



St Mary's College

SINGLE EQUALITIES POLICY

2015 – 2017

Approved by the Finance and Personnel Committee March 2015

The Mission of St. Mary's College:

“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as yourself” (Mk 12:30-31)

St. Mary's RC Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.

Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

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1. STATEMENT OF PRINCIPLES

This policy outlines the commitment of staff, pupils and governors to ensure that equality of opportunity is available to all members of St Mary's College. At St Mary's College we are committed to ensuring equality of education and opportunity for all students and staff regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, (being the protected characteristics) in both the delivery of education, services and employment of our staff.

Our mission statement embodies our belief that equality should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. St Mary's College is committed to providing a working environment free from discrimination, bullying, harassment and victimisation.

In the words of the mission statement 'We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation. Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.'

This Single Equality Policy, including the Equality Statement Action Plan covers a three year period from **2015 to 2017** and applies to the whole school community.

2. STATUTORY REQUIREMENTS

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) which came into effect in April 2011. The PSED applies to maintained schools. Advice from the Department of Education (DfE) '**Departmental advice for school leaders, school staff, governing bodies and local authorities**' issued May 2014,' explains that the Act means that it is no longer a requirement for schools to have an equality action plan.

The **Key Points** to note from this latest advice are:

- The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.
- The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.
- As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. These are referred to as protected characteristics.
- The exceptions to the discrimination provisions for schools are all replicated in the current act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.
- Schools that were already complying with previous equality legislation should not find major differences in what they need to do. However, there are some changes that will have an impact on schools as follows:

Protection in schools : Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

3. DFE GUIDANCE: THE PUBLIC SECTOR EQUALITY DUTY

Chapter 5 of the PSED, sets out the duties of the school to comply with the PSED, and this document is available at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

This school is committed to the principles, aims and duties set out in the above document and this policy is a summary of the school's compliance with the specific duties of the act that apply to schools.

The three main elements of the Act that apply to the school carrying out its functions and for which it must have 'Due Regard' are to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- 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.

In this school we will commit to and demonstrate Due Regard and compliance to the above functions through:

- All decisions in the school will be taken with 'due regard' to promoting and complying with the three functions above and decision makers will assess whether any decision has particular implications for people with particular protected characteristics.
- Equality implications will be considered before and at the time that decisions are taken, and the impact of decisions will be reviewed and monitored.
- The PSED will be integrated into the school's functions, and the school will use a wide range of detailed data analysis and observations to comply with the duties and ensure that the results and outcomes are reported to governors and the outcomes and data is continually used to improve educational opportunities for all students. .

The school has specific duties, which will help us to fulfil our obligations under the general duty require us to:

- Publish information to demonstrate how we are complying with the Public Sector Equality Duty, and
- Prepare and publish equality objectives.

The government do not require schools to collect any statistical data which is not already routinely collected and relevant to the PSED. In this school we will use RAISE online, which presents performance data for students broken down by relevant characteristics, (sex, race and SEN) and which includes comparative analysis with national statistics and with comparable schools. We will also use our own internal individual student tracking data to rigorously analyse the performance and progress of different cohorts of students with the aim of ensuring and demonstrating that the school are continually seeking to

ensure equality of opportunity for all students. This information is used throughout the school and is reported to the school governors. The Pupil Premium report, available on the school website, is relevant to demonstrating the school's continual drive to ensuring that all students, regardless of their parental income or 'deprivation' index, (as measure by the Free School Meal ever 6 measure,) succeed and are not disadvantaged in their educational outcomes.

4. SCHOOL CONTEXT

There are 1762 students at the school, as at Autumn 2014. There are 442 in the 6th form and 1,320 in Years 7 to 11. The gender breakdown is 938 Boys and 824 girls.

There are a total of 45 different languages spoken in the school. The most popular first language after English is Polish, with 228 speakers, followed by Malayalam 20, and Tagalog/Filipino 16.

There are 56 students with SEN Statements.

There are 260 pupils eligible for Free School Meals over the 6 year period of eligibility.

There are approximately 130 FTE teachers and 165 support staff and the majority of support staff are part time and term time only.

5. OUR SCHOOL VALUES

In meeting the duties to promote race, disability and gender equality the school will:

- Strive to make the best possible provision for all students regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- Respect diversity. We will make reasonable adjustments for disability, recognise and celebrate cultural differences, and promote equality of opportunity for different genders.
- Promote good relationships between all groups of students and adults in our community.
- Value staff for their ability and potential to contribute to St Mary's College outstanding provision for all students
- Be proactive in our efforts to identify and minimise existing barriers or inequalities.
- Seek the views of parents and students on issues on the school and take account of their views in school policies and practices.
- Recognise our role in promoting community cohesion, and actively encourage the participation of all students in public life and out of school activities.

6. MONITORING AND REVIEW

We collect and analyse data for students by ethnicity, disability and gender, and Free School Meal Ever 6 criteria.

We make regular assessments of students' progress and learning outcomes and use this information to track students' progress throughout their time at the school. As part of this process we regularly monitor the performance of different groups to ensure that all groups of pupils are making the best possible progress and achieving to their potential. The tracking information is used for early intervention and action to immediately address any learning and progress issues identified to ensure that students are given the support they need to fulfil their potential.

Tracking student progress is a comprehensive school wide process involving teachers, Heads of Year, personal tutors, learning mentors, the Data analysis team and the senior leadership team. Information is reported in detail to the school governors each term. Information on student performance broken down into cohort groups, (covering protected characteristics) is routinely provided, monitored and analysed throughout the academic year, with the aim of identifying any student or groups of students who are not achieving in line with their expected progress and attainment targets. Action is taken to improve the performance of students/cohorts who are underperforming.

As well as monitoring pupil performance information we also regularly monitor and report to governors on a range of other information which includes:

- Attendance
- Exclusions and truancy
- Racism incidents
- Other incidents of homophobia, sexism and discrimination against disabled students
- Bullying
- Parental involvement
- Participation in Sport and external activities

Recruitment:

The school is committed to providing a working environment free from discrimination, victimisation and harassment.

The school aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to meet the diverse needs of our community. In this respect the school employs Polish bi-lingual staff to assist our significant Polish student numbers.

All applications to the school contain monitoring information related to equality and covers ethnicity, disability, and gender. This information can be used to analyse the workforce and recruitment process and provide information to governors.

7. OTHER SCHOOL POLICIES

Other school policies or reports interrelate to this policy and its aims, and provide evidence of the school's commitment and performance in promoting equality of opportunity. The reports and policies below are relevant and either available on the

school website or from the school office.

- SEND policy
- Child Protection Policy
- Provision for Students with EAL
- Whistle Blowing Policy
- Equality and Diversity Policy and Discrimination at Work
- Harassment Policy
- Behaviour Policy
- Collective Worship Policy
- Anti Bullying Policy
- Pupil Exclusion Policy
- Pupil Premium Report
- Ofsted Report
- School Data Dashboard
- School Performance Tables.

This policy will be publicised on our external school website and made known to and available to all staff in the school.

8. ROLES AND RESPONSIBILITIES

The governing body will ensure that the school complies with the statutory requirements in respect of the Policy and Action Plan. The headteacher is responsible for the implementation of the Policy and will ensure that staff are aware of their responsibilities, and report progress to the governors.

All staff are expected to promote an inclusive and collaborative ethos in the school and follow the school's policies and procedures as they relate to student behaviour and challenging inappropriate language and to respond appropriately to incidents of discrimination and harassment. Staff are required to ensure that all children are treated equally and maintain a good level of awareness of equality issues, and students with additional needs receive the additional support they require to progress in the school.

Students have a responsibility to treat each other and themselves with respect and to follow the school's behaviour policy and expectations and to report any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

9. PUBLICATION OF EQUALITY ACTION STATEMENT AND PLAN

St Mary's College Equalities Statement and Plan 2015-16, Appendix A, provides details on the school's actions taken to promote equality and meet the Public Sector Equality Duty for the period 2015 – 17. The Equality Action Statement and Plan will be published on the school website along with this Policy.

Additional evidence of compliance with the PSED is included in the above policies and in statistical data used internally to analyse the performance of students, and data published externally in various reports, such as the Pupil Premium Report, School Data Dashboard and School and College Performance tables.

10. REVIEW OF THE POLICY AND PROGRESS

The actions taken under this policy are part of the normal practices and procedures of the school and as such do not need to be separately reviewed on an annual basis as part of this policy. The government state that schools need to demonstrate that they are adhering to the requirements of the PSED as it applies to schools but the evidence for this can be spread across the various reporting mechanisms and practices, daily actions and interventions undertaken by teaching and support staff to promote equality of opportunity, and data analysis that already exists in the school. As the actions that underpin equality of opportunity are at the heart of school practices and procedures, a separate annual report will not be produced as the information is already provided to staff, the leadership team and governors who monitor the progress and achievement of students throughout the year.

We will review this policy in 2017.

File St Mary's Equality Policy 2015.