



St Mary's Catholic College Wallasey

A Voluntary Aided Academy

St Mary's Catholic College

EQUALITY POLICY JANUARY 2017

St Mary's is a welcoming college where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and Christ-centred, caring environment. A broad, balanced and appropriate curriculum seeks to provide equal opportunity for all students to maximise their potential regardless of age, sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage and civil partnerships. We endeavour to promote positive relationships with and between pupils, parents, staff, governors and members of the wider community.

At St Mary's we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of college life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

1 Single Equality Scheme and Action Plan

Our Single Equality Scheme (SES) and action plan covers a four year period from 2016-2020 and is published as part of the school's duties under the Public Sector Equality Duty (2011). It integrates our statutory duties in relation to those with protected characteristics, as defined by the Equality Act (2010) which covers:

Age; Race; Sex; Disability; Sexual Orientation; Religion or Belief; Gender Reassignment; Pregnancy and Maternity; Marriage and Civil Partnerships.

The duties cover staff, pupils and people using the services of the school such as parents.

Under the Equality Act (2010), schools designated with a religious character are exempt from the requirement not to discriminate on grounds of religion or belief, in relation to admissions, in the provision of education and in access to any benefit, facility or service. This means that schools with a religious character do not have to make special provision for pupils of a different faith or incorporate aspects of their faith into the curriculum.

Our Single Equality Scheme and Action Plan enables us to set out how the school is complying with the Equality Act and how we plan to improve equality further. It also sets out the action we will take to comply with the Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and setting new Equality Objectives at least every four years.

2 Compliance with the Equality Act 2010

a) The school has a diverse workforce.

b) Information is provided to the Local Authority about workforce diversity as part of the School Census.

c) The school monitors pupils' performance to assess whether or not they are achieving to their potential and to target support where it is needed, using:

- RAISE-online
- Tracking of individual pupils' progress at least half termly; and
- Further tracking of other vulnerable groups, including those known to have protected characteristics.

d) An accessibility plan is consulted regularly as work is undertaken in school to improve access to the school's buildings.

e) SEND children have a formal review meeting at least annually. At this meeting the children and their parents are asked about any ways in which the school can help them further. The information from these meetings is reviewed by line managers so that any equality issues can be highlighted and action taken to address them.

f) Children with protected characteristics are included in all aspects of school life. This includes participation in extra-curricular activities, including school drama performances, talent shows and sporting competitions.

g) PSHE lessons include equality topics, including racism and discrimination based on faith or sexuality.

h) The school's policies are reviewed to make sure that they comply with the Equality Act 2010.

i) Information on disabilities and medical conditions is included on the school's computer system and all staff have been informed about where to find this information as well as receiving copies of relevant documentation.

J) Any bullying incidents are categorised on the school's records system. This system is regularly interrogated by the pastoral team to check for instances of identity based bullying.

K) Detailed Individual Education Plans are drawn up for those children with a Statement of Special Educational Needs (SEN). Some of these children may have a disability.

L) SEN information for individual children is accessible to staff on the school's computerised records system (SIMS) and circulated as appropriate, and regular SEN training is given to all staff. This includes detailed briefings about children who are new to the school.

M) Work within school is differentiated where this is required, so that children with disabilities can access the curriculum.

N) Small group interventions are provided by a range of staff and closely monitored provision is made in all breaks and lunchtimes.

O) Withdrawal groups are set up for some children as appropriate. This helps to boost attainment.

P) A group of KS3 children are disapplied from Modern Foreign Languages and this time is used to boost their literacy and numeracy skills.

Q) The SEN department's base includes our Romero Centre. These facilities are opened up at lunch time for any children to use to play games etc in an environment where they feel secure. This helps to foster good relationships between children who share protected characteristics and those who don't.

R) In addition, there are various lunch time and after school activities which are open to all pupils, including musical and sporting activities.

S) Inset training has taken place on a range of additional needs including: social, language and communication; social, emotional and mental health; cognition and learning and physical, medical and sensory including medical conditions which can fall under the definitions of the Equality Act.

T) School staff have been provided with safeguarding training and clear policies and procedures are in place.

3. Equality Objectives

The school has consulted to decide on its Equality Objectives:

a) To further educate the children about discrimination

b) To improve physical access to the school

c) To make all school trips as inclusive as possible

4. Action Plan

To achieve our objectives the school will:

- a) Review and continue to consult the Accessibility Plan when any work is undertaken to the fabric of the school buildings
- b) Undertake a comprehensive accessibility review of school trips
- c) Continue to review programmes for PSHE and Lifestyles Days
- d) Better co-ordinate actions designed to improve equality with whole school actions, by including equality focus as part of Additional Intervention Meetings ('AIM') and Totem meetings

Approved by Governors: January 2017

Review of objectives: December 2020 (latest)