

SACRED HEART CATHOLIC HIGH SCHOOL



Equality Policy

Approved by:	LGC	13.05.2021
Last reviewed on:	June 2023	
Next review due by:	June 2024	

General Statement

The school is founded upon the Gospel of Jesus Christ, His teachings and values as seen in the light of the tradition of the Society of the Sacred Heart. The school's emblem is an open heart with Christ's love flowing out to the world. Everyone within the School's communities let their actions and words be a vehicle for His Love, striving always to support and affirm one another in community where there are no divisions of ability, colour, culture, beliefs or race. Words and actions are measured for their potential to nurture and support each other.

The Statement of Aims of the school reflects the Christian vision of its foundation, with its emphasis on the individual student and her entitlement to respect, encouragement, spiritual guidance and a curriculum which meets her individual needs.

We fully accept and welcome that society consists of many diverse groups and individuals and this diversity is an asset to our community, we also recognise that certain groups and individuals are discriminated against or face environmental barriers and we are opposed to this.

- We recognise that we have a moral and legal responsibility to promote equal opportunities and will pursue equality in all aspects of our work.
- The students, staff, Trustees and Governors at the school make a supportive community which respects the uniqueness, worth and development of each individual created in God's image and loved by Him.
- We work to ensure that all our services are provided in a way that promotes awareness of the rights and needs of people from all groups including minority groups and enables all to access the services.

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Organisation

Aims

- Provide a curriculum which is accessible, broad, balanced, relevant and differentiated to meet the needs of all students.
- Develop knowledge and tolerance of others who will be treated with dignity and respect regardless of race, age, gender reassignment, marital status (employment), sex, sexual orientation, pregnancy and maternity, disability, religion or beliefs.
- No one will be harassed, abused, excluded or intimidated on the grounds of their protected characteristic and all forms of bullying and harassment will be challenged.
- Inappropriate remarks, eg insulting, abusive or racist, will not be tolerated from anyone associated with the school and behaviour of this type may lead to expulsion from the organisation. (*Incidents of harassment will be taken seriously. If the matter cannot be resolved by way of an acceptable apology and an undertaking that the offence will not be repeated further action will be taken.*)
- Within the limits of the school buildings and its resources, welcome staff, students and visitors with disabilities, recognising the contribution to the school community.
- Ensure that students transcend gender stereotyping and are empowered to play a full part in creating a society without prejudice.
- Encourage the involvement of parents/guardians in the life of the school. The school values the contribution of all parents/guardians and strives towards a meaningful constructive relationship between home and school.
- Take action to remove all forms of discrimination and inequality from school life.
- Ensure that the following are adhered to in statutory legislation and the Equality Policies of the Local Authority and Diocese:
 - Admissions of students
 - Making staff appointments
 - Awarding contracts
 - Financial management

Guidelines

1. Curriculum

- 1.1. Student grouping** - at the point of entry students are placed in teaching groups based on academic indicators.
 - Limited setting takes place in KS3 and 4.
 - Grouping does not limit a student's chance to progress.
- 1.2. Teaching and learning styles** – a variety of styles employed to provide opportunities for all students to achieve. Refer to the Teaching and Learning, and Assessment Policies.
- 1.3. Entitlement of access to the curriculum** - all students follow appropriate Schemes of Work designed to stimulate, encourage and challenge.
- 1.4. Support staff are employed to -**
 - Provide in-class support for students in need of assistance.
 - Provide support for students with specific needs within their statement or EHC Plan.
 - Provide support through withdrawal for intervention, eg literacy and numeracy.
- 1.5. Assessment of Attainment and Progress**
 - All students have their attainment recorded and progress tracked throughout their education at school.

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- Under achievement is identified and appropriate remedial action taken eg through class and department intervention, study clubs, Lexia programme.
- Pupil Premium students are identified and encouraged to engage in further enrichment to enhance their learning.
- Other students identified as being disadvantaged are given focused intervention.
- Students of different ethnicities are monitored to identify and address unjustified disparities in attainment and progress.
- Gifted and Talented students are identified and encouraged to engage in local and national enrichment programmes.
- All students engage in target setting and in devising strategies to raise their performance.

2. Race, Religion and Culture

“Racism in general terms consists of conduct, works or practices which disadvantage or advantage people because of their colour, culture or ethnic origin”

(Macpherson Report 1999)

- The curriculum will reflect, as appropriate, the multi-cultural nature of society. Any inherently biased material is used in a critical way to redress the stereotypical standpoint it promotes.
- The curriculum gives every student the opportunity to develop a sense of dignity and self-worth in accordance with the school's Statement of Aims.
- Equality of opportunity is important for all staff as well as students. The school ensures staff of other races, religion and culture have the same treatment as others.
- The school provides an environment where racist assumptions, attitudes and behaviour are challenged.
- All incidents of a racial nature and their resolution will be recorded and reported to the Local Governing Body.

3. Disability

- Schools are not only places of learning but also places of employment. Equality of opportunity is important for all staff as well as students.
- The school prospectus supports the admittance of all students under the school's Admission Policy.
- Arrangements for admitting students with disabilities are discussed with parents/guardians individually.
- The school ensures disabled students receive the same treatment as other students.
- The facilities which the school provides to enable disabled students to access education being offered.
- The school ensures that disabled people have access to school activities as follows (DfE Circular 3/97):
 - Local Governing Body meetings and those with parents/guardians.
 - Services offered to students which are not related to their studies e.g. foreign visits or leisure time activities.
 - Fund raising events.
 - The use of school facilities when hired to members of the public.

4. Gender

This is achieved through:

- Teaching resources which stimulate discussion on stereotyping and provide opportunities to challenge prejudices.
- Programmes which aim to develop students' self-esteem.
- A challenging curriculum open to all students.

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- Opportunities for work experience post-16 which encourages students to explore their strengths in a range of roles including non-traditional ones.
- Teachers and visitors who provide positive role models.
- People's feelings will be valued and respected. A respectful manner of address and use of language, which eschews racist and sexist bias.
- A School Council and PSHCE programme which encourages students to debate contemporary issues.
- Equality of opportunity is important for all staff as well as students. The school ensures all staff regardless of gender have the same treatment as others.

5. Parents/Guardians

- All parents/guardians are welcomed into school and invited to contribute as they feel able in consultation with the school.
- The Home-School Agreement will be translated into appropriate languages when required for the school community. Parents/guardians have access to their daughter's data via INSIGHT.
- Disabled access is available for all school events including: Parents' Consultation evenings, (appointments made in a suitable location), and concerts.
- Students are encouraged to accompany parents/guardians to meetings, and if required act as translators.

6. Physical Education

- All students have access to the PE curriculum and extra-curricular programmes. The PE Department liaise regularly with the SEN co-ordinator and external agencies (eg physiotherapists and other external specialist PE related agencies) to plan and discuss appropriate inclusion of all students.
- Students who are talented in Physical Education and Sport are identified and given opportunities to extend their talents.
- All students have access to extra-curricular opportunities and are encouraged by staff to participate. Activities are scheduled at lunchtimes, after school and sometimes before school/weekends to maximise the opportunities for students to participate. Students are consulted as to which activities are run, and regularly consulted as to the type of activities that would engage them.
- Staff are able to access school facilities free of charge out of hours eg fitness room. Other activities are provided to help support the welfare of staff eg Pilates.

7. Employing People

We will take equality into account in all aspects of employment including recruitment, terms and conditions, learning and development and termination of employment.

8. Finance

In the financial management of the school, consideration is given to equality when allocating resources for:

- Curriculum and extra-curricular delivery.
- Staffing.
- Staff development.
- Supporting staff and students with disabilities.
- Site development, repairs and maintenance.

9. Monitoring and Review

The following committees of the Local Governing Body will monitor the application of this policy by reviewing the Head Teacher's annual report, and the actions that have been taken or planned to take in order to meet the school's equality duty:

- Standards Committee.

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- Staffing, Finance and Site Committee.
- Behaviour, Admissions and Attendance Committee.

Conclusion

This Equality Policy must be read in conjunction with the Statement of Aims of the School and other relevant policies. All members of the school community are made aware of their duties to support equal opportunities as well as their responsibility for its implementation.

