

Equal Opportunities Policy and Objectives

St Anne's Catholic School and Sixth Form College



Approved by:	Full Governing Body (objectives: Headteacher)
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Owner:	Gerry Ganter

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1. AIMS

Equality of opportunity is central to life and work at St Anne's Catholic School as reflected in the focus on the individual in the school's mission statement.

St Anne's Catholic School and Sixth Form College's Vision Statement recognises the value of every individual and the school's commitment to empowering pupils and staff to live life to the full as it recognises the inter-connectedness of all life and the importance of warm relationships. At St Anne's, our aim is to grow each day witnessing the life-giving presence and compassion of God, reverencing the dignity, diversity and vulnerability of all.

The policy statement applies to all pupils and staff, teaching and non-teaching, and members of the Governing Body within St Anne's Catholic School. The school wishes to share a culture of celebration of identity and aspiration for all. We wish to provide high quality education for all students regardless of disability, race, gender or specific educational needs (which will include the needs of the most able). The school recognises the need for students to learn within an environment that promotes a positive ethos which aims to raise the achievement of all students.

The school community should be an environment which is free from prejudice so that all individuals can feel valued and fulfil their potential.

St Anne's Catholic School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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
- Share a culture of celebration of identity and aspiration

The protected characteristics defined by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Other characteristics considered alongside these by St Anne's School are:

- Community cohesion
- Poverty
- Special Educational Needs (where not covered by the Disability Discrimination Act / Equality Act)

2. LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

- The Equality Act 2010 (which introduced the PSED (public sector equality duty) and protects people from discrimination)
- The Equality Act 2010 (Specific Duties) Regulations 2011 (which requires schools to publish information to demonstrate how they are complying with the PSED and to publish equality objectives)

This document is also based on Department for Education (DfE) guidance: 'The Equality Act 2010 and schools'.

This document links to the following St Anne's Documents:

- Accessibility plan
- Risk Assessment
- Staff Handbook (Trips Procedures)
- Staff Handbook (Pupil Premium, SEND, EAL)
- Behaviour Policy
- Teaching and Learning Policy

3. ROLES AND RESPONSIBILITIES

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives
- This document will be reviewed with Governing Body at least every four years and will be approved by Governing body / Headteacher

The designated member of the senior leadership team for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Report, on behalf of the headteacher, to governors
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. ELIMINATING DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, policies include reference to the importance of avoiding discrimination and other prohibited conduct. Responsibilities under the Equality Act are communicated through effective availability of this policy.

The school has a designated member of staff for monitoring equality issues. He/she regularly liaises regarding any issues and makes senior leaders and governors aware of these as appropriate.

The elimination of discrimination is illustrated through the following practices at St Anne's School:

- Providing an accessible curriculum for the needs and interests of all students, as far as possible, set in an appropriate cultural context with regard for alternative cultures.
- Teaching of the curriculum that challenges stereotyped expectations.
- Valuing the importance of PSHE in the context of the curriculum.
- The careful stewardship of Pupil Premium funding to ensure an equal right to all to access the appropriate resources to support learning.
- Compliance with the Code of Practice for Special Educational Needs.
- The centrality of self-confidence and self-worth at the school and the immediate challenging of offensive or stereotyped language, jokes or symbols.
- The use of exit interviews for staff as part of the monitoring of patterns of staff recruitment and retention and the equal availability to all staff of professional development opportunities in line with the strategic direction of the school.

5. ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Analyse data each academic year showing how pupils with different characteristics are performing and use the data to determine strengths and areas for improvement, implement actions in response to these findings.

The data noted as performance indicators includes, but is not limited to:

- Examination results
- Staff responsibilities
- Attendance, including unauthorised absence

- Behaviour data
- Pastoral incidents
- Reward data
- Extra-curricular engagement
- Student leadership engagement
- Destinations at 16 and 18
- Options at 14 and 16

6. FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and PSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues, such as the celebration of non-Christian religious festivals. Pupils will be encouraged to take a lead in such assemblies.
- Working with our local community through, for example, engagement with them in geography fieldwork, through local charities and so on.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. Examples include No Limits, who support pupils exploring issues surrounding gender identity and sexuality; the Southampton SACRE and its links to inter-faith organisations and organisations relevant to individual students' disabilities, where appropriate.

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, in preparing the school calendar, the school considers the impact on religious holidays and the accessibility of events for pupils with disabilities. For Sixth Form students, trips take into consideration whether there are equivalent facilities for boys and girls.

The school completes an Equality Impact Assessment at the Risk Assessment Stage of trips and at the start of each checklist to plan major events. This shows the school has actively considered its equality duties and asked relevant questions. The assessment is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. EQUALITY OBJECTIVES 2022-2026

Objective 1	To review, update and embed the equal opportunities proforma use to help reduce the risk of inadvertent discrimination for pupils and staff.
Rationale for objective	So that staff are aware of the equality impact proforma and how it helps to reduce the risk of inadvertent discrimination. So that all major events consider the protected and chosen characteristics at planning stage.
Associated actions	Update training for staff, add to all checklists. Whole staff training and embedded through Line managers.

Objective 2	To further improve the school's work with SEND students.
Rationale for objective	So that SEND pupils continue to be successful in their qualifications and destinations data continues to show positive outcomes for SEND pupils.
Associated actions	Continued focus on ensuring teachers deliver high quality inclusive teaching to SEND pupils.

Objective 3	To develop the St Anne's Interconnected Learning (SAIL) programme with protected characteristics in mind
Rationale for objective	So that pupils of all protected characteristics are able to access it equally.
Associated actions	Regular auditing of the programme with protected characteristics in mind in line with the school development roadmap up to 2024 and then beyond into any new strategic plan.

APPENDIX 1: EQUALITY IMPACT ASSESSMENT

Equality Impact Assessment

Date of assessment:

Lead staff member:

Title of event / proposal and brief description, if required	
Team(s) involved <i>Before going further, please fill out the worksheet overleaf.</i>	
Potential Positive Impacts <i>How could/will this event positively help the specific characteristics overleaf?</i>	
Unmitigated negative impacts (overleaf) <i>These are things that you haven't been able to find a way through on the worksheet – i.e. characteristics that could still have less access to an event</i>	
Communication required <i>On the basis of this exercise, what additional communication is needed and by whom?</i>	

Please discuss with your line manager who should sign below when agreed

Line Manager Signature	
Date	

Impact Assessment Worksheet

Impact Assessment <i>This is one of the monitored characteristics (see equality policy)</i>	Details of Impact <i>This is how your event will affect the characteristic – things you need to consider – ways in which the characteristic might end up having lesser access to the event</i>	Possible Mitigations <i>This is how you could ensure that the negative effect is reduced or negated</i>
Disability (including SEN)		
Poverty (Pupil Premium Pupils)		
Religion or Belief		
Race		
Age		
Sex		
Gender Reassignment		
Sexual Orientation		
Community Cohesion		
Marriage and Civil Partnership		
Pregnancy and Maternity		
Other Significant Impacts		
Event organiser signature		Date
SLT (overseeing equality)		Date