



ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL

Equalities Policy

St Richard Reynolds Catholic College

Policy: Equalities Policy

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At St Richard Reynolds Catholic College, we are committed to promoting equality of opportunity and tackling discrimination in all its forms. We believe that discrimination is unacceptable. All pupils should have access to the whole curriculum and be able to take part fully in College life, regardless of race, culture, religion, disability or sexual orientation. Opportunities are offered for all to develop to their full potential and achieve success.

We similarly respect the equal rights of our staff, families and other members of our College community. We are opposed to and will challenge all forms of discriminatory, racist, disablist, sexist or homophobic language or behaviour.

The College's Mission Statement endorses our commitment to inclusivity, equality and accessibility:

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we help each other to become the person whom God has created us to be. We do this by:

- *aiming for excellence in every area of our learning*
- *showing love and care for each other*
- *responding to the call of God in prayer*
- *committing ourselves to justice and service*

We follow St Richard Reynolds' call to 'See the good things of the Lord' in each other, in our academic studies, in our appreciation of the world around us and in our own God-given gifts and talents. With God's help, we strive to be a community where the gifts of the Holy Spirit are evident in our daily lives: love, peace, faithfulness, joy, goodness, gentleness, patience, self-control and kindness.

Aims and objectives of this policy:

- All governors and staff should know what the policy is on equalities and follow it when discrimination is reported.
- All young people, parents and carers should know what the policy is and what they should do if discrimination arises.
- All members of the College community will challenge and act on all forms of discrimination that are witnessed or reported.
- We aim to prepare our pupils for life in a culturally diverse society, free from discrimination and prejudice.

Definitions

Discrimination: behaviours, practices and institutions which disadvantage groups or individuals on the grounds of race, culture, religion, disability, gender and sexual orientation.

Harassment: behaviour that ridicules, degrades, demeans, humiliates or intimidates someone or some group on the grounds of their colour, nationality or citizenship, religious beliefs, physical or mental wellbeing, gender, gender identity or sexual orientation. It may take the forms of verbal, actions or physical harassment.

Racial Incident: any incident which is perceived to be racist by the victim or any other person.

Legislation and guidance referred to in the development of this policy

Every Child Matters 2005

Race: Race Relations Act, 1976 (amended 2000).

Disability: the Disability Equality Duty (DED) came into force in December 2006.

Gender including Trans-Gender: the Gender Equality Duty (GED) came into force in April 2007.

Sexual orientation: Equality Act (Sexual Orientation) Regulations 2007

Religion and belief: Racial and Religious Hatred Act, 2006 bill January 2006

Age: Employment Equality (Age) Regulations 2006

Community cohesion: the Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained Colleges to promote community cohesion

Responsibilities:

Governors are responsible for:

- Ensuring that the College complies with the relevant equality legislation
- Ensuring that the College Equality Scheme and its procedures are followed
- Ensuring that the policy is reviewed bi-annually. There is a named governor with responsibility for equalities

The Principal and Leadership Team are responsible for:

- Ensuring that the College Equality Scheme and its procedures are followed
- Ensuring that the policy is reviewed yearly
- Ensuring that the race, disability and gender equality plans are readily available and that all members of the College community know about them
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively
- Taking appropriate action in cases of harassment and discrimination to investigate all incidents of bullying, whether it is racist, disablist, homophobic, sexist or related to gender or religious beliefs

All staff are responsible for:

- Dealing with racist, homophobic and other hate-related incidents
- Recognising and challenging bias and stereotyping
- Promoting equal opportunities and good race relations
- Taking up training opportunities and evaluating the impact of this training

The Curriculum:

We aim to make our curriculum full and challenging. We will audit resources to eliminate stereotypical images and ensure a variety of resources to model positive images and show a balanced view of the diverse and multicultural society of the College, the local and wider community.

We aim to meet the needs of all pupils by differentiating appropriately.

We monitor the progress of all pupils by ethnicity and provide specific support for pupils for whom English is an additional language, with guidance from the central EMTAS service

Ethnic Monitoring:

We monitor pupils by ethnicity in order to meet their educational and pastoral needs and to inform our planning to ensure differentiation and diversity.

We use ethnic data to monitor pupils' attainment and progress and to set targets

We provide data on language stages for our EAL pupils in line with requirements from the central EMTAS service.

We use ethnic data to monitor rewards, sanctions, exclusions and attendance.

The purpose of this policy

At St Richard Reynolds Catholic College, we are committed to equal opportunities for all.

Our Equalities Policy must be clearly communicated to all pupils, parents, staff, governors and other individual or agencies that make a contribution to the life of the College.

We acknowledge, however, that members of our community may experience discrimination, harassment and prejudice both inside and outside College. It should be the

concern of everyone in our community to challenge such attitudes and behaviour, taking a stand against it, committing oneself fully to our policy of challenging prejudice and discrimination.

We expect everyone involved in the College community to demonstrate a commitment to equality through acceptance of a code of practice which:

- encourages respect for the individual
- encourages individual and collective action to challenge prejudice and the structures which perpetuate it
- challenges negative and stereotypical images and in their place promotes positive images
- declares as unacceptable any language, action or expressed belief that is prejudiced or which encourages prejudice in others
- challenges institutional or organisational structures which have prejudicial or discriminatory effects

It is the responsibility of all members of the College community to uphold this policy.

Statement of our Principles of Equality at St Richard Reynolds Catholic College College

We recognise, welcome and celebrate the diversity of our College community.

We are committed to the pursuit of equality of opportunity for all members of our College community and are opposed to all forms of discrimination that may hurt or disadvantage individuals or groups in College.

We recognise our legal responsibilities sited in Appendix 1.

We recognise that there is no hierarchy of prejudice and that individuals may be subject to direct or indirect discrimination on a variety of grounds, for example:

- ability, disability, age, ethnicity, gender, HIV/AIDS status, home language, marital status, physical appearance, politics, religion, sexual orientation, socio-economic status (class), trade union activity

As a College we aim that everyone should take part in maintaining a caring community in which there is mutual respect and understanding of others' cultures, beliefs and individuality through courteous and considerate behaviour at all times.

Pupil attainment

All examination results will be fully analysed and compared with results nationally and in similar s.

Pupil attainment will also be analysed on the basis of ethnicity, pupils eligible for the Pupil Premium Grant (PPG) and Special Education Needs (SEN).

If attainment is below that expected for a particular group, this will be highlighted as a priority for action on the College's Self Evaluation Form (SEF) and in College and departmental improvement plans.

Participation

All members of the College community are encouraged to participate in the full life of the College.

For pupils this includes participation in sports and exercise, performing arts, access to IT facilities, undertaking positions of responsibility and taking part in trips and visits.

For staff this includes being given opportunities for career development through Continuing Professional Development (CPD) and encouragement to seek opportunities for career progression, including promotion.

Examples of encouraging participation in action include:

- informing parents how to apply for financial help and ensuring that the application process is straightforward and confidential;
- comparing registers of participants for events against lists of PPG pupils or on the SEN register to ensure that such pupils are proportionally represented and are not being excluded;
- consulting pupils and parents, for example through the College council and surveys, to ensure that extra-curricular provision meets their needs;
- providing a range of CPD for staff
- programmes such as Leading from the Middle and NPQH to ensure opportunities for career progression;
- ensuring that the College's Appraisal system is of good quality and encourages staff development.

Action against bullying

The Anti-Bullying Policy aims to establish St Richard Reynolds Catholic College College as a safe and secure place where bullying behaviour will not be tolerated.

In addition to this, sexist, racist and homophobic behaviour will be challenged in the curriculum during lessons in English, Drama, and the PSHEE Programme.

The Gender Equality Scheme at St Richard Reynolds Catholic College College

Following the Equality Act 2006 we have a duty to promote equality of opportunity between men and women and to prohibit sex discrimination in the workplace.

Promoting gender equality is an important part of all areas of education. It is the means by which we can ensure not only that the basic needs of girls and boys are met, but that they have the opportunity to achieve their full potential and realise their human rights.

In St Richard Reynolds Catholic College, we have a keen awareness that women are under represented nationally in most science subjects and that gender differences in subject choice are likely to have some impact on employment choices and on earnings.

We develop our schemes of work and programmes of study in all subjects to engage pupils; through appropriate curricula, learning materials, and teaching-learning processes, we aim for our pupils to become equipped with the life skills and attitudes that they will need to achieve their fullest potential within and outside of the educational system.

Gender stereotyping can prevent pupils from pursuing their interests and talents. We challenge such stereotypes through the curriculum and by encouraging appropriate career and life-styles choices. For example:

- giving access to a wide range of sports, including sports not traditionally associated with women, during PE lessons and clubs
- promoting the study of mathematics, science and engineering
- promoting careers in the above areas through guest speakers, visits and work experience placements

Implementation

The governing body gives its full support and commitment to the implementation of this policy.

All procedures for the recruitment, appointment and retention of staff will be in accordance with the principles set out in this policy and in the recruitment policy.

The professional development of all staff through the Performance Management Review cycle and in-service training will be in accordance with the principles set out in this policy.

The College Accessibility Plan has been drawn up in the light of legislation, finance and the needs of pupils, staff, parents and visitors to the College. The Accessibility Action Plan will be part of the College Improvement Plan and, as such, will be reviewed and updated annually.

All staff, governors, pupils, parents and partner organisations will be expected and encouraged to support and demonstrate the policy in practice.

All subject teachers and all departments are responsible for implementing this policy through their Departmental Action Plans, Schemes of Work and Programmes of Study, drawing on the rich diversity of backgrounds and cultures from which members of our College community come.

Displays and College events, including dance, drama and music productions, should reflect and celebrate the diversity of our College community.

All incidents of unfair discrimination in College will be taken seriously.

Incidents involving pupils will be dealt with through the College's established disciplinary procedures. Racist or drug-related incidents will be recorded in the College's central files. A termly report on such incidents will be submitted to the Borough.

Incidents involving staff will be dealt with through the College's approved Grievance Procedures.

This policy will be made available to all members of the College community when appropriate and upon request. It will be published on the College's website and edited versions will be displayed around the College and in classrooms.

Monitoring, Evaluation and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness.

Departments will review their policies and practices annually when updating their handbooks and copies of individual departmental practice in line with this policy will be made available to all staff, pupils, parents, governors and visitors on request. Established procedures are already in place for monitoring the special educational needs (SEN) of pupils and those with English as an Additional Language (EAL). We will also record and analyse pupil examination results on the basis of the achievement of ethnic group. These analyses of achievement are used to evaluate the quality of teaching and learning experienced by different pupils across the College community and inform future College Improvement Plans.

We also record absence, exclusions from College and incidents of bullying, harassment, racism and other harmful actions.

On admission to College, every effort is made to collect data regarding pupils' ethnic group, religion and home language of their daughter as part of our monitoring process.

Appendix 1

Equalities Duties on Colleges:

Race:

Since the introduction of the Race Relations Act, 1976 (amended 2000), Colleges have to have due regard to:

- promote the elimination of unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between persons of different racial groups.

In order to meet the requirements of this duty, we will monitor race equality within our Equalities Policy and assess the impact on pupils, staff and parents of different racial groups. We will report progress annually to the Governing Body and review every three years. We are required to report racist incidents to the Local Authority termly.

Disability:

Since September 2002 it has been unlawful for any College to discriminate against disabled pupils in regard to admissions, education and associated services and exclusions. We will:

- publish a disability equality scheme and action plan and we will involve disabled people where possible, in producing these
- demonstrate actions and outcomes
- report on progress and review every three years
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The Disability Equality Duty (DED) came into force in December 2006.

This was brought in to ensure the elimination of unlawful discrimination on the grounds of disability and to promote equality of opportunity for disabled people, including accessibility to buildings and publications.

Reasonable adjustments should be considered to ensure that the members of staff are fully supported in the workplace. These could include adjustments to the physical environment and / or adjustments to the timetable.

Gender including Trans-Gender:

The Gender Equality Duty (GED) came into force in April 2007. It requires all public authorities, including Colleges, to:

- Promote gender equality of opportunity between men and women
- Eliminate unlawful discrimination
- Eliminate harassment
- In order to be compliant with this duty, we will:
- Publish a gender equality scheme and action plan and involve stakeholders in producing these
- Demonstrate actions and outcomes
- Report on progress and review every three years

Sexual orientation

The Equality Act (Sexual Orientation) Regulations 2007 outlaw discrimination on the grounds of sexual orientation in the provision of goods and services. Admissions and recruitment procedures should be non-discriminatory and ensure equality of opportunity.

Religion and belief

Parliament approved the Racial and Religious Hatred Act, 2006 bill on 31 January 2006 that made it a criminal offence to use threatening words or behaviour with the intention of stirring up hatred against any group of people defined by their religious beliefs or lack of religious beliefs. We will monitor all incidents of harassment alongside our monitoring of racist and bullying incidents.

We will ensure that our curriculum is non-discriminatory and includes equality of opportunity for learning about a variety of religious beliefs.

Age

The Employment Equality (Age) Regulations 2006 prohibits unlawful discrimination on the grounds of age. Bullying and harassment in any of the above areas should be monitored through anti-bullying reporting and the implementation of the College's anti-bullying policy.

Community Cohesion

“The curriculum for all maintained Colleges should promote the spiritual, moral, cultural, mental and physical development of pupils at the College and of society, and prepare pupils at the College for the opportunities, responsibilities and experiences of later life”

(Education Act 2002, Section 78)

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained Colleges to promote community cohesion.

Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds.

By 'Community' we mean:

- the **community around the College** – the local community of people who live and work there
- the **wider community of Britain**
- the **global community** – formed by EU and international links.