



**ST MICHAEL'S COLLEGE**  
**SINGLE EQUALITIES SCHEME POLICY 2023-24**  
**(Incorporating Disability Action Plan & Scheme, Equalities & Gender)**

**Section 1 Introduction:**

**St Michael's single equalities scheme addresses the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together action plans for Race, Gender and Disability Equality, and Community Cohesion, thus meeting the school's statutory duties in these areas.**

There is also a need to address bullying and discriminatory incidents, as these issues are prevalent in race, disability, gender and homophobic incidents.

In the implementation of the scheme, we have moved away from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the college, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the college. This scheme will be monitored and delivered through the governor's role, College Improvement and Self-Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle underachievement. We will ensure that every pupil has the necessary support required to enable them to achieve their highest potential. We will ensure that the college's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the college include, as much as possible, a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and other stakeholders in our scheme. Their involvement will inform the preparation, development, publication, review and reporting of the scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

## **Our Vision and Aims for Equality and Diversity:**

The college and its governing body, recognise that we live in a diverse society. We understand equal opportunities to involve all members of the college community, to extend throughout all activities and policies of the college and to permeate its ethos: to celebrate our common humanity and our shared values; to promote our vision of a just society. As a Catholic college we aim to promote a love of Christ, a love of learning and of each other, and as such our aim is to eliminate discrimination, and promote equal opportunities and good relations in all areas of college life. We will provide a genuine Christian education which encompasses the dignity and basic equality of all people; valuing the inherent worth of every person and upholding the principles of RUAH. This policy summarises the responsibilities and commitment of Governors, Principal, staff, pupils, contractors, and visitors to promote equality of opportunity for all members of our diverse community; multi-faith, multi-ethnic, with many skills, abilities and talents and with different needs. We oppose all forms of discrimination based on race, gender, social class, ethnicity, language and disability or sexuality.

## **Section 2 College Profile and Values**

St Michael's Catholic College is in Bermondsey, Southwark. As a mixed sex Catholic College, our students travel to the college from across the borough. Young people from a range of cultural backgrounds attend our college, including White Irish, Black African, Asian, Chinese and Traveller/ Roma.

Our values as a Christian Catholic College mean that we believe fully in the intrinsic value of every individual regardless of race, disability, gender, gender identity, sexual orientation, religious belief and age. The college believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas and enriches college life. Our mission is encapsulated in the college crest: Vince in Bono Malum; we aim to overcome evil with good in all our actions.

We are committed to positively promoting race, disability and gender equality; tackling discrimination in its many forms, creating positive relationships amongst the whole of our community and promoting equality of opportunity for all. As a Catholic College, we use assemblies and our prayer life to promote not only an inclusive community but one where the uniqueness of the individual is cherished.

**Our student Population (at July 2023) is as follows:**

Ethnicity	F	M	Total
Any other Asian background	19	39	58
Any other Black background	20	24	44
Any other mixed background	24	16	40
Black - Ghanaian	19	29	48
Black - Nigerian	67	70	137
Black - Sierra Leonian	9	7	16
Black Caribbean	15	8	23
Chinese	1	2	3
Indian	2	1	3
Kosovan	0	1	1
Kurdish	0	3	3
Latin/South/Central American	58	46	104
Other Black African	58	57	115
Other ethnic group	7	6	13
Vietnamese	6	8	14
White - British	55	66	121
White - Irish	3	10	13
White Eastern European	25	31	56
White Other	18	20	38
White Western European	12	9	21
White and Asian	4	3	7
White and Black African	13	17	30
White and Black Caribbean	10	5	15
<b>Total</b>	<b>445</b>	<b>478</b>	<b>923</b>

Our **Governing Body** (at June 2023) includes representatives from the ethnicities listed.

**STAFF:**

Ethnicity	F	M	Total
Any other ethnic background	2	1	3
Asian or Asian British, Any other Asian Background	3	1	4
Asian or Asian British, Bangladeshi	1	0	1
Asian or Asian British, Indian	3	2	5
Black or Black British, African	5	3	8
Black or Black British, Any other Black background	1	0	1
Black or Black British, Caribbean	4	2	6
Chinese	2	0	2
Mixed White and Asian	3	1	4
Mixed, White and Black Caribbean	1	0	1
Mixed, any other mixed background	0	1	1

<b>White, British</b>	38	28	66
<b>White, Irish</b>	4	6	10
<b>White, any other White Background</b>	12	5	17
<b>Total</b>	79	50	129

<b>Religion</b>	<b>F</b>	<b>M</b>	<b>Total</b>
<b>Catholic</b>	32	17	49
<b>Christian</b>	18	11	29
<b>Church of England</b>	6	4	10
<b>Not Collected</b>	0	1	1
<b>Other</b>	23	14	37
<b>{None}</b>	0	3	3
<b>Total</b>	79	50	129

<b>Age</b>	<b>F</b>	<b>M</b>	<b>Total</b>
20	0	1	1
22	2	0	2
24	1	0	1
25	2	3	5
26	2	1	3
27	2	4	6
28	3	0	3
29	1	3	4
30	5	0	5
31	3	3	6
32	2	1	3
33	2	2	4
34	4	1	5
35	3	1	4
36	1	0	1
37	3	0	3
38	1	1	2
40	5	0	5
41	1	3	4
42	2	0	2
43	2	1	3
44	0	3	3
45	1	1	2
46	2	0	2
47	1	0	1
48	0	2	2
49	2	1	3
50	1	1	2

51	0	1	1
52	0	1	1
53	4	1	5
54	0	3	3
55	4	1	5
56	2	0	2
57	1	1	2
58	3	1	4
59	2	0	2
60	2	2	4
61	2	1	3
62	1	0	1
63	1	0	1
65	0	1	1
67	0	1	1
68	1	1	2
69	0	1	1
72	0	1	1
74	1	0	1
76	1	0	1
Total	79	50	129

### **Roles, responsibilities, commitment and accountability:**

The Single Equality scheme will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the College's short, medium and long-term planning contributes towards this scheme
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

### **Section 3 The Race Duty and Community Cohesion**

St Michael's College recognises and welcomes its responsibilities under the Equalities Act 2010, and we have implemented the arrangements for developing a Race Equality Policy to meet the General Duty.

The purpose of our Race Equality policy (REP) is to help us to:

- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.
- Expand access across all communities and in all areas of college activity
- Eliminate unlawful racial harassment

- Ensure that the policy is also part of planning arrangements that the college already makes and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our REAP for putting our REP into practice and it is part of the College Improvement Plan.

Our Race Equality Policy is part of the College Equality Scheme 2023-24. All equalities schemes as well as the Race Equality Action Plan are reviewed yearly and presented to the governing body for review and ratification.

### **Community Cohesion**

From September 2007 we have promoted work around community cohesion. We understand that community cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

### **How we build on what we are already doing – creating a sense of shared values**

As a Christian Catholic College all members of the community are valued. This is made clear through weekly shared assemblies held by year group, weekly mass, which is open to all members of the community, and the shared act of worship that takes place at the start of each lesson.

Shared values are transmitted through the college mission statement and reiterated with staff regularly at staff meetings, at all levels.

Our values are shared with students through our daily interactions with them; the way we treat them and the way they see staff treat other adults.

We also use celebration of achievement evenings to promote a shared aspiration for success. The House System is used to build a sense of community within the college, as well as outwardly to the local, national and international community through charity work and fund raising. Salesian values of RUAH are promoted through the House System, assemblies, curriculum evenings and the curriculum and reporting systems

### **How we develop an understanding in our students that they all have a shared future**

The college promotes visits to other countries, for example Germany, France, Italy and Iceland in order to ensure that students gain a global awareness. The whole college and departmental promotion of British Values further supports this. Our charity work, both through the House System, as well as whole college charity activities such as the foodbank collection at Christmas, demonstrates faith in action, reinforces students' social responsibility and their understanding of our fundamental interdependence as humans.

### **How we emphasise mutual respect and honesty between different groups, including staff and students**

We uphold the staff code of conduct and the behaviour policy as well as the respect at work policy.

As a Catholic College we actively promote mutual respect in our dealings with everyone that we encounter.

Respect is one of the first principles of Salesian Education

**How the curriculum makes visible the necessity of fairness and trust.**

All students are enabled to access the curriculum and tracking procedures monitor the progress of all students and all groups of students at both departmental and whole college level.

Judgments about groupings are made on the basis of objective data, with common, moderated assessment tasks being the deciding factor in pupil movement between classes.

We will evidence in the SEF and other college documentation and evaluations:

A shared sense of the contribution of different communities to the shared vision

A strong sense of individual rights and responsibilities within the college community

All children and parents feel they are being treated fairly and have the same opportunities (student and parental surveys).

Children trust the college to act fairly (student voice surveys)

Strong and positive relationships (staff wellbeing surveys, student voice surveys and parental surveys).

**The Disability Equality Duties**

We welcome the requirements around disability set out in The Equalities Act 2010. This section sets out our commitment to meeting the Duty. Our scheme shows how we promote disability equality across all areas of the college to disabled pupils, staff, parents, carers and other college users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Equalities Act 2010
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation of disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment - e.g. ensuring step-free access
- Monitor staff and pupils by disability
- Have a Disability Equality Scheme (DES)
- Have an accessibility plan

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the college curriculum
- Improving the environment of the college to increase the extent to which disabled pupils can take advantage of education and associated services

**Please refer to DES and Disability Equality policy for information on:**

How we have involved disabled people in the development of the scheme and arrangements for evaluating its impact and effect on our practices.

Our college's accessibility plan

How we intend to increase access for disabled students.

How we plan to improve equal opportunities for disabled employees

## **The Gender Equality Duties**

We welcome the requirements to address gender under the Equalities Act 2010. This section sets out our commitment to meeting the Duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all our functions.

### **How we gather gender monitoring information:**

Through the College Census

Through application information

### **Our targets for pupil achievement by gender:**

Targets are set on the basis of prior attainment. Pupil progress is analysed by gender to measure equality issues but no account of gender is taken when setting the targets.

### **To address gender stereotyping in subject choices, careers advice and work-related learning we:**

- use materials that reflect both genders, without stereotyping; as well as challenging stereotypes when they do appear
- promote attitudes and values that will challenge sexist and discriminatory behaviour
- seek to involve all parents in supporting their child's education
- provide educational visits and extra-curricular activities that reflect all pupil groupings and which all pupils have an equal opportunity to attend
- take account of the performance of all pupils when planning for future learning and setting targets
- make best use of all available resources to support the learning of all groups of pupils
- Support students to make choices on the basis of their abilities and skills and not on the basis of gender
- Where it is considered in the best interests of gender equality, single sex groups are formed for the delivery of some topics

### **How issues around gender violence and domestic violence are tackled within the college and how the needs of victims are assessed and met:**

This is a child protection issue and we refer to the Child Protection Policy (which is subject to review using the Equality Impact Assessment)

### **How we provide classroom-based lessons on gender issues such as sexual bullying, sexual exploitation:**

Professional organisations are used to provide expert guidance for students. CPHSE sessions are also designed to address these issues directly and where appropriate these are also single sex. Single sex assemblies are held as appropriate. The College Behaviour Policy clearly states the sanctions for any form of bullying or exploitative behaviour and that the Safeguarding Policy would also be applied, with police and social services involved as relevant.



## **How we respond to the information children receive from the internet, films and magazines where women are objectified or portrayed in a demeaning way:**

In our lessons and across the college we:

- use materials that reflect both genders, without stereotyping; as well as challenging stereotypes when they do appear
- promote attitudes and values that will challenge sexist and discriminatory behaviour
- seek to involve all parents in supporting their child's education
- provide educational visits and extra-curricular activities that reflect all pupil groupings and which all pupils have an equal opportunity to attend
- all students receive e-safety training and parents and carers are also guided in the principles of e-safety at curriculum evenings once a year
- refer the case to the Child Protection Officer if it is deemed to be a child protection issue

## **Religion and Belief**

Our college recognises the need to consider the actions outlined by the Equality Act 2010 (Religion and Belief) which requires us to assess the impact our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Procedures that will be equality impact assessed in terms of promoting equality with regards to religion or belief are the Admissions Policy and procedure and the Appointments Policy and procedures.

## **Sexual Orientation**

Our college recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equalities Act 2010 (sexual orientation) we are committed to taking a proactive approach to preventing all forms of homophobia within the college and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of our equality impact assessment process.

Images of a range of motivational and inspirational people are used in lessons, in assemblies and around the College. What we consider to be important is not the sexuality of that person but the action that they took that was inspirational - 'By their deeds you shall know them.'

## **How homophobic bullying, language and stereotyping will be challenged within the College:**

Our Behaviour Policy states that all bullying, for whatever reason, is unacceptable.

We challenge stereotypes when they do appear.

We challenge and discourage language that would be considered offensive to any group of people as part of our Christian and Catholic ethos that we are all children of God.

## **Age**

The College is committed to promoting equality of opportunity for older and younger people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people

being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

**The key objectives of the Health and Wellbeing strategy for the college are:**

To maintain and enhance our implementation of the four core themes relating to both the college curriculum and the emotional and physical learning environment in the College in line with the five national outcomes for children and young people:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

St Michael's Catholic College supports the physical and emotional well-being of both pupils and staff through the national curriculum and a number of well-being projects, for example Mental Health Ambassadors, as well as the Healthy School's Accreditation. The College has a staff Wellbeing Committee and all decisions are made with due regard to issues of work-life balance.

St Michael's Catholic College aims to provide learning and training opportunities for all pupils and staff regardless of their age, gender, sexual orientation, race or physical ability.

The Pastoral Care Policy, the Inclusion Policy and the Disability Policy support strategies to implement these opportunities.

The strategies for these policies include:

- A clearly defined structure which promotes strong relationships between pupils and staff
- Regular monitoring of staff and pupils' performances
- Establishing strong working links with parents
- Developing links with outside agencies
- Working with parishes and chaplains

The Pastoral Care Policy emphasises the general welfare of our community (staff and pupils), to promote a spirit of Respect, Understanding, Affection and Humour (RUAH) according to the Salesian educational values contained in the Christian ethos of the college. There is a strong emphasis on holding in equal esteem every pupil, regardless of ability, gender, social or ethnic background or disability.

The College Disability Policy, drafted with the involvement of a support group of disabled people (comprising parents, governors, pupils and teachers) reflects the college commitment to disability equality by ensuring equality of education, opportunity and access for pupils, staff and visitors with a disability. This commitment aims to develop a culture of inclusion and diversity in which

people feel free to disclose their disability and to participate fully in college life. Policies relevant in terms of disability equality are those relating to: attainment, curriculum, accessibility, special educational needs, admission and attendance, pastoral care, bullying, good community and race relations, health and safety. The strategies in place address monitoring and reviewing the Disability Equality Scheme, the involvement of people with a disability, relevant consultation activities, timescales and responsibilities for each of the above.

The Inclusion Policy aims to provide a broad and balanced curriculum for all pupils regardless of their mental, physical or emotional difficulties.

All of these policies will be equality impact assessed.

### **Anti-Bullying and Discriminatory Policy framework**

Our college clearly states that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our college will take to address bullying and discriminatory incidents in our Anti-Bullying Policy; for staff this is addressed in the Respect at Work Policy. We submit data regarding bullying and discriminatory incidents to the Children and Young People's Service in Southwark Council.

Our Anti-Bullying Policy, Gender Policy, Race Equality Policy, Disability Policy and Equality and Diversity Policy reflect our commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation. We actively oppose any form of bullying or harassment on any grounds as part of our central duty to care for the staff, young people and community of St Michael's.

Our Anti-Bullying Policy is reviewed yearly, in line with Southwark's Safeguarding , Anti-Bullying and Discriminatory framework.

Staff receive training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying and religious harassment through the induction programme held for all new staff.

We are committed to recording, analysing and reporting bullying and discriminatory incidents. We ensure that this information is used to prevent other issues.

We pass on bullying and other discriminatory incident forms to Southwark Council's Children's Services Department.

### **Employment Practices**

In our college we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff. Two members of SLT have attended training on unconscious bias.

### **Our arrangements for recruitment and selection:**

All posts are advertised nationally if appropriate. Selection procedures are through application form and interview. Candidates are shortlisted by the Principal in conjunction with the prospective line manager. Interviews for salaried posts above £20,000 always have a member of the Governing Body on the panel. All interviews are undertaken by at least two members of staff including the Principal. Common questions are agreed and adhered to and records are kept of the interviews and lesson observations. The College reports the data to the borough annually

on both applications to the College and appointments made. This data is also shared with Governors.

### **Training and developing staff**

All teaching staff and classroom support staff attend whole college training days. These provide training around college priorities arising from the SIP. All staff who work in the classroom are part of a teacher learning community and this is used to build skills as well as to maintain professional standards of academic rigour. College support staff also have full access to a range of appropriate training opportunities as well as shadowing opportunities should they be interested.

Other training opportunities arise from performance management and all staff are encouraged to take their professional development seriously.

### **Performance management:**

All staff have regular, yearly performance management – please refer to the Performance Management Policy and the statement on performance management in the staff handbook. The national professional standards for teachers are applied to all teaching staff. A set of professional standards for all non-teaching staff was agreed with those staff in September 2018.

### **Our Monitoring arrangements:**

We have a fair process for recruitment, which involves safer recruitment. Restructuring is undertaken in consultation with unions. Training and development opportunities are monitored through CPD monitoring and written responses. Promotion opportunities and promoted appointments are reviewed yearly by the Principal to ensure a balance of appointments in terms of gender, ethnicity and disability.

The college follows statutory pay guidelines for pay bonuses and allowances, as well as for performance appraisal.

Our procedures for grievance, disciplinary, harassment and discrimination are clearly stated in our policies, which are screened yearly through equality impact assessments.

### **Equality Impact Assessments**

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation. In line with best practice we will also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality.

The main system by which we will assess the impact of our current policies, functions or procedures will be by carrying out Equality Impact Assessments.

We assess the impact of our policies in promoting equality by: examining and tracking pupil data and ensuring that all groups of pupils achieve in line with targets. We use Raise Online yearly and internally generated data is analysed termly by both SLT and HODS and HOFs to look for any patterns in underachievement. Where underachievement is identified, appropriate interventions are put in place.

We use student voice and parental surveys to assess the effectiveness of our provision and support and that our policies in ensuring these are effective. There are also SEND student focus

groups and the Principal's Parent Partnership Focus Group. These surveys are undertaken at least yearly and outcomes form part of discussion around improvement among SLT.

Issues identified through the involvement of disabled staff and pupils have been carefully considered in both the current and the new build and have resulted in improved access to classrooms (including the width of doors for manoeuvrability), provision of lifts and the creation of a more open and inclusive environment for learning.

All our relevant policies will be Equality Impact Assessed as part of the regular cycle of policy review:

Admissions and transfer

Attendance

Exclusions

Curriculum

Uniform

Bullying

ECM objectives

Discipline

Sports

### **Consultation and Information**

Consultation about the work of the college takes place with stakeholders on a regular basis, through parental surveys and through student voice interviews. Governors meet yearly to review all the policies of the College and to monitor their work.

The disability objectives have been formulated after a formal meeting with a number of stakeholders (see Disability Equality Scheme). Race and Gender Policies have come about as a result of outcomes (nil complaints) from parent and pupil surveys and from informal one to one conversations with a range of staff.

Parents, staff, students, Governors, the local authority and national guidelines were consulted in the creation of our race and disability objectives. The College takes pains to remove barriers to consultation and has worked hard with hard-to-reach parents (see percentage increase of parents attending parents' evenings and curriculum evenings). We have undertaken training with the local authority in order to overcome these barriers and are flexible in our timings to ensure that no group is inhibited in their attendance at meetings as well as providing webinars (both live and recorded). The College has an open-door policy and every person is spoken to within 24 hours of making a request to contact a member of staff.

We have improved working relations with the College and disabled pupils, staff, parents and members of the community by consulting them about our priorities and by actively seeking opportunities to involve them in the life of the College.

We regularly monitor the progress of our students, analysing the progress of all groups of students and take action to ensure that intervention takes place.

Our equalities monitoring information shows that there are no inequalities.

## **Equality Scheme Objectives**

This section sets out the objectives we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

All policies and practice in the College promote equality of opportunity for all groups; both staff and students

The College's Equality Scheme is in place as a public document and is understood by all stakeholders

The College actively promotes the Duty and enables all staff and students to succeed.

Our actions to ensure that this is achieved are as follows:

- 1) Yearly review of Race Equality Policy by DMA and Governing Body
- 2) Monitoring of the progress of groups of students to take place using internal data, Raise Online and national benchmarks (SLT and LOLs)
- 3) Annual review of SOW and Curriculum to ensure that equality issues are addressed and that no stereotyping of any group takes place (HODs/ LOLs)
- 4) Monitor attendance at parents' evenings and other after-college events
- 5) Monitoring of views through student voice and parental survey to take place yearly (FCO)
- 6) Review of Staffing Policy (gender and age discrimination) by the Governors Staffing Committee yearly.
- 7) Monitoring of College Census.
- 8) Monitoring of racist/ discriminatory incidents in the racial incident google sheet (JNO)
- 9) Monitoring of behaviour log/ exclusions (JNO)
- 10) Continue to ensure that opportunities for promoting and valuing diversity are sought actively
- 11) Diversity Ambassadors are recruited and trained in each year group to ensure that equality issues and British Values are promoted actively across the College. DMA

Our aim is to create a harmonious and well-balanced community which promotes equal opportunities and in which we value the uniqueness of the individual as created by God.

## **Roles and Responsibilities.**

The Governing Body accepts their responsibility to promote equality and eliminate discrimination and harassment as outlined in the scheme

The Governing Body ensure that the College meets the Duty and requirements set out in the Equalities Act 2010 to protect people covered by one of the nine protected characteristics from discrimination. One of the commitments the College undertakes in meeting its duty is carefully monitoring its policies in line with statutory guidelines.

The Governing Body will monitor the delivery of the College's Equality Scheme by reviewing it yearly.

The Governing Body will ensure that staff understand the importance of the scheme and their role in delivering it by ensuring that there is CPD on equalities, publishing the scheme in the staff handbook and through the work of the curriculum committee in ensuring that the progress of all students and all groups of students is closely monitored.

The Governing Body will ensure that the priorities from the Equality Scheme are addressed in the College Improvement Plan.

**Contracting and Employment.**

All contracts for the College (catering, and ICT) are subject to the published equalities policies for RM, 4Futures and Pabulum Catering Contractors.

## Action Plan

See Disability Equality Policy for DEAP and Accessibility Plan.

<b>Objective: Race Equality and Equality and Diversity</b>
<b>Activity: To ensure that the college meets the General Duty</b> <b>Key Manager: DMA</b>
<b>Outcomes: Staff and Pupils Enjoy and Achieve</b>
All policies and practice in the College promote equality of opportunity for all groups; both staff and students The College's Equality Scheme is in place as a public document and is understood by all stakeholders The College actively promotes the Duty and enables all staff and students to succeed.
<b>Actions/Steps:</b> <b>Source of Funding</b>
<ol style="list-style-type: none"><li>1) Yearly review of Race Equality Policy by DMA and Governing Body</li><li>2) Monitoring of the progress of groups of students to take place using internal data, Raise Online and national benchmarks (SLT and LOLs)</li><li>3) Annual review of SOW and Curriculum to ensure that equality issues are addressed and that no stereotyping of any group takes place (By HODs/ LOLs)</li><li>4) Monitor attendance at parents' evenings and other after-college events (LOLS and SLT)</li><li>5) Monitoring of views through student voice and parental survey to take place yearly (LCA)</li><li>6) Review of Staffing Policy (gender and age discrimination) by the Governors Staffing Committee yearly</li><li>7) Monitoring of College Census</li><li>8) Monitoring of racist/discriminatory incidents in the google sheets document (JNO)</li><li>9) Monitoring of behaviour log/exclusions (Principal, Governors, JNO, SKE, ADA)</li><li>10) Continue to ensure that opportunities for promoting and valuing diversity are actively sought out</li><li>11) Ensure that opportunities to remind all staff about the General Duty are planned for throughout the year (JNO/CSA)</li><li>12) Equalities Governor to meet termly with the member of SLT with responsibility for equalities (DMA)</li><li>13) Diversity Ambassadors are recruited and trained in each year group to ensure that equality issues and British values are promoted actively across the college. (DMA)</li></ol>



<b>Success Criteria</b>
<p>Performance for all students and all groups of students will be in line with their targets and above</p> <p>There will be no pattern/ identifiable group indicated in the Ccollege exclusion census</p> <p>Lesson observations will show that different groups of students are able to work co-operatively together</p> <p>There is a harmonious environment and all staff and stakeholders understand their responsibility with regard to the General Duty.</p>
<b>Monitoring and Evaluation:</b>
<ol style="list-style-type: none"> <li>1) Through Google sheets of incidents</li> <li>2) Feedback from parents and students</li> <li>3) Tracking data and analysis of performance</li> <li>4) Annual Governor training regarding race and equality issues.</li> </ol>

### **Reporting and Reviewing the Scheme**

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise the College's Equality Scheme every three years.

Regular reviews of progress against our equality objectives will be presented at the annual report to Governors every September, alongside the report on pupil progress and attainment. The SES will be monitored by DMA

### **Publication:**

The College's Equality Scheme is published as a separate document and is available on request

The Scheme will be published on the College website after each review. It will be available as a hard copy from the Principal's PA

### **Addendum 1 – Disability Equality Scheme**

#### **Aim**

#### **1. Involvement of Disabled People**

This scheme is adapted from the model Disability Equality Scheme produced by Southwark LA with the involvement of a support group of people with a disability comprising parents, Governors, and teachers. Children and young people with a disability were fully involved in piloting the model scheme at a Southwark Secondary School.

In adapting this scheme, St Michael's College involved people with a disability through a working party which included members of the College community who had experience of living and working with people with disabilities. The group particularly sought views of people with disabilities, including pupils

within the College, parents, staff, Governors and other users of the College and its premises. Parents of pupils with a disability were given a questionnaire in order to take their views on the College ability to cater for their child's disability. This initial Disability Equality Scheme contains an Action Plan that sets out the steps the College is planning to take to meet the General Duty. Account will also be taken of all other Equalities Policies to ensure the general duties of this scheme are met. The Disability Equality Action Plan is reviewed yearly and views of all parents are sought yearly.

## **2. Policy Statement**

### **Background or Contextual Statement**

St Michael's is an oversubscribed college for pupils who come from a wide range of socio-economic and ethnic backgrounds. The College is committed to fulfilling the potential of every pupil and caters for the widest spread of abilities. The College moved into new buildings in February 2011 and has Sixth Form provision now into its twelfth year. There is a further building which opened in September 2018 for the use of the Sixth Form as well as Year 7 – 13 classes in English, Business, MFL, Art and Science. Admissions for the Sixth Form come under the same scrutiny for equalities as all the College admissions procedures and have been reviewed by both the Borough and the Diocese.

### **Objective/Commitment to Disability Equality**

At St Michael's College we are committed to ensuring equality of education and opportunity for pupils with a disability, staff and all those receiving services from the College. We recognise and welcome the proactive nature of the duty to promote disability equality and aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in college life. We will make reasonable adjustments to make sure that the College environment is as accessible as possible. Further actions to ensure disability equality as relevant to the Covid 19 pandemic can be found in the College risk assessment for managing Covid 19 as well as individual risk assessments for at risk members of staff.

All areas of the College are fully inclusive for all users and comply with the current edition of the Building Standards Regulations and the requirements to comply with The Equality Act 2010. Some of the needs that have been considered across both sites include:

- A lift is available from the ground to the second floor in the main building and to the third floor in the sixth form block
- On each floor there are at least two dedicated disabled WC facilities
- Each classroom has a height-adjustable desk, while practical rooms have adjustable equipment (e.g. ovens in Food Technology)
- Door closers take account of the age and needs of the pupils operating the doors and those attending with a physical need or disability
- Glazing aperture is positioned to be compliant with legislation height above FFL and clearance of handle
- ASSA or similar modular lock features cylinder over handle for safety and compliance
- Care is taken when specifying ironmongery, i.e. pull handles and door closers to ensure compliance
- Colour differentiation of specific socket outlets is provided to specified classrooms to provide reasonable adjustment for those with a sensory disability

### **Scope of the Scheme**

**The Equalities Act 2010** defines disability as a person having a *physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities*

In fulfilling the Public Sector Equality Duty, we will:

- Promote equality of opportunity between people with a disability and other people

- Promote positive attitudes towards people with a disability
- Eliminate discrimination that is unlawful under the Equalities Act 2010
- Eliminate disability related harassment
- Encourage participation by people with a disability in the life of the College
- Take necessary lawful steps to meet the needs of people with a disability
- Promote equality and opportunity when interviewing applicants with a disability, i.e. accessibility and equal opportunity.

This scheme therefore covers all aspects of the work of the College.

**Our accessibility plan developed to support the Public Sector Equality Duty and the responsibilities for the College to meet the Equalities Act 2010 are set out in the actions below:**

- Increase access to the curriculum for pupils with a disability
- Improve the physical environment to increase access to education and associated services at the College;
- Improve the information provided for pupils with a disability, staff, parents and other service users where such information is provided in writing for people who are not disabled

**Our accessibility plan is therefore part of the Action Plan of this scheme.**

All our other policies and procedures will be reviewed in accordance with the timescales set out in each policy. Each review will examine the disability equality impact of the particular policy or procedure under consideration to ensure that they include explicit disability equalities and inequalities objectives where relevant.

Our policies, procedures and practices are listed in Appendix B

### Responsibilities

#### **(a) Governing Body**

The Governing Body is responsible for this scheme and for making sure that it is acted upon. The Governing Body will monitor and evaluate the operation and impact of this scheme and provide the resources and support structures needed to ensure effective implementation of the action plans flowing from it.

The Premises and Health and Safety Group has been appointed by the Governing Body to oversee the effective implementation of the Disability Equality Scheme and to report on associated issues to the whole Governing Body.

#### **(b) Principal**

The Governing Body may choose to delegate the day-to-day responsibility for the management of the scheme to the Principal. The Principal may be given such responsibilities as deemed appropriate to:

- Ensure the effective implementation of the scheme
- Communicate the scheme and its implications to staff, pupils, parents and other bodies
- Organise the delivery of the relevant training for staff
- Monitor and report on the operation of the scheme
- Take any remedial actions as required

#### **(c) Staff**

This Disability Equality Scheme applies to all staff.

Some staff may, from time to time, be given specific responsibilities for the implementation of aspects of the Scheme, such as the investigation of reported incidents of disability-related harassment or

disability discrimination, monitoring the implementation of the Scheme; or, conducting Equality Impact Assessments.

Staff will be consulted on the implementation of the Scheme through the normal procedures that apply, and via the relevant trade unions.

#### **(d) Pupils/Students**

The Disability Equality Scheme applies to all pupils/students, regardless of whether they receive some or all of their education at this college.

#### **(e) Parents/Carers and other persons**

Parents, visitors and contractors and other persons coming on to the College site will be informed of our commitment to disability equality and will be expected to comply with the relevant aspects of our Disability Equality Scheme.

### **Training and Development**

We will review the training and development needs of members of the Governing Body as part of the annual process of reviewing the Disability Equality Scheme. All members of the Governing Body are expected to undertake an induction programme to ensure that they are aware of the content of the scheme and its implications for the work of the Governing Body.

The training and development needs of staff will be considered as part of the arrangements for performance management. Relevant staff training opportunities will be funded and made available within the normal working day as well as through twilight sessions.

### **Breaches of Policy**

Breaches of our policy on disability equality will be dealt with in accordance with the disciplinary provisions set out in the relevant college policy.

### **Harassment and Disability Discrimination**

We will not tolerate disability-related harassment and will deal with it through our relevant established procedures.

All staff are responsible for ensuring that incidents of disability-related harassment or disability discrimination are recorded and referred to the relevant member of the senior leadership group.

We will monitor and report on such incidents on a regular basis.

### **Impact Assessment, Monitoring and Review**

We will develop and review our arrangements for collecting data on disability and use this data to see whether our actions and policies benefit people with disabilities.

Guidance on our monitoring arrangements is set out in Appendix A of this policy.

The action plan included in this scheme shows our plans for monitoring the impact of all our policies. We will update this aspect of the action plan at each annual review of our scheme.

Our monitoring will cover pupils, staff and parents.

The Principal and deputies will be responsible for collating and analysing data on disability.

Our approach to assessing the impact of our policies on pupils, parents and staff in terms of disability is set out in **Appendix B** of this policy.

We recognise the complex and sensitive nature of disability related data, and respect the rights of individuals to declare or withhold their disability status. We will also ensure that the information about an individual's disability is treated in confidence and strictly for the purpose of monitoring the operation and impact of this scheme.

Disability-related information will, therefore, be recorded on the basis of each individual's self-identification. Such information will be treated as sensitive and confidential, and its collection and use will comply with the provisions of the Data Protection Act 1998.

The Governing Body will consider monitoring information in respect of the attainment of pupils with a disability.

The Governing Body will review this scheme on a three-yearly basis.

### **Action Plan**

Our action plan for the period June 2023 to June 2024 is set out in Appendix C of this policy.

It addresses:

- Disability equality objectives
- Arrangements for assessing the impact of new and existing College policies
- Arrangements for monitoring and reviewing the Disability Equality Scheme
- The involvement of people with a disability
- Relevant consultation activities
- Our publication plan and timetable
- The timescales and responsibilities for each of the above
- Resources

### **Dissemination**

Our target audiences for information about this scheme are our pupils, parents, staff and the general public. We will refer to information published in previous years to highlight significant trends and developments in our performance. Our annual publication plan and timetable is, therefore, included in the Scheme's action plan and sets out how we intend to reach our target audiences.

The College website is the key area for publishing this information.

### **Reviewed June 2023**

Signed:



Date: 3<sup>rd</sup> October 2023

Chair of the Welfare Committee

### **Review June 2024**

## **Appendix A**

### **St Michael's Catholic College**

#### **Our arrangements for monitoring disability equality**

##### **Collecting Data to Monitor the Impact of Policies**

In order of importance our monitoring arrangements focus on the policies, procedure and practices that:

- In the College's Schedule of Policies are identified as 'high' priority for impact assessment
- Are new and so need to be assessed for the first time
- Are identified as 'medium' priority.

##### **The job posts with particular responsibility for collating and analysing data on disability are:**

<b><u>Area of Policy/Procedure/Practice</u></b>	<b><u>Job title</u></b>	<b><u>Academic Year</u></b>
Staffing Policies	SLT	
Curriculum Assessment and Attainment Behaviour for Learning (including attendance and exclusions) Safeguarding	SLT SLT SLT and DCA Principal, DFR	
SEN including EAL Performance Management	SENCO Vice Principal	
Health and Safety/Premises/Finances	SLT	

The **monitoring methods** to be used are specified in the action plan within our scheme are varied. The College will use:

**Data collection:** Statistical information relating to attainment, exclusions, SEND, admissions, staffing issues (e.g. recruitment, grievances, professional development, performance management) complaints, achievements will be gathered and analysed.

**Analysis:** The staff responsible for collating information will provide short analyses of the qualitative and quantitative information that has been collected pointing out trends, developments, disproportionalities and any other anomalies in the outcomes for different groups.

##### **Using the Information**

The monitoring arrangements specified in the action plan for our scheme give the timescales for all the scheduled monitoring activities. This is to ensure that the information from these activities feeds into the College's business planning cycles appropriately.

The Senior Leadership Team is responsible for ensuring that action is taken to address any adverse impact that may be identified through monitoring.

The responsible member of staff should prepare a short statement about the annual monitoring work and its outcomes for publication.

Our arrangements for publishing what we have done are shown in the Scheme's action plan.

## Appendix B

### **ST MICHAEL'S CATHOLIC COLLEGE**

#### **OUR EQUALITY IMPACT ASSESSMENT ARRANGEMENTS**

##### **Guidance for the Conduct of Assessments**

Our arrangements for assessing the impact of our policies on pupils, staff and parents consist of a rolling programme of disability equality (or **generic equality**) assessments of existing policies. We also require that new policies be assessed as part of the policy formulation process. This rolling programme prioritises those policies, procedures and practices in the College's Schedule of Policies that are identified as 'high' priority and then those identified as 'medium' priority.

There are many aspects of the work of the College that could be relevant for impact assessments. These include:

- (a) Staff**
  - Recruitment and retention
  - Pay and rewards
  - Training and professional development
  - Performance management
  - Consultation and involvement
  - Grievance and disciplinary matters
- (b) Pupils**
  - Admissions and attendance
  - Teaching, learning and curriculum matters
  - Progress, attainment and assessment
  - Personal development and pastoral care
  - Behaviour, discipline and exclusions
  - Harassment
- (c) Other bodies**
  - Governing Body matters
  - Parental consultation and involvement
  - Collaborate with external bodies
  - Contracting arrangements
- (d) Accessibility**
  - Premises
  - Communications
  - Curriculum access
  - Involvement of disabled people

##### **Our Key Policies for Disability Equality Impact Assessment**

Policies seen by the College as being particularly relevant in terms of disability equality are those relating to: attainment, curriculum, accessibility, special educational needs, inclusion, admission and attendance, pastoral care, harassment and bullying, good community and race relations, staff recruitment and career development, discipline and exclusion, health and safety, membership of the Governing Body, partnership, procurement.

## **The Form and Purpose of our Impact Assessments**

The disability equality [or **generic equality**] impact assessment will

- Monitor a policy, procedure or practice for any adverse impact in terms of disability; or, assess and consult on the likely disability equality impact of a proposed new policy, procedure or practice.

### **Things to consider:**

- What is the impact of the policy, procedure or practice in relation to disability?
- How do you think that the policy, procedure or practice currently meets the needs of people with a disability within the College?
- Do you think that the policy, procedure or practice contributes to promoting disability equality, diversity and community cohesion within the College? If so, in what way?
- What regular consultation does the College carry out with different communities and groups regarding different aspect of the policy, procedure or practice?
- How are people with a disability involved?
- Are there any examples of good practice or positive measures to increase access?
- Do you think that the policy procedure or practice presents any barriers to any community or group?

### **Decisions and Action**

Following this, the person with responsibility for the policy should make the necessary changes before it is ratified by the Governors. Any substantial changes to the practice of the College should be shared with the Principal in the first instance.



<b>Objective: Disability Equality Action Plan</b>	
<b>Activity: To ensure that the college meets the General Duty and the Equality Act 2010</b>	
<b>Key Manager: CSA</b>	
<b>Outcomes: Staff and Pupils Enjoy and Achieve</b>	
<p>All policies and practice in the school promote equality of opportunity for all groups, both staff and students with regard to disability</p> <p>The College's Single Equality Scheme is in place as a public document and is understood by all stakeholders</p> <p>The College actively promotes the Duty and enables all staff and students to succeed.</p> <p>All students achieve their target grades</p>	
<b>Actions/Steps:</b>	<b>Source of Funding</b>
<ol style="list-style-type: none"> <li>1) The Disability Equality Scheme is reviewed yearly by a designated member of SLT (CSA) and the SENCO, along with the member of SLT responsible for the building. (June 2020 and annually thereafter)</li> <li>2) The SEN code of practice is fully implemented: all students with EHCP plans are monitored according to statutory guidelines, and there is regular updating of categorization of pupil need on SIMS. The SENCO will ensure that disability information is accessible for all relevant staff using SIMS. (September 2020 and ongoing)</li> <li>3) The SENCO and the school nurse (as appropriate) will inform staff where students have a disability, will keep them updated with strategies to support their learning and ensure their full integration into the life of the College. (September 2020 and ongoing)</li> <li>4) The progress of all students, with due regard to protected groups of children, is monitored using the College's internal monitoring procedures as well as national tools for data analysis; ALPS, IDSR (SLT and Leaders of Learning). (Half termly as calendared, September 2020 and ongoing)</li> <li>5) HODS and Leaders of Learning track and monitor the progress of all students every half term and the progress of students on the SEN register is monitored in the same way by DFR (half termly as calendared)</li> <li>6) The views of parents and students will be sought through the yearly college survey and through student voice interviews that take place as part of the College quality control systems such as SLT reviews and audits, and the Principal's parent focus groups. (SLT, FCO, SENCO) (as calendared, September 2020 and ongoing)</li> <li>7) The Staffing Policy will be reviewed yearly by the Governor's Staffing Committee. (as per Governors' Review Calendar)</li> <li>8) The College Census and Admissions Policy will be monitored by the Curriculum Committee and by the Principal for the main school and TRU for the Sixth Form Admissions Policy. (June 2020 and yearly thereafter)</li> <li>9) The College will ensure that opportunities for promoting and valuing diversity are actively sought out by HODs and Leaders of Learning as well as the College Spirituality Group. Diversity Ambassadors are recruited across the College and work to promote equalities across the College. (September 2020 and ongoing, DMA)</li> </ol>	

<p>10) The SENCO will monitor the participation of disabled students in offsite activities through the provision of SEN and health information on the Trip Risk Assessment forms. (SENCO and Trips Officer and Leaders of Learning). (According to the trips calendar)</p> <p>11) The Equality Policy and the Single Equality Scheme as well as the College Equality Objectives will be published and promoted on the College website as well as through appropriate training opportunities and staff meetings. (CSA, ongoing)</p> <p>12) Identify, respond and report any incidents of bullying or harassment on the grounds of disability as outlined in the College Behaviour Policy. Report the figures to the Governing Body / Local Authority on a termly basis (JNO, termly)</p> <p>13) Ensure that the curriculum and the Diversity Ambassadors promote role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. (Ongoing)</p>	
<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>• Performance for all students and all groups of students will be in line with their targets</li> <li>• There will be no pattern/identifiable group indicated in the College exclusion census</li> <li>• Lesson observations and learning walks will show that different groups of students are able to work co-operatively together</li> <li>• Parents, pupils and staff will report that they feel supported by the College and are able to achieve their potential</li> <li>• Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays etc. Parents are aware of the Equality Plan</li> <li>• Teaching staff are aware of and respond to any incidents of bullying or harassment on the grounds of disability; consistent nil reporting is challenged by the Governing Body</li> <li>• Notable increase in participation and confidence of targeted groups</li> <li>• Lesson observations will show that lessons have been planned with clear regard for student's individual health plans</li> </ul>	
<b>Monitoring and Evaluation:</b>	
<ul style="list-style-type: none"> <li>• The Principal / Governing Body will use the data to assess the impact of the school's response to incidents, i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</li> <li>• Learning walks and book looks</li> <li>• Monitoring of the incident log</li> <li>• Through staff and student surveys as calendared</li> <li>• Monitoring of implementation of the code of practice takes place through the annual reviews and the submission of health care plans to the local authority</li> <li>• Access arrangements for students in exams are monitored termly by DFR/ JNO</li> </ul>	

## **Addendum 2 – Gender Equality Policy**

### **Aims and values**

The College and its Governing Body understand gender equality to involve all members of our college community, to extend throughout all our activities and policies and to permeate its ethos. Gender equality forms part of our celebration of our diversity, our common humanity and our shared values as well as our commitment to contributing to a just society. We provide a genuine Christian education which values the dignity and worth of every person, regardless of gender.

We recognise and celebrate our responsibility to educate all our students, to fulfil their potential, to respect themselves and others and to become worthwhile members of the society in which we live.

Under the Gender Equality Duty of 2007 and the General Duty 2010, St Michael's College will take action to eliminate unlawful sex discrimination and harassment and will promote equality of opportunity between boys and girls, men and women.

Our belief in promoting gender equality informs all our work in the following areas and is implemented within these other policies:

- Progress, attainment and assessment
- Behaviour, discipline and exclusion
- Pastoral development and pastoral care
- Teaching and Learning
- Attendance
- The curriculum
- Staff recruitment and professional development
- Partnership with parents and guardians and communities
- Admissions and transfer procedures

## **2. Our Commitment**

### **We are committed to:**

- Actively tackling gender discrimination, and promoting equal opportunity
- Encouraging, supporting and helping all pupils and staff to reach their potential.
- Working with parents and guardians and the wider community to tackle gender discrimination and to follow and promote good practice
- Making sure the Gender Equality Duty and its procedures are followed
- Ensuring that any incident of unlawful sex discrimination or harassment is viewed as unacceptable in our college. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the gender of a pupil.
- Taking steps to deal with incidents of sex discrimination or harassment by any adult witnessing an incident or being informed about an incident following agreed procedures:
  - Stop the incident and reassure the pupil who is the victim;
  - Reprimand the aggressor and inform the victim what action has been taken
  - Report the incident to the Assistant Principal /Vice Principal and inform him/her of the action taken
  - Inform the class teacher(s) of both the victim and the aggressor, then record what happened on the Gender Equality Incident Report Form;
  - Inform both sets of parents, if appropriate.

All incidents of sex discrimination or harassment will be recorded in the first instance by JNO, Vice Principal. It will then be reported to the Governing Body by the Principal.

Outcomes of the College Gender Equality Policy will be communicated to parents in the annual college profile.

These actions are informed by our statutory duty through The Equality Act (2010)

The Gender Equality Duty requires public authorities to:

- 1) Eliminate unlawful discrimination and harassment
- 2) To promote equality of opportunity between men and women

### **How we gather gender monitoring information:**

Through the College Census

Through application information

### **Our Targets for pupil achievement by gender:**

Targets are set on the basis of prior attainment and by using CATS scores. Pupil progress is analysed by gender to measure equality issues but no account of gender is taken when setting the targets.

### **To address gender stereotyping in subject choices, careers advice and work-related learning, we:**

- use materials that reflect all genders, without stereotyping; as well as challenging stereotypes when they do appear
- promote attitudes and values that will challenge sexist and discriminatory behaviour

- seek to involve all parents in supporting their child's education
- provide educational visits and extra-curricular activities that reflect all pupil groupings and which all pupils have an equal opportunity to attend
- take account of the performance of all pupils when planning for future learning and setting targets
- make best use of all available resources to support the learning of all groups of pupils
- support students to make choices on the basis of their abilities and skills and not on the basis of gender
- where it is considered in the best interests of gender equality, single sex groups are formed for the delivery of some topics

### **How issues around gender violence and domestic violence are tackled within the College and how the needs of victims are assessed and met:**

This is a child protection issue and we refer to the Safeguarding Policy (which is subject to review using the Equality Impact Assessment)

### **How the College addresses gender issues such as sexual bullying, sexual exploitation:**

Professional organisations are used to provide expert input for students. CPSHE sessions are also designed to address these issues directly and where appropriate, these are also single sex. Single sex assemblies are held as appropriate. The College Behaviour Policy clearly states the sanctions for any form of bullying or exploitative behaviour and the Safeguarding Policy (in line with the Keeping Children Safe in Education 2022 policy) would also be applied, with police and social services involved as relevant.

### **How we respond to the information children receive from the internet, films and magazines where women are objectified or portrayed in a demeaning way:** In our lessons and across the College we:

- use materials that reflect all genders, without stereotyping; as well as challenging stereotypes when they do appear
- promote attitudes and values that will challenge sexist and discriminatory behaviour
- seek to involve all parents in supporting their child's education
- provide educational visits and extra-curricular activities that reflect all pupil groupings and which all pupils have an equal opportunity to attend
- if this is deemed to be a child protection issue then it would be referred to the Child Protection Officer

### **Admission, Attendance, Discipline and Exclusions**

The College is committed to ensuring that all processes are fairly applied in line with the College's Catholic Admissions Policy.

If gender discrepancies re: exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

### **Attitudes and Environment**

In our college, we aim to tackle gender discrimination and promote equality of opportunity and good relations across all aspects of college life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure

- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others
- having consistent expectations of pupils and their learning regardless of gender
- removing or minimising barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning
- actively tackling gender discrimination and promoting equality through our college prospectus, college profile, newsletters to parents and displays of work
- making clear to our pupils what constitutes unacceptable discriminatory behaviour
- identifying clear procedures for dealing quickly with incidents of sexual discrimination and harassment
- making pupils and staff confident to challenge sexual discrimination and harassment.

### **Parents, Governors and Community Partnership**

We have a rolling programme of policy review. When policies are reviewed in future, Governors will ensure that due regard is given to the promotion of gender equality within each policy.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

### **Staffing - Recruitment, Training and Professional Development**

The College is required to supply the LA with employment data related to the gender balance of staff employed within the College.

The College is committed to attracting and developing a workforce on the basis of merit.

The recruitment process will be monitored to ensure that there is no gender bias.

Professional development opportunities are offered to all staff.

The College will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

We create a positive working culture for expectant mothers and all those with family responsibilities; we undertake a risk assessment as soon as they choose to tell us they are pregnant.

The Governing Body gives consideration to flexible working hours and job sharing.

## **4.1 Our Responsibilities**

Promoting gender equality and raising the achievement of all pupils is the responsibility of the whole college staff, including support staff. Introduction to this Gender Equality Policy will be included in induction arrangements for all new staff to the College. Copies of the policy will be available from the college office. Staff and Governors will be given the opportunity to discuss the implications of the policy and any training needed.

### **The Governors are responsible for ensuring:**

- The College complies with the Gender Equality Duty as part of the Equality Act 2007 and the General Duty 2010.

### **The Principal is responsible for:**

- Implementing the policy and its related procedures and strategies
- Ensuring the Gender Equality Policy is readily available and that the Governors, staff, pupils and their parents and guardians know about it
- Ensuring all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of sex discrimination and harassment

### **All staff are responsible for:**

- Dealing with incidents of sex discrimination and harassment and being able to recognise and challenge gender bias and stereotyping
- Promoting equality and good gender relations, and avoiding discrimination against anyone for reasons of gender
- Keeping up to date with gender and equalities legislation and the law on discrimination by attending training and learning opportunities

### **4.2 A senior member of staff (or Governor) is responsible for:**

- Co-ordinating work on gender equality
- Dealing with reports of sex discrimination and harassment. In this college that is the Vice Principal, JNO.
- All members of the SLT are equally responsible for ensuring that the Gender Equality Policy is monitored. They can do this through their line management of Leaders of Learning/HOD and support staff.

## **5. Assessment and Monitoring of our Gender Policy**

- All existing and new policies will be devised with equal opportunities strategies and equality issues in mind
- We will monitor the effectiveness in tackling unlawful discrimination, by keeping a log book available for inspection
- We will promote equal opportunities and good relations through the pastoral system, the curriculum, and its organisation
- We will build equality questions into self-review and evaluation frameworks and into planning
- All reports of racist incidents will be reported termly to the local authority for monitoring

## **6. Equality Monitoring**

- To monitor pupil attainment, we will collect information about pupil performance and progress, by ethnic group, gender, year group, analyse it and use it to identify trends (e.g. low level of attainment and high levels of exclusions) and set appropriate targets.
- Ensure this data – for example, on attainment, progress, exclusions, sanctions, and rewards is used to inform planning and decision making.
- Comparisons will be made with benchmarking colleges, the LA average, and national averages
- Attention will be paid to any trends

- Results of monitoring and assessment will be available. Data will be widely shared with governors, staff, parents and pupils.
- Success will be celebrated

## **7. Review of this policy**

- The Principal will report to the Governing Body annually on this policy. A review will take place at the end of each year.

June 2023



Signed:

Date: 3<sup>rd</sup> October 2023

Chair of the Welfare Committee

Review Date 2024