

ST CHRISTOPHER'S C.E. HIGH SCHOOL
A Church of England Academy

WHOLE SCHOOL EQUALITY POLICY

MISSION STATEMENT

St Christopher's is a Church of England Academy where pupils and staff work together, in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example.

Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

Introduction

This Equality Policy outlines the commitment of the governors and staff of the school to eliminate all forms of discrimination, harassment and victimisation; promoting equality of opportunity and fostering good relations.

For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation. It will be reviewed and updated yearly.

Statement of Principles -

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St Christopher's, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Our admissions arrangements are fair and transparent.

Statutory requirements

All schools in Lancashire, irrespective of how they are funded or managed, have obligations under the Equality Act 2010. This act has brought together all three sets of duties promoting disability, race and gender equality and is referred to as the single Public Sector Equality Duty (PSED).

The **Equality Duty** extends to all aspects of a person's identity – known as the '**Protected Characteristics**' that are protected under the Equality Act 2010.

The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The combined equality duty sets out equality matters that we as a school need to consider when making decisions that affect pupils or staff with different protected characteristics. In carrying out our functions we need to have due regard to the need to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Equality Act; and
- Advance equality of opportunity; and
- Foster good relations between people who share a protected characteristic and those who do not.

These are known as the three aims or arms of the '**general equality duty.**' Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act states that meeting different needs involves taking steps to take account of people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

Specific Duties – Information and Objectives

The specific duties require St Christopher's to:

- Publish information which shows we have due regard for equalities as defined by the act;
- Prepare and publish our equality objectives and our yearly responses to them.

This information has to be updated annually and include an indication on progress on achieving the objectives. Objectives have to be prepared every 4 years and outcome focussed.

The Measurement and Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An Action Plan is attached to this policy and it will enable an impact assessment to be undertaken by 2020.

School in Context 2019/2020

St Christopher's currently has 1300 pupils on role. 617 males and 683 females.

| Year | Males | Females | Total |
|------|-------|---------|-------|
| 7 | 95 | 110 | 205 |
| 8 | 91 | 109 | 200 |
| 9 | 100 | 95 | 195 |
| 10 | 110 | 93 | 203 |
| 11 | 105 | 109 | 214 |
| 12 | 56 | 78 | 134 |
| 13 | 60 | 89 | 149 |

| Ethnicity | |
|-----------------------------|-------|
| White - British | 89.7% |
| White - Irish | 0.1% |
| Traveller of Irish heritage | |
| White | |
| Gypsy/Roma | |
| Italian | |
| Turkish | |
| Turkish Cypriot | |
| White and Black Caribbean | 0.2% |
| White and Black African | 0.2% |
| Other White Background | 1.5% |
| Any Other Mixed Background | 0.7% |
| Black Caribbean | |
| Black – African | 0.2% |
| Any Other Black Background | |
| White & Asian | 1.0 % |
| Indian | |
| Pakistani | 2.2% |
| Bangladeshi | 0.1% |
| Any other Asian Background | 0.2% |
| Chinese | 0.2% |
| Any Other Ethnic Group | 0.4% |
| Blanks | 0.8 % |
| Information not obtained | 2.0% |
| Refused | 0.4% |

| | SEND | | AREAS | OF | NEED | | | | |
|------|-----------------------|-------------|---------|------|------------|--------------|------------|-----------|--------|
| Year | Statement/ EHCPlan | SEN Support | MLD/L/N | SPLD | ASD CLD | SEMH ADHD | PD/ MED | VI/ HI | SpLang |
| 7 | 1 | 22 | 7 | 6 | 1 | 4 | 0 | 4 | 1 |
| 8 | 3 | 20 | 5 | 3 | 2 | 10 | 0 | 1 | 1 |

| | | | | | | | | | |
|-------|----|-----|----|----|----|----|---|---|---|
| 9 | 2 | 11 | 2 | 2 | 5 | 3 | 0 | 1 | 0 |
| 10 | 1 | 11 | 4 | 3 | 1 | 2 | 1 | 2 | |
| 11 | 1 | 22 | 3 | 4 | 1 | 1 | 1 | 2 | |
| 12 | 8 | 12 | 5 | | 4 | 1 | 1 | 1 | |
| 13 | 9 | 6 | 2 | 4 | 3 | 3 | 5 | | |
| Total | 24 | 105 | 27 | 16 | 16 | 20 | 9 | 7 | |

All the pupils on the SEND Provision map are supported using the Assess, Plan, Do and Review framework. Every pupil has their areas of need highlighted to all subjects teachers via Learner profiles on Synergy and Pupil Passports. These are reviewed twice per year along with termly tracking by both teaching and non-teaching support staff. More information can be found in the school's SEND Information Report and Local Offer.

St Christopher's has 22 pupils currently classed as Children in Care. All are closely monitored and have a Personal Education Plan reviewed three times per year. The Designated Teacher leads all the PEP meetings and where possible attends CLA reviews along with the Head of Year and/or Intervention Leader. The Designated teacher also liaises with the ELAC Virtual Schools Officer to monitor and track the progress of children in care three times per year.

Accessibility

School Environment

All of St Christopher's buildings have accessibility adaptations such as lifts and ramps. Disabled toilets are in all buildings and some buildings also have hoists, a disabled shower and changing facilities. We have emergency fire chairs in all stairwells and **reasonable adjustments** are made to classrooms including table risers, rise and fall tables and cookers. We aim to incorporate more adaptations such as hearing loop system, specialist equipment and augmented forms of communication over time.

We aim to ensure all information presented to pupils and/or parents is accessible. We have enlarged/modified written information, have coloured overlays and written information printed on coloured paper, braille and large print text books and low vision, visual equipment for example 'Far Viewers' and magnifiers for those pupils who are visually impaired. We also have speech recognition software and examination reader pens.

All possible steps are taken to ensure any pupil or staff member who is or becomes disabled will have every opportunity to remain in school and have provision adapted, where possible to fully meet their needs. This could also include extra adult support, teaching and learning aids, exam arrangements and adjusting the physical environment where possible.

Ethos and Atmosphere

At St Christopher's our church school ethos is based on the two commandments of:
'Love God' and 'Love One Another'.

We aim to achieve our mission by providing a learning environment which

- Develops pupils' knowledge of and commitment to the Christian faith and foster a sympathetic approach to other religions and cultures;
- Recognises that each member of our school community is an individual with specific needs and strengths;
- Fosters mutual respect and concern for others;
- Values the contribution made by each member of our school community;

- Offers all pupils equal access to the curriculum;
- Promotes self-confidence, self-discipline, a sense of responsibility and a generosity of spirit.
- The displays around school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- There is an openness of atmosphere which welcomes everyone to our school.

All within our school community will challenge any type of discriminatory and/or bullying behaviour eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

Monitoring and Review

St Christopher's is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

All teaching and support staff work tirelessly to increase the extent to which disabled pupils can participate in the curriculum. Reasonable adjustments are made so that all pupils are involved in every aspect of school life.

We make regular assessments of pupils' learning including termly tracking and reporting. All staff use this information to track pupils' progress as they move through the school. As part of this process, we regularly monitor the performance of different groups to ensure that all groups are making the best possible progress. We use this information to adjust future teaching and learning plans as necessary. We also use this information to establish whether more intervention or resources are needed if progress is not as good as it should be, for example additional interventions such as mentoring, withdrawal groups, exam arrangements etc. to ensure all our pupils achieve their potential.

School performance is also compared to the national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions, Isolations and Truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in extra curricula opportunities and/or activities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St Christopher's is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information from staff and governors for example applications for employment, attendance at training events, staff appraisal and performance. All information is kept confidential.

People responsible for monitoring and evaluating the policy.

Due regard is given to the promotion of equality in the School Improvement Plan. The persons responsible for the monitoring and evaluation of the policy and action plan are:

- Mrs Sandra Collier Senior Assistant Headteacher, along with
- Mrs Howard, Equality Governor for the school.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality

Support evaluation activities that moderate the impact and success of this policy.

Developing Best Practice

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest levels of personal achievement. To do this, St Christopher's will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils' advocacy skills so they can detect bias, challenge discrimination, leading to justice and equality
- Ensure the whole curriculum covers issues of equality and diversity
- All subject Equality Champions and Heads of Department where appropriate, promote and celebrate the contributions of different cultures to the subject matter
- All subject Equality Champions and Heads of Department where appropriate, ensure all pupils are fully included in all aspects of their subject areas, including trips, group work and incorporate additional resources when necessary
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that include all pupil groups
- Take account of the performance of all pupils when planning for future learning, setting challenging targets and having high expectations of all pupils
- Make best use of resources available to support the learning of all groups of pupils
- Identify resources and training that supports staff development.

Learning Environment

At St Christopher's there is a consistently high expectation of all pupils regardless of their gender, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- The enthusiasm teachers show at St Christopher's is a vital factor in achieving a high level of motivation and excellent results from pupils
- All adults in St Christopher's provide good, positive role models in their approach to all issues relating to equality of opportunity

- St Christopher's places a very high priority on the provision for special educational needs and disability.
- St Christopher's meets all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- St Christopher's provides an environment in which all pupils have equal access to all facilities and resources.
- Teachers and support staff encourage all pupils to be actively involved in their own learning.
- Teachers at St Christopher's use a range of teaching methods and styles throughout the school to ensure that effective learning takes place at all stages for all groups of pupils.
- Consideration is given to the physical learning environment – both external and internal, including displays and signage.

Curriculum

At St Christopher's we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and assemblies and cross curricular themes promote positive attitudes to equality and diversity.
- All pupils have access to the mainstream curriculum by taking into account their linguistic needs, learning styles and backgrounds.
- All pupils work towards qualifications which recognise attainment, achievement and promote progression.

Resources

The provision of good quality resources and materials within St Christopher's is a constant high priority.

We always try to ensure these resources:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of our school community.

Language

All members of the St Christopher's community recognise how important it is to use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of the protected groups
- Creates the conditions and opportunities for all to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances when this is not the case.

Extended Learning Opportunities

St Christopher's staff undertake responsibility to provide equal access to all activities for all pupils. Every member of staff planning an activity or trip has to have regard for the inclusion of all pupils in the protected groups and provide adequate support and resources to enable all to participate.

Provision for Bi-lingual pupils

St Christopher's will make appropriate provision for all EAL/bilingual pupils to ensure access to the whole curriculum.

Personal Development and Pastoral Guidance

- St Christopher's staff take account of gender, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.
- Staff ensure all pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils/staff/parents/carers are given support as appropriate if they experience discrimination
- We recognise that perpetrators may also be victims and require support
- All staff, Sixth Form Student Mentors, Senior Pupil Team and Prefects act as positive role models throughout the school to ensure that groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the positive value that diversity brings to our school community rather than the challenges.

Staff Development

We recognise the need for all staff to act as positive role models, this includes:

- Pupil's having access to a balance of male and female staff in all subjects and key stages where possible
- Encouraging the career development and aspirations of all staff
- Providing staff with training and development, which increases awareness of the needs of different groups of pupils
- Providing staff with training and development which enable them to confidently carry out their roles and responsibilities in relation to equality
- Monitoring the opportunities for professional development to ensure access for all members of staff in school.

Staff Recruitment

- All the senior members of staff who are involved in the recruitment and selection processes are trained and made aware of what they should do to avoid discrimination and ensure equality and safe recruitment good procedures are followed.
- All Equality policy and practices are covered in staff induction procedures.
- Temporary staff are made aware of policies and procedures.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Under the Equality Act 2010, in very limited circumstances, we have an expectation that certain senior roles in our church school require religious denomination and belief. This particularly applies to the Headmaster and Head of Spirituality.

Partnership with Parents/Carers/Families and the Wider Community

St Christopher's constantly works with parents and carers to help all pupils achieve their full potential.

- All parents/carers are encouraged to participate in the full life of the school.
- St Christopher's has a strong 'Friends of St Christophers' group which consists of a diverse group of parents supporting the school.
- St Christopher's has a Parent Support Group aimed at helping parents of pupils with SEND to feel as supported and included as possible.

- Activities such as the ‘Dad’s and Lad’s Cooking group, and ‘Strengthening Families’ and the ASD Cygnet Course, ensure parents of pupils within the protected groups are included and supported.
- Members of the local communities are encouraged to join in school activities
- St Christopher’s supports many charities and world wide communities through Year charities and fund raising events.

Roles and Responsibilities

- The governing body of St Christopher’s will ensure that all members of the school community complies with statutory requirements in respect of this policy and action plan.
- The Headteacher is responsible for the implementation of the policy, and will ensure staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- All St Christopher’s staff will promote an inclusive and collaborative ethos throughout the school, challenging inappropriate behaviour and language, respond appropriately to incidents of discrimination and ensure appropriate support for pupils with additional needs.
- All staff will maintain a good level of awareness of equality issues.
- All members of our school community will have a responsibility to treat each other with respect, to feel valued, to speak out if they witness or are subject to inappropriate language or behaviour.
- We will take steps to ensure all visitors to St Christopher’s adhere to our church ethos and commitment to equality.

Second Specific Duty – St Christopher’s Equality Objectives 2019 - 2020

- To increase the membership of pupils from the protected vulnerable groups in extracurricular activities, and in this way to reduce or remove inequalities of opportunity and attainment and narrow the gaps between pupils with SEND and other pupils.
- To narrow the gaps in levels of progress between boys and girls and pupils with SEND.
- To ensure all Looked After Children make appropriate levels of progress.

Equality Policy Update completed September 2019

Equality Policy Review date September 2020

Review and Reporting on Progress September 2019

Information to demonstrate how we are complying with the three elements of the PSED.

1. Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Equality Act;

We consider that all our policies and procedures show our awareness of the Equality Act 2010 and give evidence of our aims to avoid discrimination and other prohibited conduct.

- Whole School Equalities Policy
- Whole School Behaviour Policy
- Action Against-Bullying Policy
- SEND Information Report and Policy
- Emotional Health and Wellbeing Policy
- Safeguarding Handbook policies and procedures
- Staff meeting agendas
- Minutes of Governors Pupil Welfare Committee meetings
- Minutes of Full Governing Body meetings

2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Evidence of the steps we have taken to minimise discrimination and disadvantages and to meet the needs of people who have a particular characteristic includes

- Continually providing staff training sessions (twilight) on the needs of pupils with visual impairment, hearing impairment, Autism/Asperger's syndrome, Dyslexia, Dyscalcula.
- Providing specialist Teaching Assistants to work in departments and assist staff to meet the needs of pupils with disabilities.
- Making adjustments to learning resources to ensure access to the curriculum for all pupils in the protected groups.
- Ensuring all buildings are accessible by providing lifts and disabled toileting and changing facilities.
- Providing support groups for boys and girls with low self-esteem and confidence.
- Providing support groups for parents of pupils with disabilities.
- Providing support group for fathers and their sons to enhance their relationships.
- Providing information sessions both in staff meetings and twilight for staff on understanding LGBT and homophobia.
- Extending the range of extra-curricular activities to encourage pupils from the protected groups to participate eg Boccia, SEND football, Warhammer, Chess and board game clubs.
- Achievement data, Internal Target setting and tracking data is examined each half term by Deputy Head and Heads of Departments to ensure pupils within the protected groups are making progress and are on line to achieve their targets. The appointment of a Senior Teacher with responsibility for analysis and support of pupils in the protected groups is ensuring intervention is timely and effective.
- Attendance analysis is carried out each half term. The attendance of pupils in particular groups is a focus of analysis and any inequalities are triggers for intervention. Our Attendance Officer works with Heads of Year and our Pastoral Support Officer to bring about an improvement in attendance for pupils causing concern.
- Our Synergy online communication system is analysed each half term by both Senior Management and Heads of Year to monitor incidents of homophobic, racist, sexist and other types of bullying and ensures we act immediately on any areas of concern. We also analyse if pupils from particular groups are experiencing difficulties and put intervention support in to alleviate these concerns.

3. Foster good relations between people who share a protected characteristic and those who do not

Evidence of the work we do to promote good relations between people and groups of all kinds includes:

- School Core Values
- School Mission Statement and Aims
- Code of Conduct
- Anti-Bullying Policy and week
- PSHEE curriculum
- RE Curriculum and Spirituality days for all years
- Assembly themes
- Year Charities
- Support for and links with local primary and high schools – sporting links, Christian Union support, Primary days and events
- Support and links with local parishes and the community
- Links with local groups of other faiths and cultures – eg (Asian community inter faith groups)
- Exchange visits with two schools in France
- Visits and support for orphanage in India
- KS3 cross curricular projects
- Staff training and awareness raising sessions
- 'Respecting each other' display board celebrating diversity, equality and British values.