

St. Joseph's Specialist School & College
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Equal Opportunities & Respect for All Policy



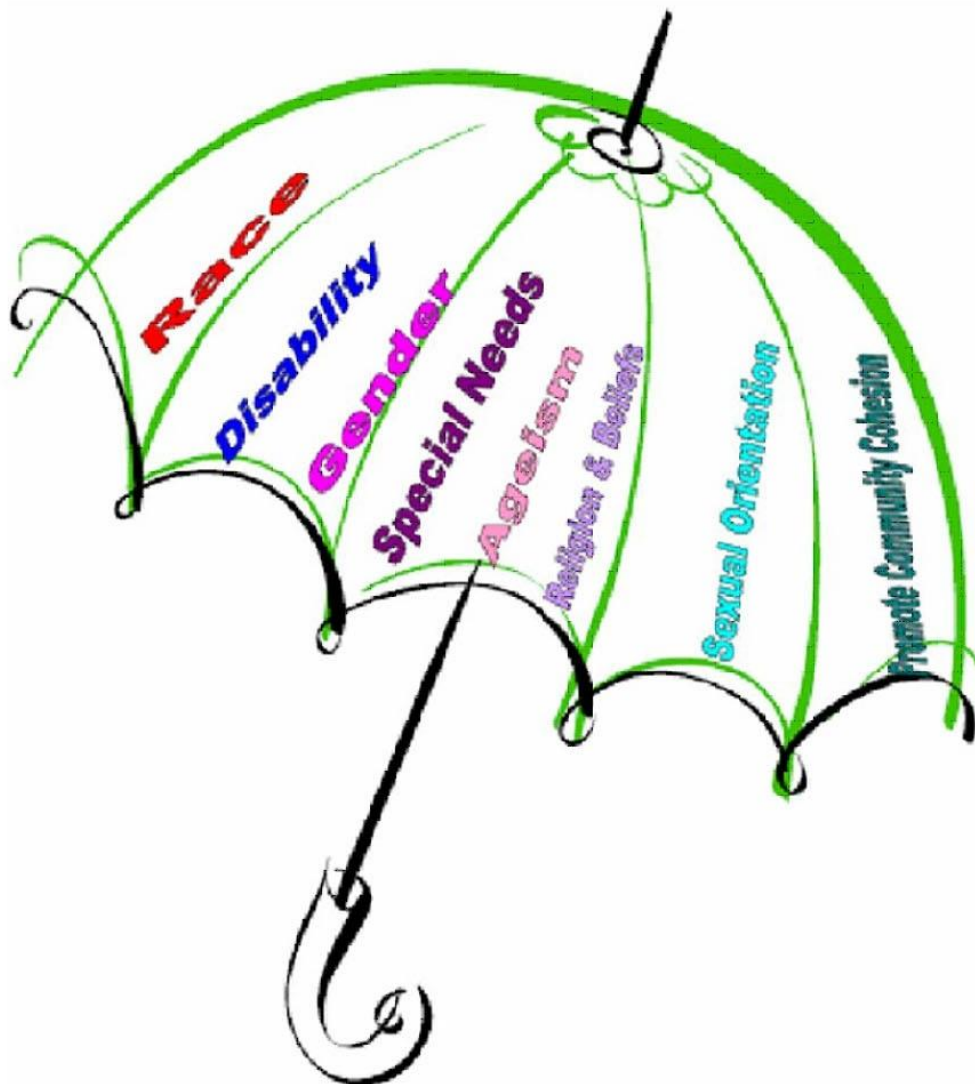
Christ in our Lives
'No limits ... just possibilities'

Reviewed: April 2014
Annual
Finance, Personnel & Pay Committee

St. Joseph's School



Equal Opportunities & Respect for All



Every Child and Every Adult Matters !

St Joseph's Specialist School & College

Equal Opportunities & Respect for All Policy

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St Joseph's Specialist School & College

"Equal Opportunities and Respect for all"

Our plan to make this desire reality will be achieved through our Race & Community Cohesion, Disability and Gender Equality Schemes (the 'combined' schemes)

1. Introduction

This document, which outlines and cross references our combined Equality Policies and Schemes, is designed to communicate the following:

- Our Diversity statement
- Our responsibilities in terms of race, disability, sexual orientation, ageism and gender
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Accessibility, Disability, Gender, Race and Social Cohesion Equality Schemes and actions plans.

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes **Equality for All** within our, and the wider, community.

2. St Joseph's School Diversity Statement

St Joseph's school values the diversity of individual talents and creative potential that every employee, learner and potential employee or learner brings to our organisation.

"We aim to promote and maintain a culture of diversity where appointments to jobs, rewards and personal success depend solely on individual ability and performance. All learners and potential learners, employees and potential employees, whether part time, full time or temporary will be treated fairly with respect and dignity. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability."

3. Disability Equality

St Joseph's is a school where the education, care and therapies are personalised to meet the varied needs of children and young people with complex learning and behavioural difficulties. As such, all learners at St Joseph's fall within the

category of disabled under the terms of the description set out in The Equality Act 2010 (see page 6 of this document for the definition)

The purpose of our Disability Equality Scheme is to show how St Joseph's school will promote equality for its learners, its disabled staff and disabled families and other disabled visitors to the school from the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school that is appropriate and accessible to all.

We aim to encourage and listen to local views and involve local people in the work of our school. All school staff and members of the St Joseph's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

The school already makes the following provision for learners under The Equality Act 2010:

1. Training for staff on learning difficulties, including specific and detailed training on meeting the needs of learners on the Autistic Spectrum and those with ADHD and other similar neurological conditions, behaviour difficulties, manual handling, signing, augmented communication, visual difficulties, hearing impairment, diabetes and epilepsy has already been undertaken and continues as an on-going process
2. The curriculum has been adopted to meet the needs of our learners, all of whom may be classified as disabled under the definition laid out in The Equality Act 2010.
3. Resources and the environment have been adapted
4. Additional resources have been purchased
5. Adaptations for building access is continually being addressed through St Joseph's Accessibility Plan
6. Information for families and the public is regularly reviewed in line with The Equality Act 2010.
7. The accessibility plan is an integral part of our school's development and improvement plan (SDIP) and is updated every three years.

The school has identified certain areas of good practice where proactive steps have already been taken:

1. Improved transition arrangements between schools, between KS2/3 (school) and KS4/5 (college) and between our KS4/5 transition class and adult placements for our learners.
2. Whole school training on many facets of ASC.

3. Whole school training on speech & language difficulties
4. Whole school training related to visual and hearing impairment
5. Whole school training related to health issues e.g. asthma, diabetes, epilepsy
6. Whole school training related to Positive Behaviour Support. All Education, Therapy & Care staff are Team Teach[®] trained
7. Consultation with families with reference to the Healthy Schools and Sustainability Doorways (DCSF)
8. Whole school policies with potential for any discrimination that may arise e.g. anti-bullying policy, complaints policy have been reviewed
9. Ideal Ideas Council has been introduced with the aim of improving ways for greater involvement of learners
10. Increased involvement of all learners and their families and other stakeholders and multi-professional teams involved with St Joseph's, in making decisions
11. Equal access for all learners to curriculum and entitlement areas. For example, specialist art equipment ordered in for use by Learners with limited motor skills so they can access activities.
12. Positive inclusive role models provided through Arts activities and performances, eg Stop Gap theatre company workshop at school and Sadler's Wells workshop in London both including professionals with disabilities.

Since the last review of this policy, the following actions have taken place

1. In preparation for imminent changes in law, Interview matrix grids and application forms for situations vacant have removed enquiries about previous absence rates
2. Further enquiries are being made into how the requirement to make reasonable adjustment for employee disability practically affects the operational efficiency of St Joseph's

However, the school continues to review its practise in relation to Disability equality and is planning to introduce increased recruitment monitoring and analysis to inform governors of equality of opportunity in employment applications.

4. Gender Equality, Sexual Orientation and Ageism

The purpose of our Gender Equality, Sexual Orientation and Ageism scheme is to show how St Joseph's promotes equality of opportunity between men and women and to eliminate unlawful sexual discrimination and harassment in relation to sexual orientation or age.

We aim to encourage and listen to local views and involve local people in the work of our school. All school staff and members of the St Joseph's community have a responsibility to treat everyone fairly and to promote arrangements for gender equality and tolerance related to sexual orientation or age.

The school already makes the following provisions under The Equality Act 2010:

1. Jobs are open to men and women (except in the case of learners with sexualised behaviour problems that specifically require supervision by a stated gender)
2. Appointments are made by choosing the best candidate and through following the guidelines laid down by the local authority (and in some cases the Diocese) for recruitment
3. Pay is relative to experience, not to gender, sexual orientation or age
4. Boys and girls are given the same opportunities throughout the school
5. Age discrimination is unlawful and decision makers are aware of this

The school has identified certain areas of good practice where proactive steps have already been taken:

1. The curriculum shows no gender bias
2. Older learners are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women
3. Links with local organisations e.g. Police, where men and women fulfil the same role
4. Introduction of SEAL and a revised PSHCEE curriculum provides opportunities for discussion and information sharing related to gender, ageism and sexual orientation.

Since the last review of this policy, the following actions have taken place

1. St Joseph's school continues to have a predominance of female staff, however this reduced from 84% in the past 18 months to 73% and now is at 72% for Academic Year 2013/14. This is linked to the lack of males generally working in Special Education.

However, the school continues to review its practise in relation to Age, Gender and Sexual Orientation and is planning to introduce increased recruitment monitoring and analysis to inform governors of equality of opportunity in employment applications.

5. Race Equality, Religious Beliefs and Community Cohesion

The purpose of our Race Equality, Religious Beliefs and Community Cohesion scheme is to show how St Joseph's is going to promote community cohesion and equality of opportunity for all irrespective of colour, ethnicity, religion or beliefs.

We aim to encourage and listen to local views and involve local people in the work of our school. All school staff and members of the St Joseph's community have a responsibility to treat everyone fairly and to promote arrangements for racial and religious equality in order to ensure community cohesion.

The School already makes the following provision under the terms of the Race Relations Act:

1. Jobs are open to all
2. Appointments are made by choosing the best candidate and through following the guidelines laid down by the local authority for recruitment
3. Pay is relative to experience, not gender, race or religious belief.
4. All learners and staff, irrespective of colour, ethnicity, religion or belief are given the same opportunities throughout the school

The school has identified certain areas of good practice where proactive steps have already been taken:

1. Multi-cultural studies are part of the PSHCEE and the RE curriculum
2. Community Cohesion is promoted, in particular, in RE, PSHCEE and through English, Drama, Music and Art in particular.
3. Learners undertake studies of specific countries as part of a themed topic
4. Tolerance and celebration of difference is embedded

Since the last review of this policy, the following actions have taken place

1. Celebration of other faiths covered in RE, eg Divali and Chinese New Year
2. Multi cultural celebrations covered through annual One World Day and in more depth through Arts Week and in art curriculum.
3. Multicultural opportunities introduced such as the Spanish Enrichment Week with Flamenco Dancing classes for the learners taught by Spanish dance instructor.
4. Staff from different countries are invited to share their culture with the learners.
5. Observance of the celebrations of Bastille Day with in character actors visiting the learners in their classes, French food tasting and a play by the actors re-enacting the French Revolution including lots of audience participation
6. Plans in place to re-establish links with a Synagogue in order to facilitate learner visits for a better understanding of the Jewish faith and traditions through the RE syllabus

However, the school continues to review its practice and recognises that we must continue to expand the range and diversity of multi-faith and multi-cultural opportunities available for our Learners to experience.

6. Special Educational Needs

As a special educational needs (SEN) school, the policies at St Joseph's are in line with the recommendations of the national SEN Code of Practice as revised in 2013/14.

The ever widening range of equal opportunities legislation will be considered in line with all other policy making decisions in the school and will be linked to budgetary implications for the governing body with reference to FMSiS (Financial Management Standard in Schools).

Details of the school's policies and action plans for the Disability Equality Scheme, the Gender Equality, Sexual Orientation and Ageism Scheme and the Race Equality, Religious Beliefs and Community Cohesion Scheme are set out on the following pages and cover the period 2013 – 2016.

These schemes will be reviewed after three years. We welcome any comments and suggestions from interested parties. Please contact the Principal at the school.

Signed

Chair of Governors

Date

Signed
Principal

Date

7. Disability Equality scheme

Author: Doug Brown, Assistant Bursar Reviewed by: Annie Sutton, Vice Principal

This document sets out the way in which St Joseph's school will comply with the requirements of the Disability Equality Duty (herein after referred to as 'the Duty') which was introduced in 2005 into the existing 1995 Disability Discrimination Act (DDA) and the most recent Equality Act 2010

In broad terms the Duty comprises two elements:

- A general duty to promote disability equality
- A specific duty to prepare and publish disability equality scheme showing how this general duty is to be met. In other words it is not sufficient just to "pay lip service" to the general duty

More specifically:

The general duty requires schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under The Equality Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favorable treatment.

In Part 2 of The Equality Act, the definition of disability is stated as:

The Equality Act 2010 defines a disabled person as someone who has a 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Definition of the terms (as defined by the Equality Act Guidance Notes) A6.:

- sensory impairments, such as those affecting sight or hearing;

- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME)/chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders;
- produced by injury to the body or brain
- 'substantial' means more than minor or trivial
- 'long-term' is defined as 12 months or more

The effect on normal day-to-day activities on one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger
- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

St Joseph's Disability Equality Scheme, therefore, sets out to show how the school will ensure that the general Duty under the Act will manifest itself through to three groups of people to whom it owes that Duty

In order to comply with the Government guidelines for Schemes, St Joseph's scheme must encompass the following facets:

1. *The school must involve in the development of its scheme disabled people who appear to the school to have an interest in the way it carries out its functions. The school must include in its scheme a statement about how it has involved disabled people in the development of its scheme*
2. *The school's scheme must set out:*
 - *Its arrangements for gathering information on the effect of the school's policies on;*
 - *the recruitment, development and retention of disabled employees*
 - *the educational opportunities available to aid the achievements of disabled learners*
 - *the arrangements for using information to support the review of the action plan and to inform subsequent schemes*
3. *The school must set out in its scheme its methods for assessing the impact of its current and proposed policies and practices on disability equality*
4. *Schools are required to set out in their scheme the steps they are going to take to meet the general duty*
5. *Schools are required to implement the actions in their scheme within three years*
6. *Schools are required to publish their disability equality scheme*
7. *Schools are required to report on their scheme annually*
8. *Schools are required to review and revise their scheme every three years. Schools are required to set out in their scheme the arrangements for using information to support the review of the action plan and to inform subsequent schemes*

Achieving these requirements:

Point 1 – the involvement of learners, staff and families is needed in order to meet the following requirement:

The school must involve in the development of its scheme disabled people who appear to the school to have an interest in the way it carries out its functions. The

school must include in its scheme a statement about how it has involved disabled people in the development of its scheme

In order to involve such people we first need to identify who they are. As a Special Needs school all our learners fall within the category of being disabled as per the Equality Act definition. We also, however, need to identify any disabled staff, disabled families, disabled governors or other disabled users of the school.

Point 2 – information gathering – the kind of information that we need to gather in order to meet with the requirements is as follows:

The school's scheme must set out:

- *Its arrangements for gathering information on the effect of the school's policies on;*
 - *the recruitment, development and retention of disabled employees*
 - *the educational opportunities available to add to the achievements of disabled learners*
- *the arrangements for using information to support the review of the action plan and to inform subsequent schemes*

As can be seen from the previously quoted definition of disability, the range is broad. Raising awareness of the definition (and, thereby, increasing the number of people from whom information can be gleaned) is key to collecting more accurate information. Disabled people must feel comfortable in the knowledge that the disclosure of a disability will mean some reasonable adjustment will be made for them. It is important that they do not feel that they are being asked to disclose a disability 'just for the sake of information gathering'. It is important that they know why the information is being sought and that it is only through disclosure that positive progress can be made. Confidentiality is clearly of the utmost importance. *Learners, staff and families must be confident that information shared with the school will be used to support the development of disability friendly policies.*

Point 3 – Impact assessment – the school will need to measure the impact of the introduction of this new policy in order to meet with the following requirement:

The school must set out in its scheme its methods for assessing the impact of its current and proposed policies and practices on disability equality

As with all newly introduced policies, an impact assessment involving a systematic approach to the analysis of the effects of the policy, practice and procedures for learners, disabled staff and disabled families. Assessment of the impact can be made by considering:

- the issues identified through the involvement of learners, staff and parents and;

- the information that the school holds on its learners, staff and pupils

The impact assessment will enable St Joseph's to determine where it needs to set its priorities and what changes are needed to improve the equality of opportunity. It is important that this becomes an on-going process so that policies can be constantly reviewed and revised.

Point 4 – Identifying the main priorities for the school's scheme in order to decide the action to be taken

Schools are required to set out in their scheme the steps they are going to take to meet the general duty

The following considerations should be taken into account when setting the priorities for the school's scheme:

- an examination of the information that the school has gathered
- the messages that the school has gained from the learners, staff and learners who were involved in the development of the scheme
- an assessment of the impact of current policies on disability equality

Because St Joseph's will incorporate its accessibility plan into its Equality Act scheme, certain priorities and actions will be determined by the SDIP in that respect.

Point 5 – Making it happen

Schools are required to implement the actions in their scheme within three years

The School will find that the implementation of their scheme will be smoother if:

- the scheme is supported by a detailed action plan
- the plans are incorporated into a framework that is overseen by the governing body who will check on progress

The action plans need to be sufficiently explicit to enable the school to judge whether or not their targets are being achieved. Action plans should show:

- clear allocation of lead responsibilities
- clear allocation of resources
- an indication of expected outcomes
- clear timescales

- specified dates and process for review

To achieve this, the Disability Equality action plan will be incorporated into the school's overall accessibility plan and be included in the SDIP. Using this framework will ensure that the whole issue can be overseen by the governing body. This will ensure progress is checked and implementation will be more certain.

Point 6 - Schools are required to publish their disability equality scheme

Wherever it is published St Joseph's must be able to provide a copy to anyone asking for it and the elements of the duty need to be easily identifiable.

Check that families or visitors can get hold of a copy of St Joseph's scheme

Point 7 - Schools are required to report annually on their schemes

At this annual review St Joseph's will make clear both:

- what progress they have made in terms of implementing their action plan
- what has been the effect of what they have done

The views of learners, staff and visitors should be sought as progress is reviewed. Progress should be summarized in the annual report.

Point 8 – Schools are required to review and revise their scheme every three years. Schools are required to set out in their scheme the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

The School has an Accessibility Plan where targets are set out:

- Continuing to train staff in all aspects of disability equality awareness
- Continuing to provide written materials in alternative formats

The strategies and timeframes for these are set out in the Accessibility Plan which is attached as an annex to this document. For efficiency of effort, the School's Disability Equality scheme will follow the same cycle as St Joseph's Accessibility Plan. This means they can be reviewed and revised together.

8. Disability Equality Scheme & Accessibility Plan 2009 - 2012

Action	Strategy	Outcome	Timeframe & lead person	Impact
<p>Review whole school policies related to the potential for discrimination e.g.</p> <ul style="list-style-type: none"> • Inclusion • Anti bullying Sex & Relationship Education • Inclusion support • Child Protection 	Vice Principal & KS leaders to review the policies to ensure they are updated, link to the DDA and meet statutory requirements	Policies are up to date, reviewed and meet statutory guidance. See page 17 of 'Promoting Disability Equality in Schools'	<p>November 2013 Learning – MF Support</p> <p>Anti bullying, Sex & Relationship – HVM</p> <p>Child Protection – A Day</p>	Discrimination further eliminated. Policies are up to date and Senior Leaders plus Governors are more aware
Governors' involvement	Nominate Governor to oversee implementation of DFE/GES/RES	Governors' involvement in ratifying all three schemes	November 2013	Governors' involvement in DFE/GES/RES
Community initiatives and awareness	Build links with local & special schools and with local agencies to promote disability awareness and involvement within the wider community	Liaison and involvement with parents' local groups, Cranfold Confederation and LA to increase access opportunities for our learners	November 2013 onwards	Increased community and school participation in promoting disability equality, particularly in relation to ASD.
Developing learners' involvement	Involve learners in understanding what disability equality is and develop this awareness through PSHCE, assemblies etc. Look for ways of communication that will allow all learners to have a voice	<p>School newsletter</p> <p>Learner participation at Key Meetings School Council & QA group</p> <p>Assemblies</p> <p>PSHCE lessons</p>	<p>November 2013 onwards</p> <p>Mary Fawcett</p>	Learners and whole school benefit from increased awareness of participation in improving whole school disability equality
Local community and disability groups	Contact local groups to support them in better understanding of disability matters and to increase 'out of school' opportunities for our learners	Increased participation for our learners and increased consultation from these groups	<p>November 2013 onwards</p> <p>Karen May Dawn Phillips</p>	Increased levels of understanding and input regarding disability issues. Raised local profile/community involvement
Analysis of information gathered	Ongoing review and analysis of information...gathered in context of key areas outlined in statutory guidance	Policies reviewed and amended as appropriate	November 2013 onwards	Improved conditions for learners. Elimination of negative discrimination

Action	Strategy	Outcome	Timeframe & lead person	Impact
Ensure confidentiality, personal care and administration of medicines policies are effective	Review confidentiality, personal care and administration of medicines policies	Staff know who to go to regarding information about learners' conditions. Better communication with families	November 2013 ongoing Alan Day	Staff, families and learners feel secure with confidentiality arrangements
Assess impact of Disability Equality Scheme	Governors to review policies in light of gathered information (ongoing).	Awareness of areas for improvement in relation to learners.	Termly reviewed in the Principal's report, leading to annual Scheme review and report. Doug Brown	Improved provision.
Monitoring and review of Disability Equality Scheme	Formal review of information gathering process, information gathered and targets identified and met.	Understanding of progress made and yet to be made with appropriate strategies.	Annually from November 2013 Doug Brown	Less discrimination
Improve ways for greater involvement of learners e.g making decisions	Provide more opportunities for learners to make decisions at IEP, BN, Transition & AR meetings through QA/School Council (ECM Agenda)	Learners have a greater say in their future plans, curriculum offered and school planning	See below	Learners empowered to have a say and mould their lives and outcomes
e.g. Circle time.	Develop across whole school.	Staffs and learners are more aware and more involved in SEAL	November 2013 HVM MK	Learners more aware of how to develop SEAL. Learners empowered. Learners happy and less anxious
e.g. School Council/QA	To give a greater priority to how this contributes to school planning	Learners have greater say in the running of the school	November 2013 Alan Day	Learners have a greater voice
Further staff training related to visual difficulties	Whole staff training and awareness.	Improved staff knowledge and skills.	November 2013 HVM	More accessible curriculum for all learners especially those with Visual Impairment.
Early years foundation style	Staff training and awareness using the	Increased knowledge	Ongoing	Greater staff knowledge and

especially the section on PSHCE	latest strategies	and staff up to date	TM	awareness and improved assessment
Action	Strategy	Outcome	Timeframe & lead person	Impact
Audit resources in relation to DDA to ensure access to:				
The curriculum	Policies and plans reviewed to ensure positive models of disability and maximise access across all subjects	Policies plans and resources reflect positive models relate to disability and promote good access learners	November 2013 & ongoing as per review schedule. Policy leaders: DP and AS	Improved Staff awareness, positive models related to disability actively sought
Information /texts				Access to text and information improved

9. Gender Equality, Sexual Orientation and Ageism Scheme

Reviewed in January 2011 and covering the 3 year period January 2013 – December 2016

Author: Doug Brown, Assistant Bursar Reviewed by: Annie Sutton, Vice Principal

At St Joseph's School, we are committed to ensuring equality of education and opportunity for staff, learners and all those receiving services from the school, irrespective of gender, sexual orientation or age. The achievement of all learners and staff is monitored on the basis of gender and other relevant factors and we will use this data to raise standards, ensure inclusive teaching and raise faith awareness. We will aim to provide our learners with a firm foundation that will enable them to fulfil their potential, regardless of gender or stereotypes, instil the belief that we are all made in the image of God and celebrate the uniqueness of the individual. We will seek to eliminate unlawful discrimination against learners and staff by adhering to our duties as an employer under the legislation. At St Joseph's School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Government has introduced the Equality Act 2006 with the purpose of ensuring that people are treated fairly and equally (i.e. are not subject to discrimination). Within this Act a Gender Equality Duty was established for the public sector. The new legal Duty places a requirement on public bodies to be proactive and to promote gender equality within their service delivery and employment. It is recognised that public authorities can make an enormous contribution towards removing the barriers to equal opportunities that exist in society.

The legislation outlines both a General Duty and Specific Duties.

10. The General Duty

The General Duty requires that every public authority in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

11. The Specific Duties

In addition, public bodies are required to comply with the Specific Duties which are:

- To produce and publish a Gender Equality Scheme (GES) identifying Gender Equality goals and actions to meet those goals

- To consult with employees and stakeholders in the development of the GES
- To monitor and review progress. The scheme will need to be reviewed every three years
- To publish an annual report on progress with the Action Plan
- To develop and publish an equal pay policy including measures to address promotion, personal development and occupational segregation
- To conduct and publish gender impact assessments of all legislation and major policy developments and publish their criteria for conducting such assessments

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

12. Equality Impact Assessment

Under the GES Duty, there is a specific duty (as is also required for Race and Disability Equality) to ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality.

To meet the Duty it is essential that gender impact assessments are undertaken and published for all policy developments and that the criteria for conducting such assessments are published. St Joseph's will:

- Identify the aims of the policy or practice
- Collect evidence on the impact of policies on both sexes
- When new policies are being developed, assess their likely consequences for both sexes
- Alter or amend proposed policies so that they promote gender equality and eliminate discrimination
- Resource those changes appropriately

13. Involvement and Consultation

St Joseph's School consults all stakeholders in the development of our Gender Equality Scheme through continuous monitoring via:

- Learner evaluations via class and school council/QA
- Families at family workshops

- Suggestion and ‘thought’ boxes for issues to be raised**
- Open Door Policy for families and staff
- Governors meetings, Committees and Working Parties
- Annual differentiated questionnaires to all stakeholders
- Annual school development and implementation plan review

*** Doug Brown to ensure these are in place*

Stakeholders have a variety of ways to share their views and identify any issues for improvement; any matters raised are investigated and appropriate action taken in line with school policies.

14. Monitoring

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Gender Equality Scheme Duty, and to ensure that no adverse impact is occurring as a result of the actions.

In order to ensure that action is taken to meet the Gender Equality, Sexual Orientation and Ageism Duty, St Joseph’s School has drawn an action plan. This action plan has been shaped in response to issues raised through monitoring and the annual review process involving stakeholders. Each year the action plan will be a component of the School Development and Improvement Plan (SDIP). This area will be reviewed and actions identified for the year ahead at the SDIP review and planning meeting.

15. Gender Equality, Sexual Orientation and Ageism Scheme Action Plan

Action	Strategy	Outcome	Timeframe	Impact
Developing learners' involvement	Involve learners in promoting gender equality and awareness through PSHCE & SEAL, school council/QA and assemblies	Learners co-operatively develop their involvement with and awareness of gender, sexual orientation and age equality issues	November 2013 onwards	Learners and whole school benefit from increased awareness of and participation in gender equality issues
Local groups e.g. Police	Contact local groups to support school in promotion of gender equality issues	Local groups being used to provide opportunities for all	November 2013 onwards	Higher levels of opportunities to extend learning across the waking day
Involving families	Get Families involved through newsletters and invitation to events, attending IEP, Inclsion Support and LAR meetings	Increased involvement of families	November 2013 ongoing SK (Home School Link Worker)	Increased parent/carer awareness of gender equality issues
Analyse school documents (including curriculum) to ensure gender, sexual orientation & ageism equality	Ongoing review and analysis of information gathered in context of key areas outlined in statutory guidance	Policies reviewed and amended as appropriate	November 2013 onwards (see policy review & curriculum close cycle of inspection)	Elimination of negative discrimination
Assess impact of gender equality, sexual orientation and ageism scheme	Governors committee to monitor	Awareness of areas for improvement	Inclusion in termly review meetings with annual scheme review in early 2014	Areas for improvement in the future
Monitoring and review of scheme and report to Governors and families	Formal review of information gathered during process and identification of targets met/missed	Understanding of progress both made and to be made	Annually from November 2013 and include report in Summer term Principal's newsheet	Families and Governors informed and consulted

16. Race Equality, Religious Beliefs and Community Cohesion scheme

Reviewed in January 2011 and covering the 3 year period January 2011 – December 2014

Author: Doug Brown, Assistant Bursar Reviewed by: Annie Sutton, Vice Principal

Through the active implementation of the Racial Equality, Religious Beliefs and Community Cohesion scheme, St. Joseph's Specialist School and College aims specifically to:

- Protect individuals from any form of racial or religious discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different ethnic, cultural, religious, socio-economic and aged groups.

These three points are the duty of the school under the Race Relations Act of 1976, as amended in 2000. In the Commission for Racial Equality's guidance for schools, pursuant to this amendment, the following is stated:

“When a school judges relevance, the size of the ethnic minority population in your area does not matter. Race equality is important, even if there is no one from an ethnic minority in your school or local community. Education plays a vital role in influencing young people, because the views and attitudes they form as pupils or students will probably stay with them for the rest of their lives.” (p.6 A Guide for Schools. CRE 2001).

17. School Context

St. Joseph's Specialist School and College is a non-maintained special educational needs school located in Cranleigh, Surrey. Approximately 75% of the learners are white; 25% are other.

Areas for Consideration:

St Joseph's will endeavor to address racial discrimination in the following policy areas:

- Curriculum policies
- Policy for teaching and learning (including language and cultural needs)
- Assessment and Monitoring policies
- Admissions policy
- Inclusion Support policy
- PSHCEE policy
- Staffing policies

- Membership of the Governing Body
- Community Policies

Through attention to all of these areas, St Joseph's intends to:

- meet all the learners' needs, encouraging them to reach their full potential and raise educational standards
- create a positive, inclusive atmosphere, based on respect for people's differences, and show commitment to challenging and preventing racism and discrimination
- prepare learners to be full citizens in today's multi-ethnic and aging society
- make full use of the skills and knowledge of people from different racial, cultural, socio-economic and age-related groups

18. Policy, Leadership and Management

St. Joseph's has prepared this policy as a commitment to work towards racial, cultural, linguistic and religious equality within the school. In addition, Racial Equality is an intended aim in all school policies and will be included in those as they become due for renewal within the framework of the School Development Plan. The Governing Body in seeking appointments to the Body and School will consider all applications equally and monitor all recruitment and selection activities do not discriminate on racial grounds.

19. Responsibilities

- The Governing body – will ensure the school complies with race relations' legislation and that the policy and its related procedures and strategies are implemented.
- The Principal – will implement the policy and its related procedures and strategies, ensuring all staff are aware of their responsibilities and are given appropriate training and support, and taking appropriate action in any cases of racial or religious discrimination
- The Principal and Head of Residential Services are responsible for Welfare and Inclusion. PSHE Coordinator will have a specific responsibility for coordinating racial and religious equality work and will deal with reported incidents of racism, racial harassment or religious discrimination.
- All staff will follow policy procedures in dealing with racist or religious incidents, the CPD Leader supported by the above staff will ensure training to allow staff to know how to identify and challenge racial or religious bias and stereotyping, promote racial equality and good race relations, and keep up to date with race equality legislation and research through training and development.

- Visitors and contractors – will be made aware of, and urged to comply with, the race equality policy through a brief statement of the aims and intent of this policy displayed alongside the signing in book**

** *Doug Brown will organize this*

20. Curriculum, Teaching and Assessment

As a school, St. Joseph's is committed to ensuring that ethnic minority and social cohesion interests and issues are built into all programmes of work throughout the curriculum, and that steps are taken to promote cultural diversity and challenge racism.

At St. Joseph's, teachers respond to learners' diverse needs by creating effective learning environments which take into account the cultural background of learners and diversity in the wider community, as follows:

- The contributions of all learners are valued
- All learners can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and learners learn to appreciate differences in others, whether arising from race, sex, ability or disability
- Learners learn to take responsibility for their actions and behaviours
- All forms of bullying, including harassment, are challenged
- Learners are encouraged to concentrate and are motivated to learn through the use of:
 - a variety of teaching approaches appropriate to different learning styles and learning difficulties (particularly ASC)
 - the use of a range of organisational approaches, including different groupings
 - planning activities and using materials which allow all children to succeed, through reflecting social and cultural diversity and providing positive images of race, religion and age
 - gender and disability
 - using materials which are free from stereotyping and discrimination

21. Attitudes and Environment

St. Josephs supports ethnic, cultural, religious, linguistic and social diversity, and actively promotes good personal, community and race relations. The school places strong emphasis on mutual respect and trust among learners and staff, through its Christian ethos and its commitment to promoting respect for cultural and social diversity. Displays, resources and other materials around the school recognise diversity. The school's R.E. programme includes a study of different faiths in depth at KS4/5, Judaism and Islam and celebrating festivals of all main religions. We are mindful that the Catholic Church is the largest multiethnic/racial institution in the world.

22. Breach of Policy

Learners

In accordance with the Inclusion Support policy incidents of racism and racist name-calling will be dealt with by staff whenever they occur. The School Leadership Team has overall responsibility for dealing with such incidents. Where there is recurrent antagonism, parents and carers are contacted and informed of any action taken and the strategies and procedures associated with anti bullying will be applied.

Adults

In the case of adults employed by the school any incident of racism will be seen as a serious issue and may be dealt with under disciplinary procedures adopted by the Governing Body.

Where the adult is a visitor or volunteer they will be made aware of the school policy regarding racism and future contact with the school reviewed by the Principal.

23. Promotion of the Policy

The policy will be actively promoted to the whole school community through the use of assemblies, newsletters and posters. The policy will be displayed in the entrance hall** for parents and carers to read and they will be made aware of the existence and opportunity to read the policy through the Principal's newsheet.

*** Doug Brown to arrange this*

24. Monitoring and Review

The policy will be monitored and reviewed annually and will make use of the regular review of other policies containing statements on equal opportunities. The Subject Leaders will also monitor the achievements of learners from ethnic minorities in the school to ensure that equal access to the curriculum. Consideration will be given to the impact of the policy on the school community.

25. Race Equality, Religious Beliefs and Community Cohesion Scheme Action Plan

Action	Strategy	Outcome	Timeframe	Impact
Establishing joint school initiatives with schools in other areas and other countries	Develop links with inner city schools in Britain. Develop links with schools overseas.	Exchange of information and pictures.	November 2013	Increased awareness by all of the difference of living in a town and inner city community.
Develop Learners' involvement and learner voice	Involve pupils in promoting race equality and awareness through PSHCE syllabus, school council and assemblies.	Learners co-operatively develop their involvement with and awareness of race and religious equality issues.	November 2013	Learners and whole school benefit from increased awareness of and participation in improving race and religious equality.
Make further links with local organizations	Contact local groups to support school in better understanding race matters.	Local groups being used to provide a resource to help understanding of race and religious matters.	November 2013	Higher levels of understanding and input regarding race and religious issues.
Involve Families	Families involved through newsletters, letters and invitation to events	Increased involvement of families	November 2013	Increased family awareness of race and religious equality
Analyse and assess impact of school documents to ensure race and religious equality.	Ongoing review and analysis of information gathered in context of key areas outlined in statutory Guidance.	Policies reviewed and amended as appropriate.	November 2013	Elimination of negative discrimination and awareness of the issues being faced by many people
To hold multi cultural celebrations at the school and an annual One World Day	The RE subject leader to ensure that these are planned and evaluated and timetabled to take place	Celebrations taking place to celebrate the various cultural and religious background of our learners.	November 2013	All our learners and staff recognize that as a Catholic community we embrace inclusion and value and respect others cultural backgrounds and religions.
Monitoring and review of the Race	Formal review of information gathered	Understanding of progress	Annually from November	Less discrimination

& Religious Equality Scheme	during process and identification of targets met/missed	both made and to be made	2013 and include report in Summer term newsletter	
Learning and Teaching & Curriculum	Ensure that citizenship programme promotes and that cross curricular links are made. Use IPC	Learners have a better understanding of the diversity of the population		Learners and staff better informed and have developed positive ways of showing how we are one world through shared activities

Reporting to families and Governors – timetabled annually

- | | | |
|------------------------------|---|----------|
| 1. DDA | - | July |
| 2. Accessibility | - | July |
| 3. Gender | - | December |
| 4. Race & Community Cohesion | - | December |

To parents by Newsletter, the website and the Principal's report to the Governing Body in the Spring Term. Also update information related to these equal opportunities for all policy schemes and plans in the School Prospectus; July each year.

Updated policy issued to parents by newsletter and the website and the Principal's report to the Governing Body in the Summer Term.

Date Policy Reviewed

Updated	Changes	By	Version
Developed Jan 2008	None	Unknown	v1
March 2010	Unknown	Sue Belmore	v1.1
February 2011		Annie Sutton	v1.2
February 2012	minor	Annie Sutton	v1.3
February 2013	None	Mary Fawcett	v1.4
November 2013	Minor changes including timetabled dates.	Simon Charleton and Carol Davey	v1.5
April 2014	Minor changes	Alan Day	V1.6