

# ST. PAUL'S CATHOLIC COLLEGE



## Equality Plan

<b>Reviewed</b>	<b>16 November 2017</b>
<b>Approved By</b>	<b>Spiritual Life Committee</b>
<b>Next Review Date</b>	<b>Autumn 2020</b>

# Our Mission at St Paul's

**S**ervice to each other: learning to become a self-disciplined leader

**T**eaching that inspires me, that challenges me, that gives me a lifelong love of learning

**P**artnership at the heart of our school: a partnership between school, home and community

**A**chievement: learn and achieve beyond my expectations within an internationally-enriched curriculum, using world-class technology, with people who care

**U**nderstanding of me as an individual: staff who know me by name and help make my experience of school rich and happy

**L**ove and respect experienced through our vibrant Catholic Christian community

**S**uccess: academically, spiritually, morally, socially and beyond the classroom

## ***'Learn to Serve'***

***St Paul's is a community of faith echoing St Paul's letter to Timothy where, as hallmarks of Christian living Paul stresses "love... service and doing the best that is possible."***

## St Paul's Equality Plan

The Governing Body of St Paul's Catholic College is pleased to publish its Single Equality Plan. In developing the plan we have been able to identify and record the progress we have made towards achieving equality and tackling discrimination and come to a better understanding of the challenges still to be addressed. We will ensure that this Equality Plan is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Equality Duty. Promoting the priorities identified within our Single Equality Plan will be a continuous process. It will be taken in partnership with the school's community. We would like to thank those who have been involved in developing the plan. The roles and responsibilities related to the plan are included in Appendix A.

The Equality Act 2010's Public Sector Equality Duty came into force in April 2011 and has three aims under the general duty for Schools. To have due regard of the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act: by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not.
3. Foster good relations between those with a relevant protected characteristic and those who do not.

The specific duties that are required to demonstrate compliance with the equality duties are:

1. To publish equality information by April 2012 and then annually.
2. To publish equality objectives by April 2012 and then at least every four years.

Our school, has considered how well we currently achieve these aims with regard to the protected equality groups. Using the information we have gathered we have decided upon our equality objectives. Our plan to meet these objectives will be monitored annually.

In compiling this equality information we have:

- Reviewed the schools equality data, policies and practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved.

The outcomes are published within our Single Equality Plan. The Plan has been agreed by our Governing Body. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a four year cycle.

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the time frames?</b>	<b>Early success indicators</b>
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Plan in parent surveys.	Headteacher/ Business Manager	Immediately after Equality Plan is agreed by governing body.	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Plan.
All	Monitoring and analysis of pupil achievement by race, gender and disability.	Achievement data analysed by race, gender and disability.	Headteacher. Governing body.	Annually in Sept.	Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups
Gender	Higher ability disadvantaged girls underachieve more. Reduce this group disadvantage.	Achievement data analysed by race, gender and disability.	Headteacher. Governing body.	Sept 2017	Analysis of teacher assessments/annual data demonstrates the gap is narrowing for equality groups
Gender	To ensure that there are no incidences of persistent harassment towards transgender students.	Pupils' voice. Sanctions data	Headteacher. Governing body.	Sept 2018	No reports from students/parents
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, religion and belief, gender and disability	Increase in pupils' participation, confidence and achievement levels.	Through PSHE programme Deputy Head Pastoral	Sept 2018	Notable increase in participation and confidence of targeted groups

All	Ensure that displays in classrooms, on social media and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE.	Headteacher/ DH curriculum	Ongoing	More diversity reflected in school displays across all year groups.
All:	Ensure all newly arrived pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in class assemblies, school council elections, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council/ DH with responsibility for PDBW	ongoing	More diversity in school council membership.
Race	Identify, respond and report racist incidents. Report the figures to the Governing body/Local Authority on a termly basis.	Data to assess the impact of the school's response to incidents i.e. have whole school/year	Headteacher/ Governing body.	Reporting: December, April, July.	Teaching staff are aware of and respond to racist incidents.
Gender	Introduce initiative to encourage boys to take up drama and music that's outside the curriculum requirements including offering drama lessons and choir to make participation rates more reflective of the school population	Increased participation of boys in music and drama clubs	HODs of drama and Music	Ongoing	More boys take up music and drama
Disability	To improve access to school for disadvantaged pupils so that we can admit students with a wider range of disabilities	Through monitoring of accessibility plan	Headteacher/ Governing body	2019	More successful applications from EHCP students

## Appendix A

### Roles and Responsibilities

#### Governors:

A named governor will take the lead; the governors as a whole are responsible for:

- Making sure the school complies with the relevant equality legislation □  
Monitoring progress towards the equality objectives and reporting annually.

#### The Headteacher will:

- Implement the school's stated equality objectives
- Ensure the equality objectives and access plans are written, and that they are readily available to governors, staff, pupils and parents
- Ensure all staff know their responsibilities and receive training and support in carrying these out
- Take appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enable reasonable adjustments to be made in relation to disability in regard to students, staff, parents/carers and visitors to the school.

#### All staff within the school will:

- Advance equality in their work
- Foster good relations between groups and deal with prejudice-related incidents
- Be able to recognise and tackle bias and stereotyping
- Take up training and learning opportunities. (Visitors and contractors are also responsible for following relevant school policies)

## **Protected characteristics: definitions**

### **Age**

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds).

### **Disability**

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

### **Gender reassignment**

The process of transitioning from one gender to another.

*Further guidance [www.gires.org.uk/mglossary.php](http://www.gires.org.uk/mglossary.php)*

### **Marriage and civil partnership**

Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

### **Pregnancy and maternity**

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth and this includes treating a woman unfavourably because she is breastfeeding.

### **Race**

Refers to the protected characteristics of Race. It refers to a group of people defined by their race, colour and nationality (including citizenship), ethnic or national origins.

### **Religion and belief**

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live it to be included in the definition.

### **Sex: A man or a woman.**

**Sexual orientation** whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.