

The Sacred Heart Language College



Equality Information and Objectives Policy

***Confident in God's love for us,
we commit ourselves to His service***

March 2022

Context

Our mission statement is encapsulated in our belief that 'Confident in God's Love for Us, we commit ourselves to his service'. At The Sacred Heart Language College we are committed to ensuring that all are of equal worth, secure in the knowledge that all are created in Christ's image. Our actions are governed by our living testament to the Gospel values of justice, fairness, respect and equality. These beliefs underpin our commitment to equality of opportunity and inspired by this we celebrate the richness and diversity that is our school community.

The Sacred Heart Language College believes that all staff and students: should have the right to feel safe, secure and cared for, and should have access to appropriate support, care and education which includes the support to manage their emotions and their behaviour including taking account of, and for their responsibilities.

Policy Ratified:

17th March 2022

Signature:



Maria Barrett, Chair of Governors

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1. Aims

As a Catholic learning community, we welcome the public sector equality duty and always aim to meet its obligations 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

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

The Equality Act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

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

3. Roles and responsibilities

The governing board 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 head of school.

The equality link governor is Mrs M. Pal. They will:

- Meet with the designated member of staff for equality termly, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term. 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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, and how this links to our mission where all are valued and respected.

New staff receive training our policy as part of their induction.

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

- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 attainment data each academic year showing how pupils with different characteristics are performing
- As a result, determine strengths and areas for improvement, implement actions.
- Evaluate evidence identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying and racist incidents)

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 based on living our Gospel values. This includes teaching in RE, Pastoral Curriculum time and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils should they arise within the school. For example, our pupil voice forum has representatives from different year groups and is formed of pupils from a range of contexts (cultural, socio-economic, learning needs, gender identity). All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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, when a school trip or activity is being planned, the school considers whether the trip is accessible to pupils with disabilities

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions in the risk assessment when planning school trips and activities.

8. Equality objectives

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender/gender identity and disability

Objective 2: Have in place a reasonable adjustment agreement for all staff and pupils with disabilities.

Objective 4: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.

Objective 5: Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts and information by January of next year, to help address the under-representation of people with disabilities acting as positive role models within our school.

Objective 6: Reduce the number of recorded racist incident and bullying due to a protected characteristic in line with our mission statement where all are treated as individuals and respected for who they are.

9. Monitoring arrangements

The school is committed to ensuring that this policy has a positive impact of pupils' education, behaviour and welfare. When reviewing the policy, the school will consider:

- Feedback from parents and pupils
- Feedback from teachers
- Records of behaviour and safeguarding incidents in the bullying and racist incident logs
- Relevant advice from the Department for Education, the local authority or other relevant organisations.

The operational committee will review our equality information on a yearly basis.

This policy will be reviewed by the operational committee at least every 4 years.

This policy will be approved by the full local governing body.

10. Links with other school documents and procedures

This document links to the following policies:

- Accessibility plan
- School Impact Plan
- Curriculum statements
- PCT programme and subject programmes of study
- Staff recruitment and continuing professional development.