

# ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



## **EQUALITY POLICY AND OBJECTIVES**

**Statutory**

**Summer 2022**

**Next Review: Summer 2023**

**Resources and Personnel Committee**

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## **MISSION STATEMENT**

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum, equipping students with the ability to meet the challenges of the 21st Century confidently and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community, which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

We are a fully inclusive, Catholic girl's secondary school meeting high academic standards, promoting spirituality, pastoral care and the Catholic community.

We recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

***'Act justly, love tenderly, walk humbly with your God.'***

We are committed to providing a positive working environment, which is free from prejudice, unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

## **1. Aims**

St. Anne's Catholic High School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

## **2. Legislation and guidance**

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## **3. Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link governor will:

- Meet with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

As of September 2021, all new staff will receive training on the Equality Act as part of their induction, and all staff will receive refresher training every September.

The school has a designated Diversity Lead, for monitoring equality issues, and an Equality Link governor. They liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people, which are connected to a particular characteristic they have, e.g. students with disabilities, or gay students who are being subjected to homophobic bullying.
- Taking steps to meet the particular needs of people who have a particular characteristic, e.g. having a multi-faith room to enable students of different religions to pray at prescribed times.
- Encouraging people who have a particular characteristic to participate fully in any activities, e.g. encouraging all students to be involved in the full range of school societies.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different protected characteristics, including disability, race, religion or belief, are performing.

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues, which could affect our own students.

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, students will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to students with disabilities.

The school keeps a written record of the Equality Assessment, which is embedded within the Risk Assessment document, when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically.

## 8. Equality objectives

**Objective 1:** *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Resources and Personnel sub-committee of the governing board.*

Why we have chosen this objective:

It is important that no individual is disadvantaged due to a protected characteristic and that our workforce is representative of the community that our school is within. For example, there is currently a lack of representation of local Black and Minority Ethnic communities

within the workforce and in leadership positions. An analysis of our recruitment statistics, including the collection and reporting of accurate data on recruitment, retention and progression, will enable us to identify and address any possible barriers to employment and progression.

To achieve this objective, we plan to:

Provide 'Equal Opportunities in Recruitment and Selection' training for members of staff who are involved in recruitment. The Designated Member of Staff for Diversity will work together with Headteacher/Associate Headteacher and HR Officer to review current recruitment data and create a report by July.

Progress we are making towards this objective:

This is a work in progress and will be monitored on an annual basis. Currently, the school is working towards participating in blind recruitment in order to minimise the possible impact of unconscious bias based on protected characteristics.

**Objective 2:** *Train all members of staff, and governors involved in recruitment and selection, on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective:

This objective works hand-in-hand with the first objective. It is important that we, as a whole school, share the vision of promoting and providing an inclusive environment for all stakeholders, and in order to do this it is important that collectively we understand the meaning and importance of equality, equal opportunities and non-discrimination.

To achieve this objective, we plan to:

- As part of ongoing CPD, staff will engage in training in different areas of Equality and Diversity and will develop an understanding of the Protected Characteristics.
- In September, all members of staff will receive training on the Equality Act and will receive a refresher every September onwards.
- This training programme will also be embedded within the new staff induction timetable.
- Governors and members of staff involved in recruitment and selection will receive specific training on Equal Opportunities in Recruitment and Selection.

Progress we are making towards this objective:

- All staff have engaged in Unconscious Bias and Implicit Association training, so are making progress in understanding the importance of equal opportunities and non-discrimination within schools.
- Appropriate training into the Equality Act is being looked in to.