



St Katherine's School

St Katherine's Single Equality Policy 2015-18

Policy Number SKP B019

Next Review: June 2018

Signed : _____ **Dated :** _____
Headteacher

Signed: _____ **Dated :** _____
Chair of Governors

St Katherine's Single Equality Policy 2015-18

1. Context

1.1 St Katherine's School is committed to promoting equal opportunity. On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools must take account of.

2. Aims

2.1 The aim of this policy, scheme and accessibility plan is to set out how we carry out our functions with due regard to the Public Sector Equality Duty, 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.

3. Objectives

3.1 St Katherine's School will not discriminate against a student or prospective student by treating them less favourably because of their:

Sex	Race	Disability	Religion or belief
Sexual orientation	Gender reassignment	Pregnancy or maternity	

3.2 It is also unlawful to victimise a child for anything done in relation to the act by their parent or sibling. The exceptions to the discrimination provisions for St Katherine's School are (see appendix B):

content of the curriculum	single sex sport	collective worship
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(age does not apply to students in schools, even in the case of students over the age of 18)

3.3 St Katherine's School may take positive action to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with particular protected characteristics. Such measures will be a proportionate way of achieving the relevant aim.

3.4 St Katherine's may also make reasonable adjustments to provide auxiliary aids and services to disabled students.

4. Scope of this policy

4.1 This policy deals with the way in which St Katherine's treats its past, current and prospective students. The school's liability not to discriminate, harass or victimise does not end when a student has left the school, but will apply to subsequent actions, such as the provision of references on former students or access to former students communications and activities.

4.2 In St Katherine's School, the general principle is that we will treat male and female, black and white, gay and straight pupils equally - but we may at times be required to treat disabled pupils differently. The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term (12 months or more) adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. (See appendix D – unlawful behaviour)

- 4.3 The relationship between one student and another is not within the scope of this policy. This is covered by our policies which relate to student behaviour and conduct. The policy does, however, mean that when St Katherine's staff are dealing with issues which relate to student behaviour, they do not treat the issues differently for different groups of students with protected characteristics.
- 4.4 The school meets its obligations under the Equality Act 2010 which are set out with regard to staff in the school's Equal Opportunities Policy. The purpose of this document is to focus upon the school's policy regarding pupils.

5. Roles and Responsibilities

5.1 The Governing Body

- 5.11 To ensure that the school complies with statutory requirements of equalities legislation. Specifically:
- 5.12 the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on protected characteristics
the governors welcome all applications to join the school equally
the governing body ensures that no child is discriminated against whilst in our school on account of any protected characteristic
the governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils

5.13 The Headteacher

- 5.14 To implement the school development plan and manage the school on a day to day basis in a way that:
ensures staff are aware of their responsibilities, that they are given necessary training and support and to report progress to the governing body
promotes the principle of equal opportunity when developing the curriculum
promotes respect for other people, and ensures equal opportunities for all to participate in all aspects of school life
treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

5.15 The Deputy Headteacher

- 5.16 To coordinate day-to-day responsibility for the implementation of equalities legislation, the implementation of the scheme and revision of the action plan, ensuring equality of personal development and well-being for all.

5.17 Teaching Staff

To promote an inclusive and collaborative ethos in the school in accordance with our ethos and values statement, enabling students to access learning and maximise their progress, specifically:

challenging inappropriate language and behaviour
responding appropriately to incidents of discrimination and harassment, referring as necessary to the Deputy Headteacher
ensuring appropriate support for children with additional needs
maintaining a good level of awareness of equalities issues

5.18 Students

- 5.19 To treat each other with respect, to explore diversity with a healthy and positive approach, to value diversity, to speak out if they witness or are subject to any inappropriate language or behaviour or feel that they have been treated unfairly by other students or staff.

6.0 Monitoring and analysis

6.1 As a provider of education to young people, we will monitor:

the achievement and attainment of different student groups against national performance, and the variation of these groups performance within school (using Raise, External Results, Progress Checks)
exclusions and behaviour logs
provision and progress of children with Special Educational Need (using IEPs and annual reviews)
provision and progress of children who are Looked After (assessing all of the above on a case by case basis)
attendance for all groups of learners
bullying incidents
racial incidents
feedback from safeguarding training
feedback from our parent groups, parents' evenings and parent questionnaire
feedback from the school council, PSHE lessons and our student survey
issues raised in student's annual review meetings
feedback at Governing body meetings.

6.2 On an annual basis, the school will monitor and analyse data by each group with protected characteristics and report to the Achievement and Standards Committee.

6.3 In reviewing school policy, each committee of the Governing Body will analyse the impact of policies in relation to groups with protected characteristics using the proforma in Appendix B.

7. Evaluation and creating of our equalities objectives

7.1 An evaluation of the impact on equality outcomes will be undertaken by the Full Governing Body on an annual basis and will determine the stated equality objective(s) to meet our public sector duty. Objectives chosen are intended to last for three years, however, the methods of achieving the objectives will be refined each year and the outcomes reported to the governing body as part of the development planning process.

7.2 We are very happy for any stakeholders to comment or make suggestions with regard to our Equality Objectives at any time. Should anybody wish to do please make any suggestions in writing to the Clerk to the Governing Body, Mrs Julie Moller at school@st-katherines.n-somerset.sch.uk