

**St. Joseph's Specialist School & College
& Supported Living
Amlets Lane, Cranleigh
Surrey GU6 7DH**

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Equality Policy



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

Your Life ... Your Way

*Reviewed: December 2016
Finance, Personnel & Pay Committee
Annual*

**STATUTORY POLICY
WEBSITE POLICY**

St Joseph's Specialist School & College

Equality Policy

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St Joseph's Specialist School & College

Equality Policy

1. Introduction and National and Legal Context

The policy is applicable to St. Joseph's Specialist School and College and to Springvale/Long Barn Supported Living; for the purposes of this policy these parties are now referred to as "St Joseph's".

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination laws into one. The Equality Act 2010 identified the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics.
- To advance equality of opportunity between people who shared a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others.
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low.
- All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the community.

This document, which should be read in conjunction with a number of our policies as listed in the reference list at the end of the policy, is designed to communicate and articulate our clear commitment to advancing equality and promoting respect for difference and diversity through the school's vision, ethos and values. Inclusiveness is at the heart of our school ethos and we are keen to ensure that we support and promote **equality for all** within ours and the wider community. The School aims to develop a broad, balanced and culturally-inclusive curriculum that provides opportunities for learners' spiritual, moral, social and cultural development. The School promotes understanding and appreciation of difference and diversity, tackling prejudice promptly, and promotes the development of skills and attitudes to enable learners to participate positively in the life of the school and the community. We believe in treating everyone fairly and with respect and we are committed to creating an environment in our school which is appropriate and accessible to all. We aim to encourage and listen to the views of the wider community and involve the wider community in the work

of our school. We recognise that equality will only be achieved by the whole school community working together - learners, staff, governors, and parents / carers. All school staff and members of the schools community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

This document is also designed to communicate the following:

- Our Diversity statement
- Our responsibilities in terms of race, disability, gender & gender reassignment, pregnancy & maternity, age, religion and belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislation
- Our desire to fully meet statutory requirements under the Equalities duties for schools

2. School context

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. The School believes that diversity is a strength and as such should be celebrated by all who learn and teach here.

Our diversity statement:

"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."

The achievement of learners is monitored by race, gender and disability and the data will be used to support learners, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all.

All learners have a learning disability as evidenced in their Statement of special educational need or EHCP (Education and Health Care Plan). 15 learners are Looked After Children.

Due to the School's policy of providing every learner with a free school meal our data on entitlement to free school meals would not be relevant.

Appendix A shows the current profile of the learners on roll by ethnic background
Appendix B shows learner achievement and progress by ethnic background

3. Equality in policy and practise

In addition to the specific actions set out in the plan, the School operates equality of opportunity in its daily practice in the following ways:

Teaching & Learning

We are committed to train staff in a variety of different areas and on a rolling programme basis including: Autism, Complex Needs, the principles of Intensive Interaction, Communication, Sensory Impairments, Safeguarding, Epilepsy, Team Teach and many others. The skills and expertise acquired by staff through ongoing training gives our learners the best opportunity to fulfil their own unique potential.

We use contextual data to improve the support we provide to individuals and groups.

We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings.

We take account of the achievement of all learners when planning future learning and set challenging targets based on individual achievement.

We promote equality of access and prepare learners for life in a diverse society.

We use materials that reflect the diversity within society, within stereotyping or adapt them to meet particular needs.

We challenge racist and discriminatory language and attitudes.

We celebrate aspects of different cultures.

We seek to involve parents and carers in supporting their child's education.

We encourage discussion of equality issues in the classroom and staff room.

We include teaching and learning styles which are inclusive and reflect the needs of our learners.

Boys and girls are given the same opportunities throughout the school.

Older learners are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women.

Community cohesion is promoted through all curricular areas and activities that we do within school as well as in the local community.

We have a policy in Special Education Needs (SEN) in line with the recommendations in the latest national SEN code of Practice and legislation.

Admissions and exclusions

Our admissions are via an Admissions Board which meets every half term and we do not discriminate on the grounds of race, gender or disability.

Exclusions are rare and based on the school's Inclusion Support Policy (Behaviour Management) and Exclusion Policy with the right to appeal.

4. Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All appointments and promotions are made on the basis of merit and in compliance with the law. We are concerned, where possible that staffing reflects the diversity of the community.

Employer's duties

We need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- A rigorous and transparent recruitment procedure
- Monitoring of recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for staff
- Pay is relative to experience and responsibility not to gender or sexual orientation

5. Equality and the law

There are a number of statutory duties that must be met by schools.

a. Race equality

The general duty requires us to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under the specific duty we will:

- Assess the impact, by ethnicity, of our policies on learners, staff and parents/carers, especially the achievement levels of learners
- Monitor the impact of policies in raising the achievement of monitoring ethnic learner

b. Disability

The Disability Discrimination Act 2006 defines a disabled person as someone who has "a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities"

The general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under the specific duty we will:

- Prepare and publish an Equality policy and Accessibility plan
- Review and revise this every year for the Accessibility plan and every three years for the Equality policy

c. Gender

The general duty on schools requires us to:

- Eliminate unlawful discrimination and harassment on the grounds of gender reassignment
- Promote equality of opportunity between male and female learners and male and female staff

Under the specific duty we will:

- Prepare and publish and Equality policy
- Review and revise this every three years

d. Sexual Orientation

The Equality Act (sexual orientation) 2007 made discrimination on the grounds of sexual orientation unlawful - for schools this relates to admission and treatment of, and services to pupils.

e. Age

The School is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

6. Community Cohesion

Schools and their governing bodies have a duty to promote community cohesion. This involves fostering good relations between pupils and from different races, faiths or beliefs and different socio-economic backgrounds.

7. Consultation and Involvement

It is a requirement that the Equality Policy and Plan and the actions identified in it have been informed by input from the whole school community and its stakeholders.

8. Roles & Responsibilities

Governors

- The governing body is committed to equal opportunities and will endeavour to ensure the school is full inclusive and responsive to the needs of its learners
- The governing body seeks to ensure that people are not discriminated against when applying for posts at the school
- The governing body takes all responsible steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible
- The governing body ensures that no child is discriminated against in account of race, gender or disability

Executive Principal and the School Leadership Team – (The Leadership Team)

- The Leadership Team are responsible for implementing, communicating and monitoring the Equality policy
- The Leadership Team ensure that appointments panels give due regard to the plan, so that there is no discrimination in employment opportunities
- The Leadership Team together with all the staff promote equality of opportunity when developing the curriculum
- The Leadership Team respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness

Teaching and non-teaching staff

- All staff ensure that all learners are treated fairly, equally and with respect, and maintain awareness of the Equality Policy
- All staff strive to provide material with positive images of race, gender and disability and challenges stereotypes
- All staff challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the attention of The Leadership Team

9. Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents: to identify and challenge prejudice and stereotyping, and support the full range of diverse needs according to learners' individual circumstances.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups of activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as "any incident which is perceived to be racist by the victim or any other person".

Types of discriminatory incidents that can occur:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia

- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule of an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation

10. Review of progress and impact

The policy is part of a rolling programme of policy review. In line with legislation, we will review progress on a 3 year cycle. We make regular assessments of learners to track progress and as part of this process. We monitor achievement by race, gender and disability, to ensure all are making the best progress possible and take action to address any gaps.

Appendix B shows learner progress and achievement by gender and ethnic background

11. Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our policy on the school website
- Include the results of our findings in the Report to Governors
- Raise awareness of the plan through the website and internal discussion

The School's Equality Information 2016

The Public Sector Equality Duty 2012 has three aims under the general duty for school settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.

2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of protected groups where these are different from the needs of other people.

3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life of in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the protected equality groups: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation.

In compiling this equality information we have:

- Examined how our school engages with the protected groups, identifying where practice could be improved
- Analysed out effectiveness in terms of equality

1. Summary of our equalities evidence

- In relation to RACE and DISABILITY the evidence we hold tells us: the majority of our learners are making similar progress
- In relation to GENDER REASSIGNMENT: we have no identified group
- In relation to AGE, the evidence tells us: we do not discriminate in relation to age
- In relation to PREGNANCY & MATERNITY, the evidence we hold tells us: we do not discriminate
- In relation to RELIGION & BELIEF, the evidence we hold tells us the following: although St Joseph's is a faith school owned by the Roman Catholic Diocese of Arundel & Brighton, our admissions criteria selects pupils purely on the basis of special educational need which results in a fully diverse and ecumenical cohort
- In relation to SEXUAL ORIENTATION: we have no identified group

2. Summary of how we currently engage with protected groups

- In relation to RACE, our self-evaluation informs us that we are engage well with all groups of different ethnicity
- In relation to DISABILITY, our self-evaluation tells us: we are engaging and supporting well
- In relation to GENDER REASSIGNMENT, our self-evaluation tells us: we have no identified group
- In relation to AGE, our self-evaluation tells us: we do not discriminate

- In relation to PREGNANCY & MATERNITY, our self- evaluation tells us: we do not discriminate
- In relation to RELIGION & BELIEF, our self-evaluation tells us that learners of all religions are effectively engaged within our school and there is no discrimination
- In relation to SEXUAL ORIENTATION, our self-evaluation tells us: we have no identified group

3. Summary of our Equality Analysis (i.e. how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

- In relation to RACE, our judgement is very good
- In relation to DISABILITY, our judgment is very good
- In relation to SEX, our judgment is very good
- In relation to GENDER REASSIGNMENT, our judgement is not applicable at present
- In relation to AGE, our judgement is very good
- In relation to PREGNANCY & MATERNITY, our judgement is very good
- In relation to RELIGION & BELIEF our judgement is very good
- In relation to SEXUAL ORIENTATION our judgement is not applicable at present

This policy and data will be published on our website and policies section of the School's intranet.

We will monitor and analyse pupil progress by race, gender etc. and act upon any trends that indicate additional support may be required.

We will further develop the curriculum to promote diversity through a broad, balanced and culturally-inclusive curriculum that provides opportunities for pupils' spiritual, moral, social and cultural (SMSC) development.

We will continue to celebrate cultural events throughout the year to raise pupil awareness.

Other policies to be read in conjunction with this policy or relevant to this policy:

Statement of Purpose

Spiritual Moral, Social and Cultural Development Policy

Special Educational Needs Policy

Safeguarding policy

Learner Voice policy

Family Involvement Policy

Particular Care Needs of Children from Minority Ethnic Groups Policy

Communications Policy

Communications with Families Policy

Community Cohesion Policy

Community Links Policy

Autistic Spectrum Disorder Strategy Policy

Anti-bullying (Learners) Policy

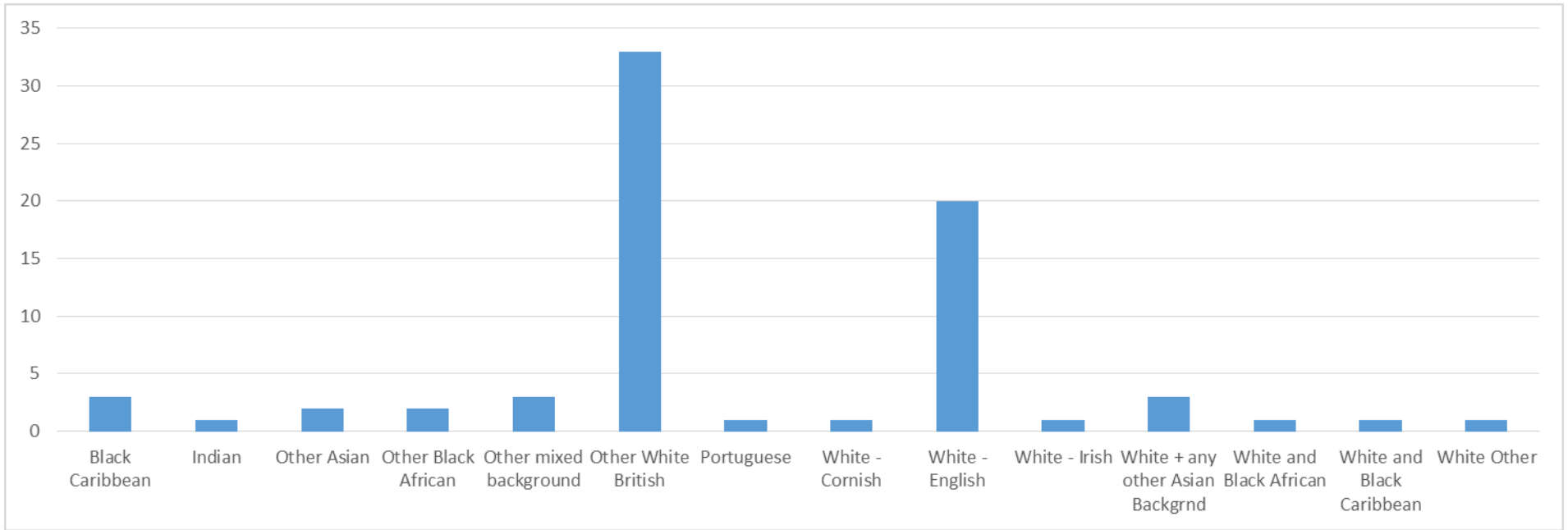
Inclusion Support Policy (Behaviour Management)

Recruitment and selection Policy

Maternity Policy

Bullying and Harassment (Staff) Policy

Appendix A - current profile of the learners on roll by ethnic background



Appendix B - shows learner achievement and progress by ethnic background

CASPA 2017

Comparison of progress vs expectations for 'Core subjects'

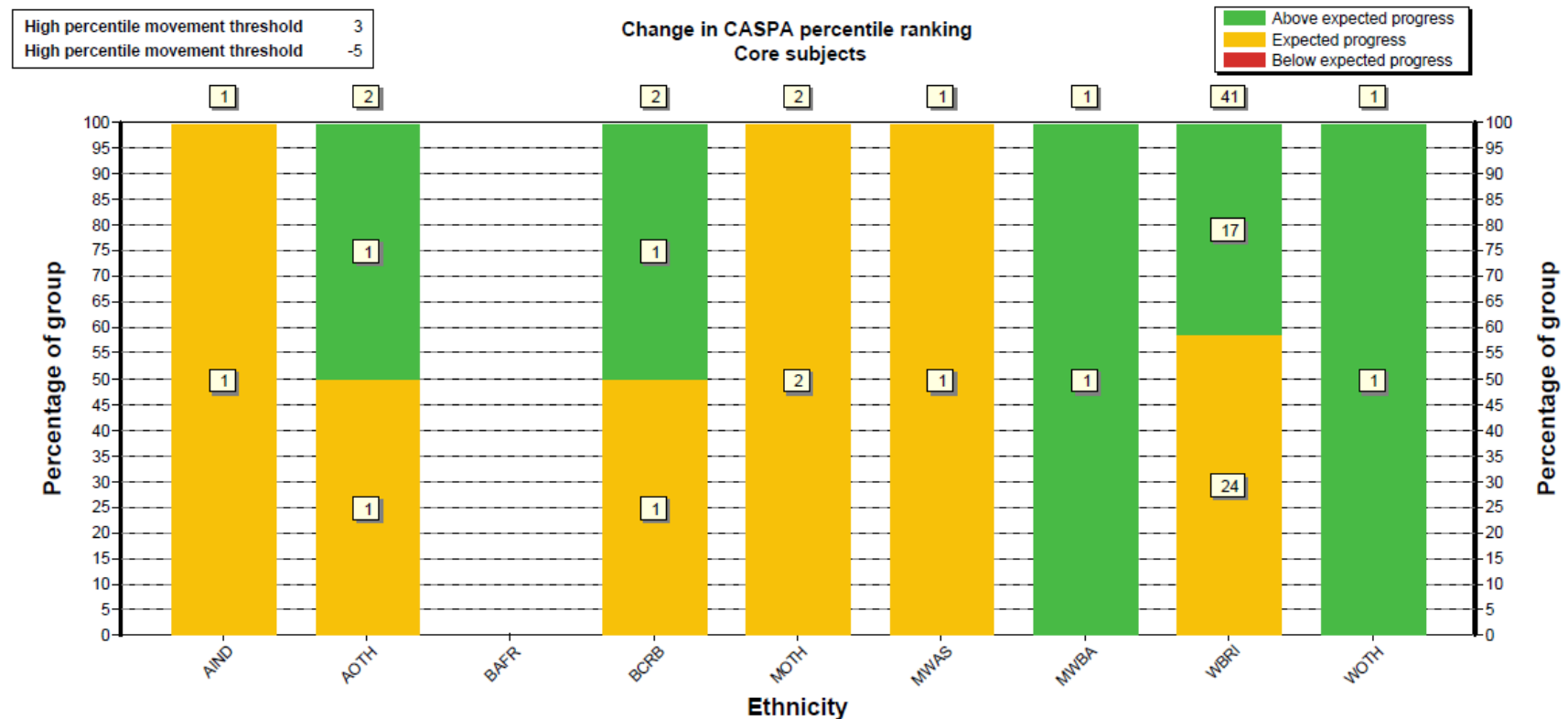
Summer 2015 (Result) to Summer 2016 (Result)

Basis need for comparison against expectations: Default

All pupils

Total number of pupils selected	72
Pupils missing either start or end level	10
Pupils with one or more levels out of range	11
Pupils for whom comparison possible	51

Differences in percentiles for each subject are based on percentile data for the years 2013-2016 for the specified category of need, and take account of the pupil's NC Year and attainment level in both the starting and ending year.



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
December 2016	Complete rewrite	Carol Davey	V1.7