



St. Gregory's Catholic High School

Equality Policy

Policy Review Dates:

Date last approved by Full Governing Body: December 2014

Date submitted to Governor Committee: 1st November 2016

Date submitted to Full Governing Body: 8th December 2016

Review Frequency: Every 4 Years

Start date for policy review: September 2020

Principles:

We believe that no-one in St. Gregory's Catholic High School should receive less favourable treatment on the grounds of: race, disability, physical ability, age, health, income, religion/belief, colour, ethnic origin or nationality, gender or transgender, sexuality, nationality.

Purpose:

The purpose of the policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour, including harassment or victimisation, does not occur (as outlined in law under the Equality Act 2010).

In our school, we recognise that this applies to:

- all prospective and existing students.
- students from different ethnic backgrounds, travellers, asylum seekers and refugees
- students of different religions and from different faith backgrounds or those who have no faith
- students of all sexual orientations and transgendered people
- students who have English as an additional language (ESL)
- students with special educational needs
- students in public care (LAC)
- other children, such as sick children, young carers, those children from families under stress, pregnant schoolgirls and teenage mothers
- any student and young person who is at risk of disaffection and exclusion.

Aims:

We are committed to equality of opportunity and aim to be a school where everyone is:

- respected and respects others
- takes part in the life of the school
- achieves to his or her potential
- develops skills essential to life exercises choice

The following legislation informs our School Equality Policy:

- <http://www.legislation.gov.uk>
- The Equality Act 2010
- Sex Discrimination Act 1975 and 1986 and 2006 amendments
- The Race Relations Act 1976, The Race Relations (Amendment) Act 2000
- Criminal Justice and Public Order Act 1994
- Disability Discrimination Act 1995 and 2005
- Protection from Harassment Act 1997
- The Human Rights Act 1998 and 2000

- The Special Educational Needs and Disability Act 2001
- The Gender Recognition Act 2004 and Sex Discrimination (Gender Reassignment) Regulations 2005
- Gender Equality Duty April 2007
- Ofsted Framework for Inspection

Protected characteristics

Direct discrimination: where an individual or group receives less favourable treatment with some unjustifiable reason because of their race, gender, disability, religion, belief, sexual orientation, pregnancy (all of which are considered 'protected characteristics' under the Equality Act 2010).

Indirect discrimination: applying unjustifiable requirements and conditions which have a disproportionate impact on an individual of a particular group.

Discrimination by perception (where a person is treated less favourably because they are thought to have a protected characteristic even when they do not) is direct.

Discrimination by association (where a person is treated less favourably because of their association with another person who has a protected characteristic.)

Victimisation: occurs when a student is treated badly because they have done something in relation to discrimination legislation e.g. raising a grievance or supporting a student doing so.

Harassment: unwanted conduct on the grounds of the various protected characteristics under the Equality Act 2010 which violates a person's dignity and creates an intimidating, hostile, degrading, humiliating or offensive environment and may be intentional or unintentional. Harassment may occur as a result of persistent treatment or an isolated incident.

Specific points relating to students regarding protected characteristics

Race

We will tackle racial discrimination by monitoring the outcomes of opportunities at our school (see Anti-bullying Policy) and by dealing with and reporting racist incidents.

A racist incident is any incident that is perceived to be racist by the victim or any other person.

Allegations of harassment and discrimination based on ethnicity will be reported to the

police and subsequently investigated using the school's usual disciplinary procedures, and racism will be directly challenged.

Action will be taken to prevent the likelihood of recurrence.

Our procedure for dealing with racist incidents will be made known to everyone at or connected with our school through induction, regular training and feedback.

Racist incident report forms will be completed to help the school monitor incidents and take appropriate action.

Copies of racist incident report forms will be sent to the LA annually. In the event of a member of staff being implicated the incident will be investigated in accordance with the school's procedure.

Promoting equality of opportunity and good race relations These aspects of our race equality work will largely be done through seeking out as many opportunities as we can to celebrate cultural diversity, promoting positive images and respect for our own and other communities, individuals and groups, and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.

Gender/Transgender

We believe that students should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that both girls and boys achieve to their full potential. The school will examine its practices to ensure that all students are given opportunities to achieve and that stereotyped expectations do not limit the experiences available.

Through our regular staff training we will raise awareness and use of appropriate teaching and learning styles.

We will promote approaches which provide equality of opportunity, including:

- taking account of the interests and concerns of students by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, in every subject"
- avoiding gender stereotyping when organising students into groups
- Allegations of harassment and discrimination based on gender, transgender or gender reassignment will be investigated and, where proven, directly challenged. Action will be taken to prevent the likelihood of recurrence.

Disability

We are fully committed to the duties placed on schools in the Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005.

The school accepts the definition of a disabled person as someone who has: “a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.” Equality Act 2010

The school has worked actively to promote positive attitudes towards disabled people and to encourage participation by disabled people in the life of the school. We promote disability equality in our policies, procedures and curriculum.

We will consider the needs of all people in school including:

- students who may be disabled but not have a statement of special educational need nor be on any stage of special needs assessment

In addition, St. Gregory’s Catholic High School will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. We will ensure that our policies, in particular in relation to admissions procedures, do not place disabled students at a disadvantage.

The school will work with the LA to audit the school for facilities and access for disabled people and for access to buildings, facilities and the curriculum. It will maintain updated written information on facilities and services and produce a plan to develop accessibility which is regularly updated.

Teachers will take specific action to enable the effective participation of students with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.

The following policies support our Equality Policy

- Special Needs Policy
- Anti-Bullying Policy