



St Augustine of Canterbury Catholic High School A Specialist School for the Visual Arts

This policy complies with the Equality Act 2010 and has been fully Equality Impact Assessed.

Equality Policy

INTRODUCTION

St Augustine of Canterbury Catholic High School is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our mission statement and our Catholic Christian ethos, we pledge to respect the equal human rights of our learners, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

LEGISLATION AND DUTIES

The following table identifies the equality legislation that affects the school.

- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001
- Education Act 2002 (section 78)
- Education and Inspectors Act 2006 (section 21(5))
- Equality Act 2010
- Children and Families Act 2014

The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Under equality legislation the school has the following specific equality duties, which this policy will meet:

- **Produce a written equality policy** identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
- **Consult stakeholders (*learners, parents/carers/guardians and staff*)** on their perceptions of equality within the school and build the results of consultation into the equality policy.
- **Transparency** requires schools to set specific, measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.
- **Assess and analyse** the impact of equality policies on learners, staff, and parents/carers/guardians, in particular monitor learner admissions, attainment levels and exclusions by disability, sex, religion and different racial groups. Take such steps as are reasonably practical to improve any adverse outcomes for any group. The duty for transparency requires the publication of the results of this analysis, at least, annually.
- **Record all hate incidents** and report them to school governors and the local authority on a regular basis (in conjunction with the Councils Guidelines for dealing with Bullying, Harrassment & Hate Crime in Schools).
- **Audit and monitor** curriculum teaching and learning methods to ensure they are inclusive in the language and representation used, promote inclusion and physical activity for disabled learners, and challenge stereotypes to promote community cohesion and a positive image of a diverse community.
- **Reasonable Adjustments** require schools to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled learners at a substantial disadvantage. This duty applies to existing learners, applicants and, in limited circumstances, to disabled former learners in relation to the following areas:
 - Deciding who is offered admission as a learner
 - The provision of education
 - Access to any benefit, service or facility.
- **The Specific Public Sector Equality Duty** of the Equality Act 2010 requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

In order to meet the Specific Public Sector Duty, St Augustine of Canterbury Catholic High School will

- Publish sufficient information to demonstrate compliance with the general equality duty across its functions annually.
- Prepare and publish equality objectives to demonstrate how the general equality duty will be met.

WHO IS PROTECTED?

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (ethnicity)
- Religion
- Sex (gender)
- Sexual orientation.

However, age and being married or in a civil partnership are NOT protected characteristics for the school's provisions.

RESPONSIBILITIES

Governors are responsible for:

- Challenging and supporting the school so that weaknesses are tackled decisively and statutory equality responsibilities are being met.
- Ensure that school functions and policies are equality impact assessed to demonstrate compliance with equality legislation.
- Ensure that an equality assessment of the curriculum has been completed.
- Monitor the school equality policies and plans at least once annually to ensure that their procedures are being followed.

The Headteacher is responsible for:

- Producing, implementing and maintaining the school's
 - Equality Policy
 - DSEN accessibility plan
- Ensuring all staff know their responsibilities under these documents and receive training and support in carrying these out.
- Ensuring the school has an anti-discrimination policy for dealing with and reporting hate incidents.
- Ensuring tools are in place to show how the school has shown due regard to all protected groups, such as;
 - Equality impact assessment of policies
 - Equality monitoring of policies e.g. employment, admissions, learner attainment, exclusion, hate incidents
 - Equality assessment of the curriculum
- Completing of the community cohesion audit and self-assessment.
- Using information from assessments and audits to identify compliance with equality duties and to develop equality objectives for the school.
- Publishing information to demonstrate compliance with the general equality duty across its functions annually from the first date of publication.
- Prepare and publish equality objectives to demonstrate how the general equality duty will be met.
- Revising and reviewing the School's Equality Policy and Plans every three years and report on progress annually to Governors.

- Making sure the school equality policy and its procedures are followed.
- Making sure the equality policy is readily available and that the governors, staff, learners, and their parents/carers and guardians know about them.
- Producing regular information for staff and governors about the plans and how they are working.
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to sex, disability and religion.

All staff are responsible for:

- Dealing with all hate-incidents.
- Advancing equality of opportunity and fostering good relations.
- Behaving in a non-discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, sex, gender reassignment, pregnancy and maternity; and marriage and civil partnership.
- Ensuring they follow the equality policy and procedures and take up equality training and learning opportunities provided by the school.

Teaching Staff are responsible for

- Undertaking an equality assessment of their curriculum, to ensure there is equality of opportunity to access the curriculum through teaching and learning.
- Being able to recognise and tackle bias and stereotyping in the school and wider community.
- Challenging discriminatory language and behaviour and providing appropriate alternatives and role models.
- The Assistant Headteacher is responsible overall for dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

Behaving in a non-discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, sex, gender reassignment and; pregnancy and maternity.

DEFINITION OF DISCRIMINATION

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

Direct Discrimination, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.

Discrimination by Association occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a learner less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination arising from perception takes place where education provider behaves as if the person has the characteristic and treats them worse than others thus. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic.

Discrimination because of pregnancy and maternity occurs when women (including a female learner of any age) are treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

Indirect Discrimination, which occurs when a rule or condition which is applied equally to everyone:

- Can be met by considerably smaller proportion of people from a particular group
- Is to the disadvantage of that group.
- Cannot be justified by the aims and importance of the rule or condition.

Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, this treatment is because of something which has come about as a result of the disabled person's disability ('something arising in consequence of the person's disability'), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language 'a proportionate means of achieving a legitimate aim').

Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the reason for the treatment does not matter.

Harassment, which occurs when unwanted conduct violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or sex.

Although the harassment provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion or belief; or pregnancy and maternity, in relation to schools. However, where unwanted conduct related to any of these protected characteristics results in a learner suffering disadvantage that would constitute direct discrimination.

Third Party Harassment of Staff, occurs when an employee is subject to harassment from someone outside of the school e.g. parent or member of the public, which is unacceptable. This extends to all protected characteristics (except for pregnancy and maternity / marriage and civil partnership). St Augustine of Canterbury Catholic High School will take action under the Assaults at Work Policy to ensure harassment of its staff by people they do not employ by the school are dealt with appropriately. This may include reporting the perpetrators to the Police.

Victimisation, which occurs when a person is treated less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

DISCRIMINATION WITH REGARD TO LEARNERS

We will not discriminate unlawfully against children seeking admission, nor with regard to how learners are treated, on grounds of sex, race, disability, sexual orientation (of the learner, or their parents or carers), religion or belief, pregnancy and maternity. This includes discrimination in provision of teaching or allocating the learner to certain classes, applying different standards of behaviour, dress and appearance, excluding learners or subjecting them to any other detriment, and conferring benefits, facilities or services. We will not discriminate unlawfully against Refugee & Asylum Seekers seeking admission, nor with regard to how they are treated.

EMPLOYMENT

We are committed to a fair and equal pay policy and a free from bias pay structure.

We will not discriminate in employment unlawfully on grounds of sex, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

The school will ensure that it sends employment equality monitoring data to the Human Resources Section of the Children and Young People's Service, in a format specified by that agency.

The school will monitor the information as set out below disaggregated by disability, sex, religion, sexual orientation and different racial group.

- The number of staff in post, and
- The number of applicants for employment, training and promotion

CONSULTATION

We will consult with learners and staff, parents, carers, and guardians, including disabled people and members of different racial minority communities, people from all sexes and people from all sexual orientations to identify what their opinion is in terms of the school's equality and cohesion performance. The outcome of this consultation will be reported to the school governors and the stakeholders involved. Any identified improvements will be included in the School's Improvement Plan

MONITORING AND ANALYSIS

We will monitor the following policies to ensure that we are meeting equality duties.

- Learner Admission
- Learner Exclusion
- Learner Attainment
- Governor Profile
- Complaints
- All Hate Incidents
- Satisfaction Surveys

We will use the equality monitoring categories for race, sex, religion and disability used by St. Helens Council's Children and Young Peoples Department. This will ensure consistency of data and enable us to set targets that are comparable with other agencies.

We will disaggregate the results of monitoring by the equality profile (race, sex, religion and disability) to identify if there were any issues or outcomes particular to one specific group. Where relevant actions will be taken to improve any adverse outcomes for any group. The results of equality monitoring will be reported to the school governors annually. Any identified improvements will be included in the School's Improvement Plan. The results of such monitoring and analysis will be published, to enable viewing by any interested party.

EQUALITY IMPACT ASSESSMENT (EIA)

The school will develop an Equality Impact Assessment process that will incorporate each area of equality duty. The Equality Impact Assessments will be carried out on all of our policies at least once every three years. We will ensure that the Equality Impact Assessment process is updated in line with new legislation.

The Equality Impact Assessment template will be based upon the relevant equality duties. For each of the school's functions the Equality Impact Assessment process will cover the following areas:

- * The advancement of equality of opportunity
- * The elimination of unlawful discrimination, harassment and victimisation
- * To foster good relations between different groups of our community
- * The promotion of positive attitudes to disability
- * The participation by disabled people in public life
- * The meeting the need of disabled people, even when that means treating them more favourably than non-disabled people.

The outcome of equality impact assessments will be reported to the school governors. Any identified improvements will be included in the School's Improvement Plan (see appendix 1 for template EIA).

EQUALITY AND COHESION CURRICULUM AUDIT CHECKLIST

The School will develop a curriculum audit tool. This will ensure that each member of teaching staff will use inclusive and positive images of a diverse community and examples that promote good community relations. They will challenge sex, racial, religious, disablist, ageist and homophobic stereotypes, e.g. prejudices about what people from particular groups should/ shouldn't or can/cannot do (see appendix 2 for template).

REPORTING PROGRESS

School Governors will monitor the School's Single Equality Policy and Action Plan. The Headteacher will produce an annual report for the School Governors on progress against the Single Equality Policy and Action Plan. This report will include the results of consultation, equality monitoring and equality impact assessments.

The Single Equality Policy and Action Plan will be reviewed at least once in the next three years.

Reviewed on: September 2017

Next Review Date: July 2018

Reviewed by: Ms J Skinner (Signature)

Equality Impact Assessment

Title of Policy, Decision, Practice or Programme: Single Equality Policy

Department: Special Educational Needs

Responsible Officer: JoAnne Skinner

Date Completed: September 2017

Date Review Required: July 2018

1. **Aims:** Please identify the main aims of the policy, decision or function?

To ensure that people are treated fairly and that everyone has access to good quality services.

2. **Impact upon different sections of the School / Community / Staff Groups:**
It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

Equality Strand	Issue	How will this be taken into account?
General Issues	No issues	
Age	No issues	
Disability – Including Carers	No issues	
Sex (Gender)	No issues	
Transgender	No issues	
Race (Ethnicity)	No issues	
Pregnancy and maternity	No issues	
Religion or Belief	No issues	
Sexual Orientation	No issues	
Community Cohesion	No issues	

3. Indirect discrimination

Are there any rules or requirements in the policy / decision that:

- a Can be met by a considerably smaller proportion of people from a particular section of the community?
- b Is to the disadvantage of that group?
- c Cannot be justified by the aims and importance of the policy?

If all three conditions apply then there may be evidence of indirect discrimination.

No

4. Publishing the results of the assessment:

Decisions This Equality Impact Assessment Report must be used to inform the Decision. Attach the Equality Impact Assessment Report as an appendix in the Decision documentation.

Policy This Equality Impact Assessment Report must be used to inform Policy development. Attach the Equality Impact Assessment Report as an appendix in the published Policy.

Practices and Programmes The Equality Impact Assessment Report must be used to inform Practice and Programme development. Attach the Equality Impact Assessment Report as an appendix in the Practice or Programme documentation.