in relation to equality and cohesion. Staff members are informed of the Special Educational Needs of students and of other issues relating to equality and inclusion (for example, the religious observations of groups of students).

Staff development opportunities will be monitored and details presented to the governors at least once annually;

As part of our school self-evaluation issues relating to promoting equality are evaluated. The Action Plan and staff development program are based upon this evaluation as well as any issues arising from the individual performance management undertaken annually.

All staff (teaching and support) are entitled to request training in line with their identified needs. A record of all staff training is maintained.

All employees have equal chances of training, career development and promotion;

People becoming disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

The development needs of disabled staff will be discussed with the member of staff through our Performance Management Review procedures, or at any other time as required. Our School is committed to promoting quality of opportunity for all staff, and open access to roles within the School.

Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs.

Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff.

Within the constraints of financial resources the School aims to make adjustments to the premises to enable the member of staff to teach effectively.

Bullying, victimisation and harassment

All staff have a legal duty not to bully, victimise or otherwise harass other staff. Bullying, victimisation and harassment are here defined as "unwanted conduct which has the purpose of (a) violating a person's dignity, or (b) creating an intimidating, hostile, degrading, humiliating or offensive environment for that person."

If staff come across incidents involving bullying, victimisation or harassment they must report these to the appropriate senior member of staff (Deputy Headteacher, Headteacher);

The Governing Body is advised of any incident involving bullying, victimisation or harassment and actions taken.

Social Events

Normal workplace rules – including this equality information and objectives statement - will remain fully in force under the circumstances described below.

"At any location or event at which employees gather 'because they are employees' or 'as a result of their employment' (e.g. social events) whether sponsored by the employer or not, the event can be held to be 'an extension of the workplace' with the school being potentially liable for any breach of acceptable behaviour.

The school hopes that all employees will find any school-sponsored event (or any event which is linked in any way to the school and whether on or off its premises) enjoyable.

At any school-sponsored event (or any event which is linked in any way to the school and whether on or off its premises) the rules and guidelines of the school (including bullying, victimisation or harassment or any form of discrimination) still apply.

Moderation and a consideration and respect for others should be the guide in all actions and activities.

Senior staff should remember their position even whilst being relaxed and informal.

Those in any kind of supervisory position should behave at all times in ways so that their position and/or respect are not undermined.”

Special provisions for disability

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction- that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

Reasonable adjustments and when they have to be made

The duty to make reasonable adjustments applies only to disabled people.

For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Schools are not subject to the requirement of reasonable adjustment duty concerned with make alterations to physical features because this is already considered as part of their planning duties.

Accessibility Plans

The Governing Body’s accessibility Plan aims to:

- Enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties;
- Ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account;
- Increase the extent to which disabled pupils can participate in the School curriculum;
- Improve the physical environment of the School in order to enable disabled pupils to take advantage of education and associated services;
- Improve the delivery to disabled pupils within a reasonable time and in ways which are determined after taking into account their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for pupils who are not disabled.

Definition of Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Pupils:

The School values the full range of its students and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that "reasonable adjustments" are made to accommodate disabled pupils, while bearing in mind the interests of other pupils. The School is required to make, under the terms of SEND 2014:

- Improvements in access to the curriculum for disabled students;
- Physical improvements to increase access to education and associated services (e.g. extra-curricular activities); and
- Improvements in the provision of information in a range of formats for disabled students.

There is an additional requirement for schools to explore whether or not students with behaviour issues may or may not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour:

- Mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy.

(N.B. Behaviour difficulties arising from social or domestic circumstances are not covered by the Act. Other School policies cover these areas).

The School will take into account all these requirements when considering the inclusion and treatment of disabled pupils in the School.

Education and Associated Services

For pupils:

- Preparation for entry to the School;
- The curriculum;
- Teaching and learning;
- Classroom organisation;
- Timetabling;
- Grouping;
- Homework;
- Access to school facilities;
- Activities that supplement the curriculum e.g. a drama group visiting the school;
- School sports;
- School policies;
- Break and lunchtimes;
- Serving school meals;
- Interaction with peers;
- Assessment and examination arrangements;
- Discipline and sanctions;
- Exclusion procedures;
- School clubs and activities;

- Educational visits;
- Arrangements for working with other agencies;
- Preparation for the next phase of education;
- Administration of medicines;
- First aid.

The School aims, within the constraints of resources available, to enable each pupil, including those with protected characteristics, to fulfil his/her potential, within an educational programme that has development of the whole person at its core.

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no pupil is excluded from learning.

Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of disabled pupils.

A programme of annual training will be developed that will enhance the effectiveness of teaching and learning for students with Special Educational Needs in our School. This training will be coordinated by our CPD coordinator, staff disability coordinator, and our School SENCO.

The School will ensure as far as reasonably practicable that pupils and staff with disabilities are given access to off-site activities organised by the School. Off-site facilities will also be checked to ensure that they do not discriminate against pupils or staff with other protected characteristics.

The School aims to fulfil the requirements of the legislation to make “reasonable adjustments” for pupils with disabilities, to enable them to have access as far as is reasonably practicable to the School premises, facilities, curriculum and associated services.

The School will examine each disability case to determine the best adjustments that can be made to accommodate a disabled pupil’s needs.

Our School identifies the needs of pupils through the following structures:-

- Primary/Secondary School liaison which is conducted by our Head of Year 7, and School SENCO. This process enables the School to assess the needs of disabled pupils and to agree appropriate provision prior to transfer. During this process, our Head of Year 7 also gathers information regarding possible future needs so that we can plan anticipatory capacity where possible. Our Head of Year 7 also undertakes detailed dialogue with parents, which enables our School to gather information on the needs of parents.
- Our School SENCO attends statement review meetings prior to transfer. Our SENCO also agrees medical protocols and care plans in consultation with parents, outreach services and medical advice. Related staff training is planned accordingly. In relation to this, our School organises an annual whole staff medical protocol training event.
- For pupils transferring outside of the normal Year 7 Admissions round and to our Sixth Form, a similar assessment is conducted.
- Our SENCO retains all related records, and is responsible for arranging appropriate review meetings, and for advising staff of action to be taken in relation to supporting the needs of individual pupils. This information is communicated via EHC plans, medical protocols/care plans and specially convened meetings as appropriate.

Our School identifies the needs of staff through the following procedures:-

- Application information.
- Induction procedures.
- Annual Staff Surveys. The School will then provide specific training that may arise out of such surveys. The School will also discuss any reasonable adjustments that might be appropriate.
- In addition, our School provides whole staff training on disability issues on an annual basis.
- Annual staff training for all who lead educational visits/School journeys.
- A programme of staff inset that will be planned for our Sixth Form Guardian Angels (peer mentors).
- Our annual CPD courses will continue to be inclusive of equality themes
- The above training is designed to enhance the capacity of our School to respond in an effective manner to the needs of staff, pupils and visitors.

For pupils:-

- Their needs on transferring to our School will be assessed by our SENCO and Head of Year.

The curriculum:-

- Our SENCO will distribute Education Health Care Plans (EHC) to departmental staff via our First Class information system. The effectiveness of these EHCs will be reviewed on a biannual basis with parents, staff and outreach services as appropriate.
- All departments are required to have Special Educational Needs policies which are reviewed annually.
- Our School Development Plan is inclusive of DDA related priorities on an annual basis.
- Our SENCO Staff Development Coordinator, and the staff coordinator for DDA are responsible for continued professional development of all staff in this area (reference SEN Development Plan/School Improvement Plan, School CPD training programme).
- Our SENCO liaises with pupils, parents, outreach, and career services as appropriate in the planning of personalised Key Stage 4 curriculum provision to support the needs, and aspirations across the transition from Key Stage 3 to 4. This provision also provides the foundation for post-16 progression routes.

Teaching and Learning:-

- Our provision in this area is influenced by whole School curriculum policies, assessment policies and our Special Educational Needs policy.

Timetabling:-

- Our School recognises the requirement of reasonable adjustment to meet the access needs of disabled pupils where appropriate.

Access to School facilities:-

- Our School is committed to improving physical access over time. Our School policy is to incorporate adjustments during refurbishment projects, and new build projects. With regard to this, our architects are instructed to include DDA and equality principles in both refurbishment and new build projects.
- Our School also liaises with organisations who let our premises, to ensure that they have inclusive policies with regard to access for disabled persons.

Extra-curricular activities/School journeys:-

- Our School visits policy is inclusive of the duty to make due regard to equality duty and the reasonable adjustment duty. In addition, staff have received training in relation to discharging this duty. A nominated member of staff has

been appointed as the lead person to provide advice and training to persons leading School visits where reasonable adjustments are required to meet the needs of participants and to ensure that no protected group is discriminated against. Staff have also been made aware of the duty to positively promote participation by students with protected characteristics in this area of School life.

- Our School visits policy is inclusive of an equality duty to ensure that the facilities do not discriminate against any protected group e.g. facilities are of an equivalent standard for boys and girls.
- With regard to extra-curricular activities, our School is committed to ensuring that these are accessible to all. We are also engaged in an ongoing process of monitoring disabled pupils levels' of participation in extra-curricular clubs and societies and this will now extend to other protected characteristics.

Break and lunchtimes:-

- Our School is committed to providing break and lunchtime provision that promotes inclusion for disabled pupils so that they can play and socialise effectively within our School community. With regard to this, we have established a range of clubs and societies, some of which have proved to be especially effective at promoting inclusion (Reference: SEN Parent/Pupil Views). Our School SENCO also liaises with parents, and our School's caterers to ensure that the dietary requirements of pupils are met.

School policies:-

- Our School policies are inclusive of the needs of pupils with protected characteristics, and these are being reviewed over the four year course of the scheme. Our School also evaluates the impact of School policies on protected groups e.g. behavioural policy, attendance policy, curriculum policies, school visits policy, admissions policy, and SEN provision. Pupil Voice / Bullying surveys have been adapted from 2016 – 2017 to gather information specifically related to protected characteristics. This information will inform equality objectives.
- Assessment and examination arrangements: - Our SENCO, and examination officer are responsible for applications for special consideration as appropriate. They are also responsible for ensuring that pupils are practised in relation to these considerations.

For staff:-

Our School intends to:-

- Establish mechanisms for collecting data on staff who may have disabilities, and maintaining a database of staff information.
- To review our performance management/staff development policy to ensure that the needs of protected groups are addressed even if this requires more positive treatment for those with disabilities.
- To establish consultation with our staff training and development co-ordinator to ensure that we have an annual training programme on disability awareness so that staff understand the range of reasonable adjustments relevant to individual disabilities, so that their use is consistent in all cases.
- To engage in ongoing investigation with regard to good practice for a range of equality issues and to incorporate this into whole school policies.

Premises

- The School recognises the changes in the Equality Act, 1st September 2010 that outlines a requirement for schools to provide auxiliary aids to prevent

disabled pupils being put at a disadvantage. The School recognises that this is in addition to the current requirements under the legislation to make reasonable adjustments to policies, criteria and practices. The School notes the extent to which it is required to supply auxiliary aids will depend on what is considered a reasonable adjustment for the School and they also recognise that this will vary in accordance with the needs of the individual pupil and the School's circumstances. The School recognises that good communications with parents, pupils and other involved professionals is important when identifying, agreeing and implementing reasonable adjustments (examples of auxiliary aids and services are:- providing information in a suitable alternative format, installing specialist software e.g. text writers/readers, providing hearing loops, providing assistance to pupils where required).

- However, to meet its obligations, the School will ensure that the needs of disabled staff and pupils (and any adult students) are fully considered in any strategic planning for the development of the School campus.
- When determining the priorities for the use of the annual LCVAP/School spending review, the School will take into account the need to make the School campus more accessible for staff and pupils with disability.
- The School will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a pupil with a disability to have access to the full teaching and learning of the School.

The School will bear in mind health and safety requirements and the interests of other pupils in all the above considerations.

Discrimination in Admissions

The Governing Body will ensure that pupils with protected characteristics and adult students are not discriminated against:

- Through the Criteria they determine for admission to the School, including criteria used where the school is oversubscribed; and
- By refusing, or deliberately not accepting, an application from a person with a protected characteristic for admission to the School.

Action on Transfer into the School

At transfer to the School, additional liaison time is allocated for disabled pupils and their families to ensure that the pupil's educational needs and this School's requirements are fully understood by staff at the feeder school, parents, and pupil, and to ensure that the transfer process is effective.

Liaison with Parents

The Governors will report to parents annually on:

- The Accessibility Plan:
- How the Governing Body helps students with disability gain access to the curriculum; and
- What the Governing Body does to ensure fair treatment for students with disabilities.

The School will continue to ensure close liaison with families of all students with disability through the provision of designated staff members with allocated time and effective communication skills.

Whenever appropriate, information to home is provided in different formats to take account of disability.

Under the supervision of a senior member of staff with delegated responsibility, staff with pastoral responsibility will liaise closely with the homes of students who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances. They will report to the senior member of staff who will determine, after consultation, appropriate action.

The School will, on a termly basis, remind parents of the School's Complaints Procedure via our School Journal.

Responsibilities

The Governing Body

In carrying out its functions the Governing Body will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The Governing Body as a whole is responsible for:

- Drawing up, publishing and implementing the school's equality objectives
- Making sure the school complies with the relevant equality legislation, and
- Making sure the school Equality Scheme and its procedures are followed
- Considering equality implications before and at the time that they develop policy and take decisions and keep them under review on a continuing basis.
- Monitoring progress towards the equality objectives and reporting annually.
- The Governing Body has appointed a Governor with special responsibility for Equality, SEN and DDA. This Governor, in liaison with our School SENCO and Directors of Site, will:-
- Oversee the implementation of all the School's policies and practices in this area, including Equality and Disability Inclusion;
- Consider what reasonable adjustments are being made and could be made;
- Make recommendations to the Headmaster with a view to improving access to teaching and learning;
- Consider the School's systems and procedures for making staff, parents and pupils aware of the policies;
- Consider the School's Accessibility Plan; and
- Review the Plan annually.

The Headteacher

The Head Teacher is responsible for:

- Making sure that steps are taken to address the school's stated equality objectives
- Making sure the equality, access, and community cohesion plans are readily available and that governors, staff, pupils, and their parents and carers know about them

- Making sure that the single Public Sector Equality Duty (PSED) is integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty will be carried out seriously, rigorously and with an open mind.
- Producing regular information for staff and governors about the plans and how they are working, through the head teacher's report at full governing body meetings for example
- Making sure all staff know their responsibilities and receive information and support in carrying these out, for example in the staff handbook and access to policies on a shared server/internet
- Investigating reports of prejudice related incidents
- Taking appropriate action in cases of harassment and discrimination, including prejudice related incidents
- Anticipating and enabling reasonable adjustments to be made in relation to disability, in regard to students, staff, parent/carers and visitors to the school.

All staff

All staff are responsible for:

- Promoting equality and community cohesion in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups, and
- Dealing with prejudice related incidents
- Promote positive attitudes towards people;
- Encourage participation in public life; and
- Take steps to take into account people's disabilities, even where that involves more favourable treatment.
- Being able to recognise and tackle bias and stereotyping
- Accessing training opportunities, as necessary

Visitors and contractors

Visitors and contractors are responsible for:

- Following relevant school policy

How we evaluate Progress

Our Equality Scheme will be managed and evaluated with regard to the following structure:-

- The Director of Lower Site will coordinate the annual review of the disability scheme.
- Our School SENCO will report on the academic achievement of pupils with disabilities or SEN plus liaise with the Director of Sixth Form to report on Key Stage 5 achievements, and the effectiveness of the scheme for pupils in our Sixth Form.
- Our SENCO will report on our pupil/parents consultations
- Key Stage Co-ordinators will report on the progress and attainment of all groups of students and where applicable those with protected characteristics
- Data will be extracted from raise where applicable for students with protected characteristics
- The Directors of Upper and Lower Site and the sixth form will report on attendance and exclusions where applicable for students with protected characteristics

- The Directors of Upper and Lower Site, the sixth form and SENCO will report on pupil voice surveys in relation to protected characteristics.
- The careers coordinator and Directors of Upper Site and the Sixth Form will report on destinations for all groups of students and where applicable those with protected characteristics.
- Our staff CPD coordinator will coordinate our annual report regarding staffing issues.
- Progress on the objectives listed below will be evaluated annually in the SEF and reviewed by the governors. A report on progress will be published annually by the school governors.
- Evidence will also be kept of the impact of our actions to promote equality and community cohesion in respect of protected characteristics where appropriate
- All of these consultations will be used to inform our subsequent School Improvement Plan.

How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of protected characteristics.

Equality objectives identified by this process will be included in the four year plan in appendix 1 below, or in the School Development Plan as appropriate.

The School Manager and the Director of Sixth Form will make and record figures on take-up of courses at 14+ and 16+ which will be presented to the Headmaster.

An annual analysis of attainment will be undertaken by gender, disability, ethnic background and ability in order to set targets. The school will use this data to inform planning and decision making.

In addition to reporting progress on equality objectives annually to the Governing Body the following actions are routinely taken:

- Racist incidents are reported to the Local Authority
- Children with special needs are monitored and their progress is reported to their parents. A designated Governor maintains an overview of SEN provision
- We track pupil progress by age, ethnicity, and socio economic background (FSM and disadvantaged students) and English as an additional Language.
- Incidents of homophobia are recorded and monitored
- Incidents regarding adult behaviour are reported to the local authority in line with the relevant procedures, e.g. racist incidents, aggressive behaviour, and staff conduct

The Equality Scheme

Consultation

Our School's Equality Scheme and access plan for the four year period 2016 - 20 has been developed from the following analysis and consultation:-

- We have conducted an analysis of the achievement of all pupils within our School community through raise on line and internal analysis of data for different cohorts
- We have examined the attendance profiles of all pupils.
- We have looked at reports of incidents
- Inclusion in school activities (e.g. clubs, visits)
- Exclusion reports
- Child Protection, children in need and LAC information
- We are also engaged in ongoing dialogue with the following outreach services:- School nurse, education psychological service, New Rush Hall School (behaviour management), the Roding Outreach Service for Deaf and Hearing Impaired Children, Joseph Clarke School for Visual Impairment and the Newbridge Outreach Service for Children with Specific Learning Difficulties.

And from involving relevant people (including disabled people) from the start in the following ways:

- Parents through questionnaires & consultation meetings
- Pupils through EHC plan review meetings and
- Outside agencies e.g. school nurse, counsellor etc.
- Staff, governing body and Local Education Authority

We have surveyed the views of all pupils and their parents via interviews and questionnaires.

The evidence was then analysed in order to choose objectives that will:

- a. Promote equality of opportunity for members of identified groups
- b. Eliminate unlawful discrimination, harassment and victimisation, and
- c. Foster good relations between different groups in terms of:

- Sex
- Age
- Disability
- Gender & Gender Identity
- Marital or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual Orientation
- Socio economic background
- Gender reassignment

Publication Monitoring, Inspection and Review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors will make it available on the school website (or in paper copy, on request.)

The scheme will be kept under regular review for four years as part of the ongoing policy review plan.

The Governors will ensure that the working of the Equality Scheme and Accessibility plan is monitored. The Headmaster will report on progress annually.

The Governing Body will report to the Local Authority as required.

The Governors recognise that these duties are monitored by OFSTED through their inspections.

The Scheme will be reviewed and revised annually by the Governing Body, or sooner if there is a clear need. Our School's Improvement Plan will outline our annual objectives in relation to the Scheme, and our School Evaluation Form (SEF) and School Improvement Plan reviews will report to the Governing Body on the progress that has been made biannually.

Appendix 1. Equality information and objectives statement (Public Sector Equality Duty)

Four year equality objectives 2016 - 2020

Item	Equality Objectives
1	<p>To ensure the early and accurate identification of individual students needs. This will include the identification of Special Educational Needs and Disabilities or any other additional needs such as EAL, medical or social care needs.</p> <p>Success Criteria: Early access to information regarding students that have Additional Educational Needs will facilitate the early planning and the early implementation of provision that is matched with the needs of identified students.</p>
2	<p>To closely monitor student progress and, in collaboration with specialist external services, to identify new and emerging needs through the schedule of annual Care Plan meetings, biannual SEN Review meetings and termly LAC Reviews.</p> <p>Success Criteria: Provision for vulnerable students is under constant review helping to embed good practice and bringing about enhanced provision where new and emerging needs are identified.</p>

3	<p>To track the progress and attendance of different groups with protected characteristics, as far as practicable, and to intervene as appropriate to further enhance the attendance of all students within the cohort to achieve a zero rate of fixed and permanent exclusions for pupils within this category.</p> <p>Success criteria – attendance and progress of different groups in line with students without protected characteristics. The school will monitor the effectiveness of the above provision in relation to attendance and exclusion annually via the School’s RaiseOn Line report (Dfe).</p>
4	<p>To promote students’ active participation in school life particularly in relation to trips, extracurricular activities and posts of student responsibility.</p> <p>To ensure that staff selecting students for posts of responsibility, organising trips and extra-curricular activities pay due regard to the inclusion of students with protected characteristics.</p> <p>Success Criteria: Participation rates in extracurricular activities and school trips and students in posts of responsibility matches that of students without protected characteristics.</p>
4	<p>To build on the excellent practise of the school so that the gaps in attainment for disadvantaged students close even further</p> <p>Success criteria – gap in progress of disadvantaged students narrows further</p>
5	<p>To maintain a strong anti-bullying culture within the School community and to facilitate open and effective communication with students so that equality issues can be identified promptly and resolved effectively. In support of this the following will occur annually:</p> <ul style="list-style-type: none"> • School Vision/Blessed Sacrament assemblies. • Letters to parents and students from the Headmaster. • Clear anti-bullying policy stated in the School Journal. • All staff and students will receive training in relation to forms and types of bullying and the impact of bullying on the individual. This training will be repeated for new members of staff and our new intake of students annually. • All students will complete termly bullying/equality surveys, which will be conducted in both a written format and via one to one interviews. • The School’s SENCO will coordinate the annual Pupil/Parent Voice survey for students within the SEND cohort. <p>Success criteria – Incidents of bullying are low. Student feedback from student voice surveys indicate that students feel safe and are treated equally.</p>
6	<p>To adjust the sixth form uniform in response to Gender equality lobbying through student voice consultations</p> <p>Success criteria – positive feedback from students</p>
7	<p>To ensure that the appointment of staff is in line with the equality legislation and that all reasonable adjustments are made to accommodate the needs of different groups of staff (e.g. religious observance)</p> <p>Success Criteria – Having a diverse and harmonious staff meeting the needs of the school as arising.</p>

Four year Access Plan objectives 2016 – 2020

Item	Actions
1	<p>Improvements in access to the curriculum to ensure appropriate levels of training in school</p> <p>To seek professional advice and provide INSET for staff as appropriate (e.g. as instances of autism, dyslexia, medical and behavioural problems arise)</p> <p>As part of the School's Equality Plan, the School will further develop the annual programme of staff training/inset on disability issues.</p> <p>Whole staff training will be provided annually in relation to medical protocols/care plans.</p> <p>A programme of inset is planned for our Sixth Form Guardian Angels (peer mentors).</p> <p>Our termly CPD courses will be inclusive of SEND themes.</p> <p>Success criteria – progress of students with identified SEN</p>
2.	<p>Physical improvements to increase access to education and associated services</p> <p>To consider and address access needs and make suitable improvements to the building when practicable and where funds are available</p> <p>Success Criteria: Improved disability access to be actively considered in the early planning of all premises development.</p>
3	<p>To involve students / parents and colleagues with additional needs in planning provision</p> <p>To further develop forums for both staff and parents where issues relating to access and equality can be raised to include annual care plan meetings and SEN reviews</p> <p>Success criteria: attendance of parents and students at care plan & SEN reviews. Parent and student responses to student voice surveys are positive and impact on planning.</p>
4.	<p>To accommodate medical dietary needs</p> <p>To record individual dietary needs through cashless catering system and to ensure that all food is clearly and unequivocally labelled</p> <p>Success criteria – absence of allergic reactions triggered by canteen food</p>
5.	<p>The SEN department will identify annual improvement priorities which will contribute towards the School Improvement Plan.</p> <p>Annual improvement priorities identified</p> <p>Success criteria – The SEN Department reports annually on the implementation of the school's policy for pupils with Special Educational Needs and Disabilities. The effectiveness of support, the engagement of pupils with provision and the associated impact on outcomes for SEND pupils are reported and published on the school's website.</p>

Approved by Governors

July 2016

