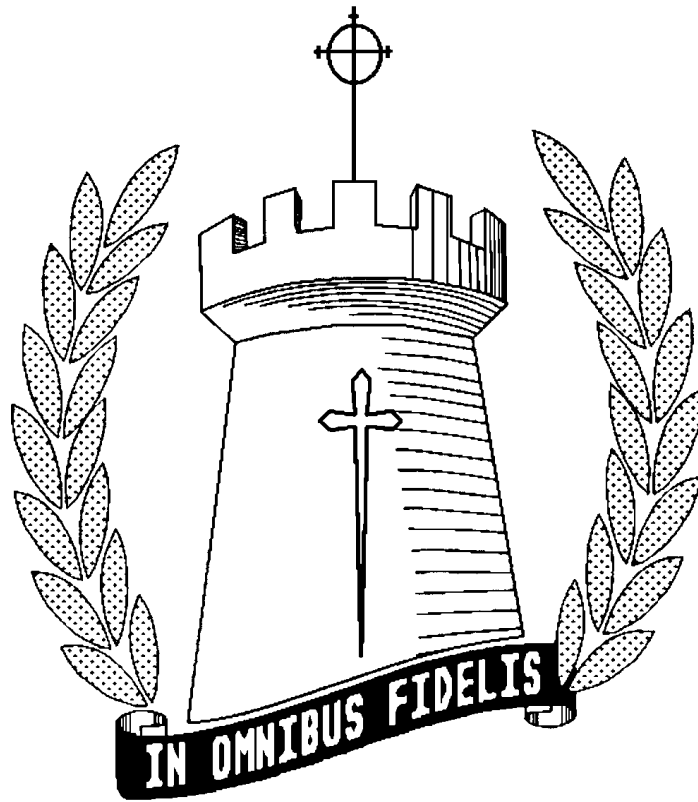


# ST DAMIAN'S RC SCIENCE COLLEGE



## Equality Scheme 2014-2017

## Equality Scheme 2014-2017

### OVERVIEW

This scheme outlines the commitment of the staff and Governors of St Damian's RC, Science College to promote equality. We will work to ensure that groups with the protected characteristics of gender, race, disability, age, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from discrimination and harassment. Our school will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

### WHAT DO WE MEAN BY EQUALITY?

We understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as their age, disability, gender, gender identity, race, ethnicity, religion or belief, sexual orientation, pregnancy (staff and pupil) and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people and in particular what our students can do and be. We recognise that inequality can be experienced in a variety of ways.

Please see EQUALITY and DIVERSITY POLICY

At St Damian's RC Science College we will ensure that at every level in all our work and throughout all aspects of our community and its life we all are treated equally, free from all discrimination and harassment. We will tackle all barriers which could lead to unequal outcomes for the identified protected groups (named previously). We will ensure equality of access and celebrate and value the diversity within our community.

- a) In accordance with the teachings of the Roman Catholic Faith and in line with Our College Mission Statement's Six Principles we pledge:
- to respect the equal human rights of all our pupils
  - to positively promote equality and diversity
  - to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
  - to educate pupils about equality
  - to respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:
- Gender
  - Race
  - Disability
  - Religion or belief
  - Sexual Orientation
  - Gender Reassignment
  - Pregnancy and Maternity.

When covering employment / providing services we also address (please see recruitment policy).

- Age
- Marriage and Civil Partnership

The following is not a protected characteristic but it is advised that this is considered when undertaking Equality Impact Assessments

- Socio-economic background and other protected characteristics.

c) 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 in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

## 2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Tameside Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

New SEN Code of Practice, September 2014.

## 3. **Community cohesion: a shared contextual statement**

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- **Ethnicity/culture context of the school (local and national)**  
The School population is predominantly White British 86.84%.  
5% of pupils of Eastern European background (Polish) higher than local average of 2.5%, and 10% mixed race and Asian backgrounds which represents the cultural mix in the local community.
- **Religion/belief context of the school (local and national)**  
The School's is Roman Catholic and there are currently 82% Catholic pupils and 16% other. The Ethos of the school follows the teachings of Jesus Christ and we endeavour to meet the needs of other major religions through the curriculum and Assemblies.
- **Socio-economic context of the school (local and national)**  
Please see current Census for further information:  
Jan 2014
  - 142 pupils entitled to free school meals (18%)
  - 69 pupils whose language is believed to be other than English (9%)
  - 93 pupils identified with SEN provision
  - 7 looked after children
  - 2 under special guardianship

- Current issues affecting cohesion at school, local and national level
- Opportunities to engage with people/pupils from different social, ethnic and religious backgrounds that are within the local area.

#### 4. **Responsibilities**

One named governor **Mrs Claire Harvey** takes the lead, but the **governors** as a whole are 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
- monitoring progress towards the equality objectives and reporting annually..Equalities Gov

The **head teacher** is responsible for:

- making sure 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 the governors, staff, pupils, and their parents and carers know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- 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, parents / carers and visitors to the school.

**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;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

**Mrs Margaret Banks** is responsible overall for:

- dealing with reports of prejudice-related incidents.

**Visitors and contractors** are responsible for:

- following relevant school policy. ( Visitor's Policy)
- Policy and information available on school webs

#### 5. **Staff development**

We ensure that all staff, including support staff and administrative staff and governors, receive appropriate training opportunities for professional development, both as individuals and as groups or teams. This training includes: Child protection, Individualised training that supports a variety of needs E.g. Counselling for Bereavement, Drug Misuse, Alcohol abuse, Sexual Health, Safer Recruitment. Teenage Pregnancy and Bullying including Cyber Bullying and Homophobic bullying, Child Sexual Exploitation.

A series of Twilights specifically focus on ensuring that all staff are kept up to date with the current concerns and new initiatives re- Teaching and Learning, Health and Wellbeing , Safety, Community Cohesion.

**6. Publication 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 publish it by making it available as paper document on request and on the school website and by sending an electronic copy for monitoring purposes to the local authority by email to [justin.wiggin@tameside.gov.uk](mailto:justin.wiggin@tameside.gov.uk)

The scheme will be kept under regular review for three years and then replaced in September 2013. It will be published and placed on the website (and should be found within 3 clicks of a mouse).

**7. How we report on progress and impact**

A report on progress with the actions listed below will be published by the governors via e.g. website, and available from school at the end of each school year, i.e. July 2012 and 2013.

A copy of each annual report is sent for monitoring purposes to the local authority by email to [justin.wiggin@tameside.gov.uk](mailto:justin.wiggin@tameside.gov.uk)

or by internal mail to Children, Learning and Economic Services, Participation and Equality Officer, TMBC, Room 2.37, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside. OL6 6DL

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

**8. We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between different groups. These main groups are based on the following areas:

- Ethnicity
- Religion or Belief
- Socio economic background
- Gender and gender identity
- Disability
- Sexual orientation
- Pregnancy and maternity
- Age

We will ensure that pupils who are Looked After by authorities and those receiving Free School Meals will also be a priority and all barriers to inclusion removed by actively monitoring and ensuring they are given the same opportunities alongside the rest of the Community.

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones.

We intend our policies and activities to benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of the identified groups.

**9. How we chose our equality objectives**

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data.  
Raise on Line, Parent’s Forums .Progress Checks, monitored by Head of Year, Senco, Head of Faculty. Pupil Voice. Staff Voice.
- iii. and from involving relevant people (including disabled people) from the start in the following way:  
Interviews with parents and pupils who are listed as requiring additional support, before entry to the school and during. Records of intervention from the following members of staff, Safeguarding Team. SEN including Physical Disability, EAL, LAC, Ambrose and Seclusion records, Counsellors, internal and external, Student Support Officer, Attendance Officers, School Nurse Health Visitor, LSA’S, Administration staff.

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

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
  - o ethnicity,
  - o religion or belief,
  - o socio-economic background,
  - o gender and gender identity,
  - o disability,
  - o sexual orientation,
  - o pregnancy and maternity and
  - o age.

And other protected characteristics

In light of the above we have identified practical priorities and plans of specific action, in order to promote equality for protected groups . These are outlined in Our Single Action Plan.

**10. Three-year equality objectives 2014-17**

(to be kept under regular review)

<b>Equality objectives (focused on outcomes rather than processes)</b>
<p>We are committed to meeting the individual needs of each child and we will take full account of their age, disability, gender, -identity, race, religion or belief and sexual orientation in accordance with the requirements of the Single Equality Act.2010.</p>
<p>We are committed to meeting the individual needs of each child and we will take full account their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of the Single Equality Act 2010</p> <p>We will ensure that all pupils are treated equally and as favourably as others.</p> <ol style="list-style-type: none"> <li>1. We will make all reasonable adjustments necessary to promote equal opportunity and equal treatment of all members of the school community. To ensure that there is a common vision and sense of belonging by all as a part of our school and local community</li> </ol>

2. To help learners and all in school appreciate and value the wide range of diversity of people's different backgrounds and circumstances
3. To help all learn about our nation's history, culture, traditions and its developing and changing nature
4. To help all develop an understanding of the rights and responsibilities of being a citizen of the United Kingdom
5. To ensure that all are treated fairly and equally and given similar life opportunities
6. To ensure that strong and positive relationships exist and continue to be developed in schools and in its wider community.

**Success Criteria:** What we want to achieve:

1. Equal access for all learners to a rich, broad, balanced and relevant curriculum.
2. Equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. Elimination of any discrimination, harassment and victimization. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
4. Recognition and celebration of diversity within our community whilst promoting community cohesion.
5. Those with management responsibility and individual members of staff, accept responsibility for planning teaching, learning and curriculum applying this policy to all we do.
6. Learners and parents are fully involved in the provision made by the school.
7. Open and transparent communication between school, learners and parents.
8. Adequate funding within the school budget to underpin this scheme; intervention, positive action and preventative action is funded where needed.

**Actions/Strategies**

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy. School will reflect the National Changes, SEN Code of Practice. Sept 2014.
2. Parents and governors will be involved and consulted about the provision being offered by the school.
3. Reasonable adjustments will be made to ensure access to the premises for those with a disability
4. The learning environment will be accessible to all
5. Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the equity duty underpins all their work. This includes a focus by all teaching staff on planning for differentiation.
6. The increase in the numbers of pupils and parents with Mental Health concerns will be reflected in the schools policy and practice.

**11. Three-year access plan 2014-17 . RSN,AON**

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	<b>Actions (focused on outcomes rather than processes)</b>
i. improvements in access to the curriculum	<ul style="list-style-type: none"> <li>• Appropriate differentiation for all, access to all aspects of curriculum at Key Stage 3 and 4 to reflect inclusive practice. All pupils must have</li> </ul>

	<p>specifically adapted work to meet the requirements of all subjects and GCSE courses they are following. Including specific Fieldwork and visits.</p> <ul style="list-style-type: none"> <li>• Enrichment Activities.</li> <li>• Curriculum – planning to include all (PE) VIP CLUB.</li> <li>• Disabled pupils are included in the displays, photo's etc.</li> </ul>
ii. physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> <li>• St Damian's School has access for all. We will continue to monitor and refine those areas that do not meet the continuing needs of pupil. Parent and staff.</li> </ul>
iii. improvements in the provision of information in a range of formats for disabled pupils	<ul style="list-style-type: none"> <li>• Computer monitors and Key boards for visually impaired children.</li> <li>• Access to alternative formats of information for parents ie leaflets</li> <li>• Provision for deaf and/or blind parents</li> <li>• Reception duties – include disabled pupils</li> </ul>

## 12. Three-year community cohesion plan 2014-17 SLT

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	<b>Actions (focused on outcomes rather than processes)</b>
i. teaching, learning and the curriculum	<ul style="list-style-type: none"> <li>• All our staff to promote an inclusive and collaborative ethos in their work.</li> <li>• Challenge and deal with any prejudice related incidents what occur</li> <li>• To foster positive attitudes towards all pupils by ensuring that assemblies, form time, specific events to reflect the multicultural part of school e.g. Polish.</li> </ul>
ii. equity between groups in school, where appropriate	<ul style="list-style-type: none"> <li>• Ensure that monitoring informs the need for intervention</li> <li>• Same opportunities</li> <li>• Attendance and attainment</li> </ul>
iii. engagement with people from different backgrounds, including extended services	<ul style="list-style-type: none"> <li>• 5% of our pupils</li> <li>• All information to be available in preferred language– if required</li> <li>• Students to experience other cultures ie through visits</li> </ul>



## APPENDIX 1

### EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION

We at St Damian's RC Science College will also comply with, and have due regard to, the following equalities legislation:

#### New Equality Act 2010

The Equality Bill passed through parliament and became an Act on the 8<sup>th</sup> April 2010. It took effect from Autumn 2010. The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The act protects people from discrimination on the basis of "protected characteristics" (which previously used to be called grounds). The relevant characteristics for services and public functions are:

- **Disability** (definition changed)

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular "capacity" such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability

- **Gender re-assignment** (definition changed)

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

- **Pregnancy and maternity** (no change)

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status.

- **Race** (no change)

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

- **Religion or belief** (no change)

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

- **Sex** (no change)

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

- **Sexual orientation** (no change)

Everyone is protected from being treated worse because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

- **Age** (no change)

Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds including the new socio-economic duty. It also extends the use of positive action in the workplace. The Equality Act also introduces a dual discrimination provision which enables people to bring claims where they have experienced less favourable treatment because of a combination of two protected characteristics. Further clarity regarding these issues and many others, particularly in relation to employment matters are likely to be much clearer when the codes of practice are published in January 2011.

Guidance on all areas replaced by the Equality Act can be found at <http://www.equalityhumanrights.com/advice-and-guidance> There are links to guidance for how the act impacts on employers, service providers, schools etc.

**Human Rights Act 1998 and Article 14 of the European Convention on Human Rights** Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as "sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status".

## APPENDIX 2

### Glossary (taken from Equality Act 2010):

#### Diversity is

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community.

#### Duty

A mandatory and legal obligation to do something.

#### Promote

Contribute to the progress and growth of....

Make publicity for.....

#### Equality and Human Rights Commission (EHRC)

This new body brings together the Equal Opportunities Commission, the Disability Rights Commission and Commission for Race Equality; it also serves as a national body for age, religion and belief and sexual discrimination as well as human rights.

#### What is meant by discrimination?

Generally “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.

Discrimination can take a number of forms:

- “direct” or
- “indirect” or
- failure to make reasonable adjustments for disabled people or
- “discrimination arising from disability” or
- discrimination because of “association” with someone who has a protected characteristic, or
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”).

People are also protected from:

- harassment related to a protected characteristic
- victimisation because they have, or their education provider thinks they have, made or helped made a complaint about discrimination, unless they know the complaint was not true.

#### Direct discrimination

Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic.

Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate.

It is not direct discrimination against a non disabled person to treat a disabled person better.

Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

### **Indirect discrimination**

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

### **Victimisation**

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

### **Harassment**

Harassment in the Equality Act 2010 means:

- Unwanted behaviour which has purpose or effect of
- Violating the dignity of another person or
- Creating for that person an intimidating, hostile, degrading and humiliating or offensive environment.

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

### **Positive action**

"Positive action" means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.