



ALL HALLOWS CATHOLIC HIGH SCHOOL



EQUALITY POLICY

This policy should be read in conjunction with the School's Equal Opportunities Statement of Values and the Equality Act 2010.

Principles

All Hallows Catholic High School's Equality Policy is rooted in the gospel values which underpin and permeate its work as a Catholic School. It is thus an intrinsic part of the school's core values to be absolutely committed to promoting equality of opportunity for all students, staff and visitors and to the elimination of all forms of discrimination on grounds of age (relating to staff not students), sex/transgender status, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation.

The school is permitted under the law to give preference to Catholic children in its admissions arrangements. It follows the current guidelines for voluntary aided/faith schools. The school follows current guidelines on employment as they apply to voluntary aided/faith schools.

The school has regularly improved its facilities for the disabled and is committed to doing everything within its power to make suitable arrangements for students with special needs in order to provide suitable teaching and assessment locations and technical aids where appropriate.

Every aspect of the school's work is imbued with the principles of equal opportunities and therefore this document cannot be read in isolation. It must be considered in conjunction with other written school policies e.g. the school prospectus, Special Educational Needs and Disability, Anti-Bullying, HR policies etc. The school's pastoral care procedures and its code of conduct for students and staff also need to be taken into consideration as well as unwritten custom and practice procedures.

There are five main groups of "clients" who need particular consideration:

1. School students
2. Parents/carers
3. Staff
4. Governors
5. Visiting staff and students

All Hallows Catholic High School strives at all times to create a warm and welcoming atmosphere for all students, parents, staff and visitors. We believe that equality at our school 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.

Leadership Team Member: Mr C J Riding

Governor: Mr M Perry

Date: October 2016

The school is committed to demonstrating its opposition to all forms of discrimination in every aspect of its work. It regularly monitors and reviews policy and practice in order to identify and remove attitudes, practices and procedures which may unfairly discriminate against any individual group. It regularly takes positive steps to raise awareness among all members of the school community, young and adult, towards people who may be discriminated against in any way at all. The school also ensures that the principles of equality of opportunity inform the use of all resources.

SINGLE EQUALITY PLAN

This plan outlines the actions which we will take to ensure this policy is fully implemented.

A. Ensuring Equality of Opportunity and Participation

The school will ensure that:

- **Students' achievement** is monitored by race, gender, disability and LGBT status where relevant or appropriate and consider trends or patterns in the data that may require additional action to narrow any gaps in progress or attainment.
- **All** staff are aware of the school's Equality Policy.
- There is an inclusive approach to ensuring all students are given the opportunity to make a **positive contribution to the life of the school** e.g. through involvement in the School Council by election or co-option; class assemblies; fundraising etc.
- **Disabled children** can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance assemblies.
- **Extended school activities** such as after-school clubs take into account student needs and access issues and students attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.
- Staff, students, parents and carers will continue to be involved in the **future development of the Equality Policy** through input and feedback from surveys, staff meetings, school council meetings, parents' evenings etc.
- **Curriculum design and grouping** will ensure that all students, irrespective of gender, disability or race have equal access and opportunities to a broad range of activities.
- **Learning and assessment policies** will ensure that the learning needs of all students are met, irrespective of gender, race or disability and that learners have opportunities to develop their own individual skills and talents.

The school will provide:

- Extra and additional support for **students who are under achieving**, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment.
- Additional support for **parents of under-achieving children**, e.g. reporting progress; discussing needs.
- Additional support for **disabled parents/carers and staff** to help them play a full part in the life of the school, e.g. ensuring that meetings are held in the most accessible parts of the school to support wheelchair users.

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B. Promoting Positive Attitudes and Meeting Needs

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of all protected characteristics e.g. in assemblies; books, publications and learning materials and in classroom/corridor displays.
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.
- Provide extended services with opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.
- Support LGBT students in confidence with dignity and respect and signpost them to sources of more specialist support, advice, guidance and a safe place to talk.
- Support disabled students in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.
- Help children and young people to understand others, value diversity and foster good relations between people who share a protected characteristic and people who do not share it.
- Promote shared values, awareness of human rights and how to apply and defend them.

C. Eliminating Discrimination and Harassment

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives in particular to tackle racism, transphobia, biphobia or homophobia.
- Support staff and students in challenging and addressing any bullying and harassment that is based on a person's age, disability, gender reassignment, marriage/civil partnership status, pregnancy, maternity/paternity, race, religion and belief, sex/gender, sexual orientation.
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis.

D. Employment Rights and Responsibilities

The school will:

- Ensure that our recruitment strategies do not discriminate against any group.
- Produce a strategy for identifying the talents of teaching and support staff so that we utilise the skills and talents of all staff.
- Ensure that all staff understand their roles and responsibilities in relation to equal opportunities and understand school procedures in dealing with bullying, racial incidents, victimisation or stereo-typing.
- Include equality regularly in the CPD programme, including in such topics as equality and diversity, the use of data in tracking student progress, anti-bullying training and assessment for learning.

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E. Monitoring Impact

The school will:

- Collect and analyse evidence and data on student achievement, attendance and participation by protected characteristics, and use this to inform strategies to raise achievement.
- Conduct regular surveys with parents to gauge the effectiveness of the plan.

School Students

(In addition to the principles and practice outlined at the beginning of this document.)

The school is committed to providing the best possible educational arrangements for every student to reach his or her full potential, regardless of ability or background.

Disadvantage of any sort is never seen as an excuse for poor performance.

Teachers' and assistants' use of language in the classroom caters for the needs of all, promotes equality of opportunity and avoids any form of stereotyping or discrimination.

The curriculum reflects equality of opportunity and current guidelines with regard to access to courses, qualifications and vocational opportunities. All students have access to the full National Curriculum. The Year 9 options process combines open access to all KS4 courses coupled with careful, personal career and pathway guidance, in partnership with parents, to encourage students to take course combinations which will maximise their educational potential and career possibilities. The school remains free to admit and organise children in age groups and to treat them in ways appropriate to their age and stage of development.

Parents

(In addition to the principles and practice outlined at the beginning of this document.)

Partnership with parents is an essential element in the provision of the best possible educational opportunities for students.

Staff

All Hallows Catholic High School is an Equal Opportunity employer and in addition to the principles and practices at the beginning of this document has adopted all personnel policies of Lancashire County Council which are underpinned by the principles of Equal Opportunities and Dignity at Work.

The school operates an extensive programme of professional development for all its staff.

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Visitors

(In addition to the principles and practice outlined at the beginning of this document.)

The school is committed to doing everything within its power to cater for disabled students. Facilities have been regularly updated.

A risk assessment has been carried out for each group of visitors to comply with Head and Safety guidelines.

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