

ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



EQUALITY POLICY AND OBJECTIVES

Statutory

Summer 2024

Next Review: Summer 2028

Contents

	Page
Mission Statement	3
1. Aims	4
2. Legislation and guidance	4
3. Roles and responsibilities	4
4. Eliminating discrimination	5
5. Advancing equality of opportunity	6
6. Fostering good relations	6
7. Equality considerations in decision-making	7
8. Equality objectives	7



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.

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

St. Anne's is 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.
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation.
- 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/carers, 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 Equality 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 January 2024, all staff have received training on the Equality Act as part of their induction, and all staff will receive refresher training every year.

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 experienced 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 enrichment.

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 and identify 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 and Year Gatherings addressing relevant issues. Students will be encouraged to take a lead in such assemblies and the school will also invite external speakers to contribute. Facilitate Student Voice enhancing school relations.
- Working with our local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our Student

Leadership Team has representatives from different year groups and is made up of students from a range of backgrounds. All students are encouraged and to participate in the school's activities. Their involvement is tracked and reported on each half term. We also work with parents/carers 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.
- Providing safe spaces for student voice around issues of diversity. For example, through engagement with the Diversity Ambassadors selected from each of the year groups and ensuring they receive training.

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 2025 and report on this to the Resources, Personnel & Premises 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 the Headteacher/Associate Headteacher and Human Resources (HR) Officer to review current recruitment data and create a report bi-annually.

Progress we are making towards this objective:

This is a work in progress. The newly appointed School Business Leader and the HR Manager are working together in analysing recruitment data and design targets to ensure a diverse recruitment policy.

A big push towards training has been made and targeted to all staff, including middle leaders, so that there are equal opportunities and so that all staff can access senior roles regardless of any protected characteristics or not. For example, the current Diversity Lead completed a National Professional Qualification for Senior Leadership (NPQSL) and is now seconded to Senior Leadership Team (SLT) regardless.

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 2024/2025 academic year.

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 Continuing Professional Development (CPD), staff will engage in training in different areas of Equality and Diversity and will develop an understanding of the Protected Characteristics.
- In September 2023 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, Implicit Association and Diversity and Disability training, so are making progress in understanding the importance of equal opportunities and non-discrimination within schools.
- All staff have now had Diversity, Equality and Inclusion training through the Equality Act 2010 and had certificates issued. Refresher training will be given each academic year.
- Assistant Headteacher (AHT) for training will keep a log of all new staff who haven't yet received training.

Keep updated records: At the start of each academic year and as and when it arises during the academic year, the school provides an opportunity for current staff to update H.R, the Headteacher (HT) and Associate HT about any needs that may arise, for example, staff can state if they are disabled and any needs they may have.

Objective 3: Conduct a review of the progress we are making towards ensuring a Diverse and inclusive school community and design tangible steps that will further our

diversity, equality and inclusion goals. The reviews will incorporate views from all staff and student body.

Why we have chosen this objective:

As a school, we believe we have made greater than average strides in advancing the Equality, Diversity and Inclusion (EDI) objectives since 2020.

For example, we now have greater student voice through our diversity ambassadors, have introduced more inclusive rules on hair via the Halo code, conduct regular assemblies and awareness events throughout the year including Dress Down Days, we have a Diversity Lead as part of extended SLT and diversity training is now part of what we do regularly.

To achieve this objective, we plan to:

- Engage outside experts and organisations to support the school in its introspection. **The Flair organisation** will be engaged to work with us.
- Engage staff and students to solicit their views on all matters relating to diversity, equality and inclusion.

Progress we are making towards this objective:

- All staff have completed department surveys which informed the most recent training on diversity in the curriculum. This will be ongoing so as to highlight all aspects of the protected characteristics.
- The Flair survey has been deployed and feedback and further objectives will be shared with the Headteacher and Associate Headteacher and then cascaded to all staff and governors as appropriate. This is ongoing.
- Reviews on progress to be undertaken at least annually.

9. Links with other policies

This policy links to the following policies:

- Safer Recruitment Policy
- Positive Behaviour for Learning Policy (plus WEBSITE version)
- Special Educational Needs & Disabilities Policy

Modification history

Version	Date	Description	Revision Author
0.1	Summer 2021		J Sanders
0.2	Summer 2022		J Sanders
0.3	Summer 2023		J Sanders P Musekiwa
0.4	Summer 2024		E Loveland P Musekiwa