

St Richard's Catholic College

Equality Policy and Action Plan



The Policy was approved by the Governing Body: September 2018

Chair of Governors: _____

The Governing Body will review the policy in September 2019

EQUALITY POLICY

Why we have developed this Equality Policy

This Equality Policy for St Richard's Catholic College brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and well-being outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our existing individual policies are listed below:

- **Looked After Children Policy**
- **Safeguarding and Child Protection Policy**
- **Equality of Opportunity in Employment Policy**
- **Friendship and Anti-bullying Policy**

Our Equality Policy is inclusive of our whole school community – pupils, staff, governors, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, governors, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

At St Richard's Catholic College, we have pupils and staff from different racial, ethnic and faith groups. The college entrance criteria are based on faith background with approximately 83.1% of the college population being Catholic. There are approximately 149 members of our community who speak English as an Additional Language. There are also pupils and staff within our community with a variety of disabilities. The definition of disability within this scheme covers a broad spectrum of impairments, including cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing and sight impairments, mobility difficulties, people with mental health conditions or learning difficulties or physical or mental disabilities. We also have a responsibility to ensure that our looked after children are provided with every opportunity to access all aspects of school life. The percentage of pupils eligible to obtain a free school meal is 8.2%. Our pupils come from a variety of socio-economic backgrounds, however, two of our feeder schools are situated in an area of significant social deprivation. This geographical area has been identified as one of the most economically deprived areas in the UK.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, well-being, and material outcomes¹.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

Our vision statement about Equality

Our vision of shared humanity and our aspiration to value all cultures and diversity within our college community, local community, the UK and the wider world is reflected within our Mission Statement which states:

St Richard's Catholic College is a community where all are welcomed in the spirit of Christian love and respect.

Our school encourages the wonder and joy of learning in order to ensure that every pupil reaches their full potential.

We enable all to flourish and grow together in friendship and in faith.

¹ <http://www.unicef.org/crc/>

We aspire to be courageous, having the integrity and the spiritual strength to make a positive difference in the world, both now and in the future.

We endeavour to cherish our school motto of Community, Charity and Knowledge.

***'I have come so that all may have life, and have it to the full.'* (John 10:10)**

St Richard's Catholic College seeks to foster warm, welcoming and respectful relationships, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all²

They are also guided by the United Nations Convention on the Rights of the Child³.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum

² See *Appendix A* for further information about legislation

³ <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatre in Education (TIE).
- school sports
- employees' and staff welfare

The roles and responsibilities within our school community

Our Principal will:

- ensure that staff, parents/carers, pupils, visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Leadership and Management team is kept up to date with any developments affecting the policy or actions arising from it

Our Governing Body will:

- designate a Governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the College Improvement Plan (CIP)
- support the Principal in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy bi-annually and the objectives every 5 years

Our Leadership and Management Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Principal, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the CIP

Our pupils will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements

- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy - Participation and Involvement

The development of this policy has involved the whole of our school community. We have involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

- Our pupils. Each Pastoral Leader was responsible for liaising with his/her year group who then fed in ideas to the School Council. TA Year Co-ordinators and SENCO discussed the contents of the policy and the Action Plan with our more vulnerable groups.
- Our staff. Our staff were consulted on the scheme and the action plan in a variety of ways:
 - Via Team membership
 - Support staff representing cleaners, caretakers, admin and IT staff were consulted on an informal basis.
- Our school Governors. They were given time to present thoughts following a presentation from the Principal.
- Parents/carers. Our parental focus groups were asked to review the Policy and action plan in the first instance. It was put on the website for our parents to read and comment.
- Minority, marginalised and potentially vulnerable groups. A selection of staff were chosen to share the contents of the Policy and its action plan with minority groups including families with low levels of literacy or English as an additional language. They appreciated being made aware of the Policy and action plan and were supportive of the action plan.
- Our partners in the community. We shared the policy and action plan with our Priests, and ESBAS.
- Ongoing. A representative sample of the above stakeholders will be kept informed of our progress in achieving our action plan; it will also be published on the website. When we review the Policy a range of stakeholders will be consulted.

How we developed our Policy - Using information

We have used data and other information about our school, and Equality Impact assessments (EQIAs) as a common sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.

We use this tool as a common sense measure of determining whether a policy, practice or project will impact on all groups equally or whether it potentially may have a differential impact on one or more particular group (either positively or negatively). It helps us to ensure that there is no unlawful discrimination against certain individuals or groups and that positive duties are promoted equally. It is a way to ensure we meet the diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of college life.

In addition, we know our college well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

OFSTED inspectors report on equality issues during inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender. Our action plan directly reflects this consultation.

We also complete a Self-Evaluation Framework (SEF) which means we are constantly monitoring the make-up and needs of our staff and pupils – and assessing how well we are meeting those needs. Our data management system is robust, clearly focusing on equality of attainment.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

- surveys completed at Parents Evenings - these are anonymous
- an online issues email alert for pupils
- email and telephone contact with parents - voluntary
- a suggestions box for staff
- a bi-annual survey of pupils on issues relating to Equalities and anti-bullying measures
- SEN Reviews involving parents/carers and pupils
- Year Council, School Council, focus groups for those with low levels of literacy
- Parental Focus Groups
- SEN Pupil Voice questionnaires

We always participate in a variety of surveys e.g. the Health Related Behaviour Survey, the Safer Schools Survey.

The Local Authority provides us with some services which support the equality agenda and help us to identify our strengths and those areas requiring action.

We make use of East Sussex organisations and services across the Children's Trust notably:

- Behaviour and Attendance Service
- Under 19s Substance Misuse Service (U19 SMS)
- The ASD Outreach Service
- The Language and Learning Support Service
- Community Health Nurse
- Young Carers
- Sussex Police
- Virtual School for LAC
- The Traveller Education and English as an additional language Service (TEAL)

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

Some of our partners include:

- Fire Service
- Education Improvement Partnership
- Rotary
- Parishes
- Domestic Violence
- Darvell Community
- St Mary's Special School / Glyne Gap Special School
- Buddhist Centre
- Islamic speakers
- East Sussex LGBT Partnership Group
- Tavistock Gender Development Service
- Hastings Mosque

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the Local Authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Further information about procurement can be found on Czone

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, administrative and support staff and trainee teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made⁴ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character. See Department of Education website for further guidance on this: <http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

In October 2009, we installed a lift in our Art block to enable all members of our community with a physical impairment to access the specialist art classrooms. In October 2011, we installed a lift to allow access to the top floor of 'A' Block. In 2013, we installed a lift to allow access to the top floor of the Science Block.

We are constantly updating our building to allow equality of access. We have full disabled access around the perimeter of the school. Additionally, our school has been assessed to ensure it is safe for Visually Impaired pupils.

We have a Staff Welfare team and a suggestions box.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

Over the years we have engaged in staff training and attendance at: ESCC Inclusion Conference, Challenging Homophobia inset, a range of inset on SEND, ESCC Anti-bullying conference, ESCC Health & Safety and a range of training on careers. A full list of staff training is kept centrally within the college by the Professional Development Lead.

⁴ Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we, as individuals and society, often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

We will record and collate information about all incidents and will report as required to the Local Authority and external agencies in line with the county-wide *Hate Crime Reporting Process*. We and the County Council will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

The key person responsible for co-ordinating the Issues Online account, Mrs Abigail Hills, (issuesbox@strichardscs.com) will give a report at each Pastoral Care team meeting.

At each Pastoral Care team meeting, the number of bullying and racist incidents will be noted.

In line with the Friendship and Anti-Bullying Policy, all equality related incidents will be recorded and placed on an individual's behaviour log.

A central log is held of all bullying incidents and parents are always informed.

Implementation, monitoring and reviewing

This policy was originally published in March 2010 and has been updated March 2012, September 2014, September 2015, February 2016, September 2016, July 2017 and July 2018. It will be actively promoted and disseminated.

This updated policy will be disseminated via our school website, Parental Focus Groups and the School Council.

Implementation, monitoring and review are the responsibility of our Leadership and Management Team and our Governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every year. See Section 3.

Section 3

EQUALITY OBJECTIVES: 2018 - 2020

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/progress:
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To make progress towards the Unicef Rights Respecting Schools Award	Senior Leadership Team, Governors, RE Department	Sept 2018 - July 2020	
All aims of duty	All protected characteristics	To promote healthier eating including a healthy start to the day.	All pupils beginning the day with breakfast. Concentration for some improved.	Whole school, particularly pupils from economically disadvantaged backgrounds.	To encourage greater attendance at the breakfast service	Chartwells Pastoral Care team Food Technology teacher	Ongoing	
All aims of duty	All	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff.	Improved data collection and analysis on staffing issues. Staff reporting improved sense of inclusion.	Applicants and all school staff including volunteers.	Undertake EQIA on policies and practices relating to recruitment and staffing and ensure alignment with Local Authority guidance Improved data collection and monitoring of equality information relating to staff Develop systems for completion of equality management information so practice becomes embedded	LMT S Jenkins	Ongoing	

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/progress:
Eliminate unlawful discrimination, harassment and victimisation Equality of opportunity	All	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Improved data collection and analysis on staffing issues Staff reporting improved sense of inclusion	Applicants and all school staff including volunteers	Undertake equality impact assessment on policies and practices relating to recruitment and staffing and ensure alignment with Local Authority guidance. Improved data collection and monitoring of equality information relating to staff.	LMT S Jenkins	Sept 2018 - July 2019	
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/Race/Gender identity/ Disability/ Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Pupils feel safer and feel incidents will be dealt with. Increased staff confidence in dealing with incidents Accurate reporting rates.	Whole school and specifically BME /LBGTU/SEND pupils or those from a Faith background	To review and update existing policies and practice relating to bullying (Opportunity to carry out EQIA). Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia Promotion of hate incident recording to pupils. To further develop curriculum materials Continue to make best use of external speakers	Pastoral Care team PSHEe Co-ordinator A Hills Champion for LGBT issues	Sept 2018 - July 2019	Staff attend anti-homophobia and anti-bullying training Increased staff confidence in responding to incidents
Advance equality of opportunity	Sex	To increase the confidence of some male and female pupils in accessing sexual health services	Reported increase in pupils accessing local sexual health services	Targeted pupils	Strengthen small group sessions for targeted pupils - a number of Year 9/10 groups to run annually.	School nurse Targeted Youth Support A Hills R Knight	Sept 2018 - Sept 2020	Targeted group supported Further groups identified

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/progress:
Advance equality of opportunity	Sex	To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Positive changes in options around work experience and further education	Year 11 Year 10 Year 9 Year 8	Continue to provide activities that allow pupils to explore gender stereotyping in careers To ensure that the curriculum meets the needs of boys and girls Assemblies on stereotyping Increase range of speakers from the Alumni.	C Adams Pastoral Leaders G Machin	Ongoing	
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for pupils with BESD (Behavioural, emotional and social difficulties)	Improved ability by pupils to handle difficult situations	Pupils with BESD	Train TAs to deliver small group work sessions to support targeted pupils in developing social and emotional skills Continue to identify eligible pupils to form small groups ESBAS in one day per week to work with targeted pupils at risk of not accessing the curriculum until December 2018	Pastoral Care team SEN department Anger management M Kelly N White, ESBAS	Ongoing	Improved ability by pupils to handle difficult situations
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	Disabled parents/carers	Gather and record information relating to disabled parents Continue to encourage some disabled parents to join Parental Focus Group. Continue to forge stronger links with Young Carers	LMT Transition team Liaison with Young Carers (AH)	Ongoing	

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/progress:
Advance equality of opportunity	Disability	To better understand the needs of disabled pupils within our school community	Improved relations between all pupils All pupils feel safe and secure All pupils have a greater understanding of disabilities	Whole school	More awareness-raising assemblies on disability existing within school. Profile of focus group raised for pupils with disabilities. Further develop curriculum materials related to disability in PSHE and RE	SENCo SEN Year Co-ordinators PSHEe Co-ordinator Pastoral Care Team	Ongoing	
Advance equality of opportunity	Other	To continue to improve tracking system in place for monitoring the progress and attainment of vulnerable pupils	Improved attainment Under-performance quickly addressed No child left behind Pupils achieve outstanding outcomes All staff addressing the personalised needs of vulnerable groups Economic well-being developed	Pupils from BME backgrounds SEN/D pupils Pupil Premium pupils	Collate and analyse data relating to attainment by target group Data analysis	SENCo P Tadros Subject Leaders	Ongoing	Review Aspire data Review "Narrowing the Gap" with regard to achievement
Advance equality of opportunity	Disability	To ensure that the environment is accessible to all	Access to sufficient areas of the building is achieved by disabled pupils/parents/carers/visitors. The environment embraces inclusivity	Disabled pupils, parents/carers, staff, visitors	Annually revisit accessibility plan Survey needs of current pupils and those in years 3-6 in feeder schools	SENCo JGB Business Manager	Ongoing	Progress continued to be made to ensure environment is accessible to all

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/progress:
Advance equality of opportunity	Disability	Extend range of extra-curricular provision for SEN/D and vulnerable groups.	All pupils able to access extra-curricular provision	EAL pupils SEN Disabled	Survey groups to identify barriers to participation. Carry out audit of attendance at extra-curricular activities. Identify new activities. Establish support groups for SEN/D. Lunchtime clubs organised for SEND pupils.	SENCo TA Coordinators TAs	Ongoing	All groups attending at least one extra-curricular activity. All subjects offering support activities.
Advance equality of opportunity	All	To increase the participation of pupils from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of pupils involved in the decision-making processes of the college	Minority, marginalised and vulnerable pupils	Identify which groups are under-represented in the Pupil Voice processes within the college Set up group of pupils to develop actions which better involve the target group Use parent voice to identify activities where all pupils can participate	Pastoral Care team SENCo	Ongoing Ongoing	All groups represented in pupil leadership activities such as School Council.
Fostering good relations	Age	To improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	Whole school	Anti-Bullying Ambassadors Student Listeners Prefects Links with local care homes Interact/Rotary link Links through parishes	Pastoral Care team LMT Lay Chaplain Music department Interact/Rotary link Class teachers	Ongoing	

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/progress:
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of East Sussex community and the diversity within it Increased positive attitudes towards disabled people	Whole school	Link with local special schools. Disability schemes of work in PSHEe and RE. Community Cohesion Day Continue to develop video-conferencing eg. 1066 Book Award. Extend use of external speakers	LMT PSHE Coordinator Librarian RE department	Projects take place on annual basis	Pupils have an improved understanding of Britain and diversity within it.
Fostering good relations	All	To ensure a school ethos and climate that promotes British Values at every level.	Increased understanding of personal responsibility, right and wrong, tolerance and respect for each other.	Whole school	Develop through SMSC programme throughout the school. Assemblies, displays. Schemes of work identified and enhanced throughout the curriculum. Designated schemes of work in place in PSHEe. Use of external speakers where appropriate.	LMT PSHEe Co-ordinators. Pastoral Leaders	Ongoing	Pupils have an improved understanding of British Values and are able to make a meaningful contribution to society.

Appendix A Key legislation

Equality Act 2010

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

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

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>