

St Richard's Catholic College

Equality Policy and Action Plan



The Policy was approved by the Governing Body: September 2023

Chair of Governors:

The Governing Body will review the policy in September 2024

Consideration of Equalities as part of the response to the Coronavirus pandemic by St. Richard's Catholic College

Consequences of the pandemic on equality

The school are ever mindful that the Covid-19 pandemic has affected certain groups disproportionately, especially since schools were asked to close to the majority of pupils between March-July 2020 and January-March 2021.

The school acknowledges the need for additional steps to be taken to limit the impact of the pandemic and school closures on persons with protected characteristics, and ensure that they are not adversely affected.

In order to address this, the school will continue to survey pupils and parents to ensure they know who does not have access to the internet or laptop/computer to ensure access to home-base and/or blended learning. This will ensure that these pupils are given access to this technology through a school loan of a laptop and/or dongle to allow access to the internet.

Action points in the case of future school closures

In order to support young people with SEND to fully access a virtual offer, in the event of further school closures, the school will:

- maintain an up-to-date list of all vulnerable groups requiring special consideration, including children with an EHC Plan, children who are looked after, children who have a social worker and other identified categories;
- include in this list pupils identified within the school as being at risk of additional vulnerability, due to underlying learning needs or historic difficulty in working independently;
- make regular welfare and wellbeing checks via phone calls and/or video meetings with pupils who are unable to attend school and their parents/carers;
- offer supported settings in suitable small groups for those pupils who are able to attend school during subsequent school closures;
- make available places for this 'keyworker school' in line with Government advice; and
- provide information and training to staff to ensure classwork, homework and the delivery of online and/or blended lessons is suitable and accessible for all learners, including differentiation and personalisation of lessons as required.

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Equality Policy

Why we have developed this Equality Policy

This Equality Policy for St Richard's Catholic College is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing 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 outcomes, both educational and wellbeing, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils, staff, 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 will listen to and involve pupils, staff, 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, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment 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 89% of the school population being Catholic. There are approximately 123 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 10.56%. 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, sexual orientation, 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, wellbeing, and material outcomes¹.

The themes are reflected in our Equality Objectives.

Our approach

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

Our vision statement about Equality

St Richard's Catholic College seeks to foster warm, welcoming and respectful environments, 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 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)**

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 of developing this policy in order to ensure better outcomes for all². We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils and the wider school community.

We are also guided by the United Nations Convention on the Rights of the Child³ as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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

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

- preparation for entry to the school and transition
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approaches and consequences
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework

² See *Appendix A* for further information about legislation

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

- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

The roles and responsibilities within our school community

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
- support the Principal in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Principal will:

- ensure that staff, parents/carers, pupils and visitors/contractors are engaged in the development of and review of the Equality Policy
- oversee the effective implementation of the policy including communicating with staff parents/carers, pupils and visitors/contractors about 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 Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

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 school staff will:

- be involved in the development and review 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

Our pupils will:

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

- be involved in producing a simplified version of this policy that can be displayed in classrooms and communal areas, such as reception, hallways and canteens

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

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development and review 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 our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of 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.
- 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.
- Our school Governors. They were given time to present thoughts following a presentation from the Principal.
- Our staff were consulted on the Policy 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 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 school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender.

For the following groups we monitor gaps in attainment and progress both by subject and whole school: Gender, PP/FSM, SEN, ethnic groups, ability range.

MyConcern is used to record bullying and hate incidents and helps form a termly report to the Governors for scrutiny. The number of incidents within both criteria is low across the school. Regular pastoral surveys and parental surveys on bullying and hate incidents also confirms low occurrence rates - regardless of this the school remains protective in their approach with designated units of work in place across the curriculum, in PSHE, through assemblies and clearly articulated messages via pastoral care.

External visitors visit us regularly and report on how we are actively promoting equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between different groups of children and learners, as well as how we are promoting British values and preventing radicalisation and extremism, preparing Pupils to respect others and contribute to wider society and life in Britain.

Previous Ofsted Report stated:

Support for vulnerable students and those with learning difficulties is exemplary. They appreciate the many opportunities to develop leadership skills and exercise these with a sense of duty and an awareness of the difference they can make as positive role models. The social, moral, spiritual and cultural development of students is outstanding. They are also well prepared to gain economic independence and success in the world of work. All pupils have the opportunity to benefit from a broad and balanced curriculum, have regular time set aside for reading, and teaching and learning appropriate for the pupil's individual needs: including additional support where this has been identified as a statutory need. All teachers have weekly teaching and learning training to develop pedagogy and meet pupils' needs. Pupils are encouraged to participate in a large range of extra-curricular activities, work experience and school trips organised by the school and accessible to all.

By promoting a positive atmosphere across the curriculum of mutual respect and trust among the school community and the wider community, led by the RE, History/Geography and PSHE departments, pupils have an awareness and appreciation of the diversity of

individuals within modern society. An annual audit of British Values across the curriculum ensures full coverage and regular review and evaluation of our work in this area.

Pupils develop an awareness of the meaning of prejudice and discrimination in the subjects they study across the curriculum and are witness to equality of opportunity across the learning environment.

Teachers ensure that all pupils are treated with dignity and respect in every aspect of the school day. Teachers' planning across the curriculum takes account of racial and cultural diversity and the need to challenge stereotypes. The learning environments are created in which all pupils can contribute, feel valued and are helped to develop positive interpersonal skills.

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
- Rotary Club
- Parishes of East Sussex
- Domestic Violence link, Penny Beale
- Darvell Community, Robertsbridge
- St Mary's and Glyne Gap Special Schools
- Buddhist Centre
- Speakers from the Islamic faith
- East Sussex LGBT Partnership Group
- Sussex Police
- PSHE Association
- Local primary schools
- Youth service
- East Sussex Nurse Service
- Local residential homes for the elderly, including Ambleside.

These groups are involved in the delivery of PSHEe, RE lessons and presentations on our Community Cohesion Block Day.

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.

Purchasing

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 purchase 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, cover supervisors 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 wellbeing 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.

<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.

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.

Funds permitting, we are regularly 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.

Lis Wood, CPD Lead, oversees staff welfare and workload.

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, presenting and learning from the Mental Health and Wellbeing annual conference, Challenging Homophobia inset, a range of inset on SEND, ESCC Anti-bullying workshops on responding to sexual harassment and violence in schools, ESCC Health & Safety, the annual SLES safeguarding conference, and a range of training on careers. A full list of staff training is kept centrally within the school by the Professional Development Lead, Lis Wood.

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, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. 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, consequences and support for perpetrators and their families and education for our children, young people and communities.

The key people responsible for co-ordinating the Whisper online anonymous reporting system are Mrs Liz Taylor-Singfield and Mrs Sarah Ellis, who will give a report at each Pastoral Care team meeting.

At each Pastoral Care team meeting, the number of bullying, racist incidents and other hate related prejudice 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 has been reviewed and updated annually. It will be actively promoted and disseminated via our school website, Parental Focus Groups, the School Council and our Equalities Group.

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 our equality data. We will analyse whether the 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 and published every 4 years. See Section 3.

Section 3

EQUALITY OBJECTIVES: 2020 - 2024

These are examples. Identify objectives that are proportionate and support your own School Improvement Plan

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 register school and progress towards the Unicef Rights Respecting Schools Award ⁵ which will involve staff training Annually audit and review work on British Values across the curriculum	LMT, Governors, RE Department and Lay Chaplain	Sept 2020 – July 2024	
All aims of duty	All protected characteristics	To increase the participation of pupils from minority, marginalised or vulnerable backgrounds in school life, including SEND pupils	Increase the diversity of pupils involved in the decision-making processes of the school, including SEND pupils.	Minority, marginalised and vulnerable pupils, including SEND pupils	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school Actively encourage and facilitate vulnerable groups participation, e.g. making use of communication tools that might help some students' voice to be heard e.g. SEND.	SENCo, TA Co-ordinators, AL – Pupil Leadership Lead	Annually from Sep 2021	

⁵ <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/>

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:
					Ensure SEND pupil voice is collected and acted upon on a termly basis			
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 and volunteers	Identification of equalities training needs in relation to protected characteristics Improved data collection and analysis on staffing issues Staff reporting improved sense of inclusion	Applicants and all school staff including volunteers	Ensure alignment with Local Authority guidance Improved data collection and monitoring of equality information relating to staff and volunteers Analysis of staff and volunteer training completed in relation to equality	LMT S Jenkins J McDonald E Wood	Annually	Meeting held with Personnel and inset session for all staff on importance of equality monitoring booked
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/Race/sex/gender/identity/Disability/Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Pupils feel safer as reported in safer schools survey as feel incidents will be dealt with. Increased staff confidence Implementation of SIMS reporting for anti social behaviour and hate incident reporting to improve accuracy	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. Look at LA guidance. Access staff training. Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia	Emma Dann / Pastoral Care Team Pastoral TAs (LGBTQ+ Champions) R Campbell H Vanvuchelen (PSHEe Lead) L Mead	Annually	LA guidance made available for all staff. Staff attend Anti-bullying training

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:
			and increase reporting rates.		<p>PSHEe and wider curriculum areas of study throughout the year.</p> <p>Assembly and pastoral response</p> <p>Review of curriculum in light of BLM (History/RE/PSHEe)</p> <p>More opportunity for pupil voice eg. LGBTQ+, BLM etc. Equalities group established.</p> <p>Increased opportunities to visit places of worship in RE</p> <p>Local religious leaders invited in to school</p> <p>Promotion of hate incident recording to pupils during anti-bullying week</p>			

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 Fostering good relations	Sexual Orientation	To ensure LGBTQ pupils are accepted and homophobia, Transphobia and biphobia is challenged	Increased staff confidence in dealing with and reporting rates of LGBTQ bullying. Rates of LGBTQ bullying and use of homophobic language decreases	Whole school and specifically LGBTQ students	Utilise 'All Of Us' and Stonewall resources in PSHE Celebrate lesbian, gay, bisexual and transgender (LGBTQ) History Month Curriculum planning session around increasing visibility of LGBTQ. Meeting of statutory RSE curriculum for all pupils.	PSHE Lead Pastoral TAs Pastoral Manager	Rolling annual programme	PSHE Sessions timetabled LGBTQ+ pupil voice
Advance equality of opportunity	Sex	To increase the confidence of some female and male pupils in accessing sexual health services.	Reported increase in female and male pupils accessing local sexual health services	Targeted male and female pupils	Establish and run small group sessions for targeted pupils Meeting of statutory RSE curriculum for all pupils.	R Knight M Padgham School Nurse Service – includes lunchtime stalls and signposting	Annually from Sep 2021	Successful year in 2021/2022
Advance equality of opportunity	Sex	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs Survey girls and understand barriers to participation	S Dallaway and KS3 Co-ordinator of PE	Annually	Survey completed each semester

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/ All	To increase social and emotional skills for pupils with social, emotional and mental health needs	Improved ability by pupils to handle difficult situations and a reduction in classroom disruption	Pupils with social, emotional and mental health needs.	<p>Train staff to deliver small group work sessions to support targeted pupils in developing social and emotional skills</p> <p>Embed learning from Anna Freud Project across school</p> <p>Schemes of work throughout PSHEe programme</p>	SENCo and SEN Team E Dann PSHEe: HV	Ongoing	<p>Increased number of staff trained as Mental Health First Aiders and Mental Health Champions</p> <p>Two TAs trained as ELSAs in 2020-21</p>
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	<p>Review information that is sent home to parents/carers. Make all information home to parents more accessible and less wordy.</p> <p>Gather and record information relating to disabled parents.</p>	SENCo Pastoral Support Manager	Sept 2020 to July 2021	Google Meet used to facilitate virtual meetings where travel to school is not possible.

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 diplomas	Year 10	Provide activities that allow pupils to explore gender stereotyping in careers	Careers Lead, C Adams	Ongoing	Reviewed gender pack resource
Advance equality of opportunity	Race	To improve the achievement of GRT pupils	Improved attendance and attainment by this group	Gypsy, Roma Traveller children	Work with ISEND to identify strategies to improve attainment of this group. Review government case studies for ideas https://www.gov.uk/government/case-studies/gypsy-roma-and-traveller-pupils-supporting-access-to-education	Pastoral Care Team Curriculum Lead SENCO	Sept 2021- July 2023	Reviewed gov't case studies
Fostering good relations	Age	To improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	Years 7 and 8	Link with local Residential home – Dementia Project	Class teachers J Bligh J Steele	Sept 2023 – Mar 2024	

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.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Accessibility planning

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

Auxiliary aids and services:

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012

- The school and the Local Authority acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they could consider building these actions into their Equality policy.

Appendix B Process chart for the development and review of Equality Policy and objectives

