



St Anthony's Girls' Catholic Academy

Policy:	Single Equality Scheme
Ratified by the Academy Governors:	December 2017
Head Teacher signature:	<i>M. Shepherd.</i>
Chair of Governors signature:	<i>Shepherd.</i>
Review Date:	December 2018

St Anthony's Girls' Academy Single Equality Scheme

This policy has been developed to take into consideration our Mercy ethos and local and national policy and guidance.

This is St Anthony's Girls' Catholic Academy's first combined Single Equality Scheme. This outlines our commitment to integrate equality and diversity into all that we do, and incorporates the statutory duties that we must meet as an academy, an employer and a service provider.

The scheme details our vision to create an environment where all people who are part of our community feel comfortable and safe, and where the needs of that community are well understood and provided for.

We believe that this Scheme will help us to meet our legislative responsibilities in relation to equality and diversity, and we will strive to make improvements where these are identified; these are set out in our three year action plan at the end of the document.

We see this Scheme as one that belongs to the whole academy community, which is why we have consulted with a wide range of people, including staff, pupils, parents, governors and community groups.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for all our children and young people.

THE EQUALITY ACT 2010

The Equality Act 2010 consolidates existing law into a single legal framework. It updates, simplifies and strengthens the previous legislation and provides a modern, accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Equality Duty

As part of the Equality Act 2010, a new general public sector equality duty came into force in April 2011. This duty states that public bodies (which include academy's), must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The equality duty replaces the race, disability and gender equality duties and covers age, disability, gender, gender reassignment, pregnancy and maternity, race religion or belief and sexual orientation.

Who is protected under the Act

Academy's have obligations under the Act as:

- Employers
- Bodies which carry out public functions and
- Service providers

Therefore, St Anthony's Girls' Catholic Academy needs to make provision for the following groups of people:

- Employees
- Prospective pupils (in relation to admissions arrangements, for those academy's who admit students to the academy)
- Pupils at the academy (including those absent or temporarily excluded)
- Former pupils (if there is a continuing relationship based on them having been a pupil at the academy)
- Families and groups connected to the academy community

Protected characteristics

The Act makes it unlawful to discriminate against people on the basis of "protected characteristics". The relevant characteristics are:

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- Disability
- Gender reassignment
- Pregnancy
- Race
- Religion or belief
- Sex
- Sexual orientation

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments (for disabled people)

The Equality Act 2010 also protects people from:

- Harassment, in relation to disability, race and sex and
- Victimisation

A protected act is:

- Making a claim or complaint of discrimination under the Act
- Helping someone else make a claim by giving evidence or information
- Making an allegation that the academy or someone has breached the Act
- Doing anything else in connection with the Act

Pupils must not be victimised because their parent, sibling or friend carried out a protected act. Academy's must also not victimise parents who make complaints.

Positive action

The Act contains provisions which enable academy's to take "positive action" ie provide additional benefits to pupils with protected characteristics, to address any disadvantages they may face. Positive action is not the same as positive discrimination, which would be providing preferential treatment for a particular disadvantaged pupil/group of pupils, which exceeds the positive action conditions.

It is worth noting that it is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, an academy is permitted to positively discriminate in favour of disabled pupils (applicants).

What does this mean for St Anthony's Girls' Catholic Academy?

St. Anthony's Mercy education vision and ethos is

- **Christ centred**

- Education in the Mercy academy is informed and influenced by the teaching and example of Jesus Christ.
- It recognises the dignity of the human person and his command to love and care for each other.

- **Faith enlightened**

- Faith, culture and life are brought into dialogue and harmony in the Mercy Academy. .
- The Roman Catholic faith is at the heart of Mercy education programmes through all aspects of the work of the community and integral to liturgies, rituals, symbolism and prayer spaces.
- Catherine Mc Auley stated,

“We fit the children for earth without unfitting them for heaven”.

- **Shows concern for the poor particularly women and children.**

- In the Mercy academy the aim is to work with the world wide community to eradicate suffering and its causes particularly amongst women and children.
- Compassion is the energy that drives members of the community to search for justice for those on the margins to allow them to establish a sense of belonging.
- They should be academy's where we encourage students to question the status quo, be active for social change and promote the full participation of women in the development of policy and support equality of opportunity for both without diminishing or demeaning either male or female.

- **Builds communities**

- In the community parents, staff and students share a common vision..
- There should be clear message of warmth and welcome.
- Links with the local faith community should be firm.
- The Mercy Academy should try to create a world where everyone can live lives of dignity and decency with respect for life and care for the earth.

- **Pursues excellence**

- The Mercy academy should enable every student to achieve her potential within a academy committed to high quality teaching and learning and on-going review of itself.
- Those who teach in a Mercy academy have a vocation. The root of the word vocation is the Latin, “vocare” – to be called.
- It should be open to new perspectives and new answers to old questions.

Academy Profile

- **Location/socio-economic profile**

6% of pupils at St Anthony’s live in the 10% most deprived Super Output Areas in England

19% of pupils at St Anthony’s live in the 20% most deprived Super Output Areas in England

36.2 % of pupils at St Anthony’s live in the 30% most deprived Super Output Areas in England

Contextually from the post code St Anthony’s Academy is situated in the 30-50% most deprived Super Output Areas in England.

- **Numbers on roll**

2016-17.....1270 girls(+14 boys from StAidan’s)

Ethnic Minority..... 259

EAL..... 215

SEN.....101

FSM..... . 149

Staff -175

2016-17

Men.....29 Women....146

Ethnic Minority.....1

Disability..... 0

Academy’s Vision (in relation to equalities)

At St Anthony’s Girls’ Catholic Academy we are committed to ensuring equality of education and opportunity for all pupils, staff parents and carers receiving services from the academy, irrespective of race, gender, disability, faith/religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in academy life.

The achievement of pupils will be monitored by race (gender) and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St Anthony's Girls' Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

As well as the specific actions set out beneath this plan, the academy operates equality of opportunity in its day to day practice in the following ways.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society

- Use materials that reflect the diversity of the academy population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Including teaching and classroom-based approaches appropriate for the whole academy population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors

Exclusions will always be based on the academy's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

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 staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the academy reflects the diversity of our community

Equality and the Law

There are a number of statutory duties that must be met by every academy in line with legislation from the Race Relations (Amendment) Act 2000, Disability Equality Duty (2005) and Equality Act 2006.

The action plan at the end of this Equality Plan outlines the actions St Anthony's Girls' Academy will take to meet the general duties detailed below.

Race Equality

This section of the plan reflects the general and specific duties of academies as detailed in The Race Relation Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The general Race Equality Duty requires us to have due regard to the need to:

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

Under our specific duty we will

- Prepare an Equality Plan which includes our written policy for race relations
- Assess the impact of our policies, including this Plan on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Disability

This section should be read in conjunction with the academy's Special Educational Needs Policy and Accessibility Strategy

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has “a physical or mental impairment which has a substantial or long-term adverse effect on his/her ability to carry out normal day –to-day activities”

The DDA 2005 has also extended the definition of disability as follows:

- 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
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “ clinically well-recognised” although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day –to –day activities

Legal Duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on academies, requiring them to have due regard for the following when carrying out and delivering services

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise this Scheme every three years

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on academy's to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people

Under our general duty we will actively seek to

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women

Under our specific duty we will

- Prepare and publish an Equality Plan which covers the requirements for a gender Equality Scheme identifying our gender equality goals and actions to meet them
- Review and revise this Scheme every three years

Sexual Orientation

The equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation

The Equality Act (Sexual orientation) Regulations 2007 came into force on 30th April 2007 and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For academy's this means admissions, benefits and services for pupils and treatment of pupils.

Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21 (5) to the Education Act 2002, introducing a duty on the governing bodies of state academy's to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1st September 2007

Responsibility for ensuring that the academy does not breach the Equality Act

The Academy's Governing Body is ultimately responsible for ensuring that the Equality Act is not breached. It must take all reasonable steps to prevent discrimination, harassment or victimisation from taking place, and the detailed action plan accompanying this scheme sets out how we will do this.

The Governing Body is responsible for:

- Ensuring the academy complies with all relevant equality legislation
- Ensuring that the academy Equality Scheme and its procedures are followed.

The Head Teacher is responsible for:

- Making sure that the academy Equality Scheme and its procedures are followed
- Making sure that the academy Equality Scheme clearly outlines how it will deal with issues faced by the identified "protected groups"
- Producing regular information for all staff and Governors about the scheme and how it is working
- Making sure that all staff understand their responsibilities under the scheme and arranging any training and support needed
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- Dealing with racist, homophobic and other hate incidents
- Being able to recognise bias and stereotyping
- Promoting equal opportunities and good race relations
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- Keeping up to date with laws on discrimination
- Taking up training and learning opportunities

The Head Teacher has overall responsibility for dealing with bullying, hate incidents or discrimination

Head Teachers and staff are responsible for ensuring that visitors and contractors are aware of and adhere to the Academy Single Equality Scheme

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the academy environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a Form Tutor/Year Leader/Deputy Head Teacher/head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the Governing Body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

“any incident which is perceived to be racist by the victim or any other person”

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into academy
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference eg food, music religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non teaching, should view dealing with incidents as vital to the well being of the whole academy

Procedure

1. Incident
2. Member of staff to investigate further (if incident reported) or challenge behaviour immediately
3. Response to victim and perpetrators family
4. Action taken to address issue with Year group if necessary through assembly
5. Incident form to be completed and filed. Incidents to be reported to Governing Body and LA on termly basis

How we will meet our responsibilities to the Equality Act

In order to meet its responsibilities in relation to the Equality Act the academy has undertaken Equality Impact Assessments on all our policies, plans, projects and functions. These assessments have allowed us to identify barriers to achieving equality for all and eliminate all forms of discrimination in a academy setting. As a result of the assessments, a three- year action plan has been devised setting out the academy's priorities for improvement, including actions, timescales and responsible officers. The plan is designed to improve outcomes for children, families, staff and community groups using the academy, who may be disadvantaged because of inequality.

We will monitor the actions developed through the Equality Impact Assessments regularly, and will review the plan annually.

Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening
- Input from staff surveys or through staff meetings/CPD
- Feedback from the academy council, PHSE lessons, academy surveys on children's attitudes to self and academy
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support.
- Feedback at Governing body meetings
- Community Groups (interested parties)

Monitoring and reviewing the action plan

This is a three year scheme and action plan running from 2014-2017. However, we will monitor the equality information used to inform the action plan and the outcomes resulting from it annually through the leadership group.

Publishing and promoting the Scheme

The Scheme has been agreed by the academy's Governing Body and will be published in the following ways:

- Copies of the scheme will be made available to all staff and governors on academy web site
- Copies of the scheme will be held in public areas of the academy ie Westburn reception for parents/carers to access
- The scheme will be published on the academy's website

ACTION PLAN 2014-17

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Monitor and analyse pupil achievement by SEN/race/disability/FSM/EAL and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by SEN/race/disability/FSM/EAL	Head Teacher Governing Body AH responsible for data DH with responsibility for vulnerable groups and overview of SEN	During year. (Key assessments)	Analysis of teacher assessments demonstrates that the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models that young people positively identify with, which reflects the academy's diversity in terms of race and disability.	Increase pupils' participation, confidence and achievement levels	Social Sciences lead through History lesson plans/history club DH (curriculum)	2014-17	Notable increase in participation and confidence of targeted groups.
All	Recognise and represent the talents of disabled pupils in Able and talented programmes, and ensure representation on the programmes fully reflects the academy population in terms of race.	Able and Talented register monitored by race and disability.	SENDCo	2014-17	Analysis of the Able and Talented register indicates it is changing to reflect th academy's diversity

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All	Ensure that displays in classrooms and corridors promote diversity in terms of race and ethnicity	Increase in pupil participation, confidence and positive identity- monitor through PHSE/Personal and Social Development Programme (PSD)	Head Teacher Designated Person Year Leaders Subject Leaders	2014-2017	More diversity reflected in academy displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the academy eg through involvement in the Academy Council by election or co-option, assemblies, fund raising etc.	Academy Council representation monitored by race and disability	Member of staff leading on Academy Council	2014-17	More diversity in Academy Council membership
All	Extended academy activities such as breakfast and after – academy clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the academy population in terms of race, disability, socio-economic status	Club registers monitored by race, disability, and socio economic status wherever possible	Club leaders		More diversity in club membership
Race Equality duty*	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body /LA on a termly basis	The Head teacher and Governing Body will use the data to assess the impact of the academy's response to incidents ie. Have whole academy/year group approaches led to a decrease	Head Teacher Governing Body DH (Pastoral)	Reporting December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is

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		in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?			challenged by the Governing Body
Gender Equality Duty	Encourage girls to take up subjects often dominated by boys in mixed academy eg Football, Sciences, Technology etc	Increased participation of girls in Football, Science and Technology clubs	Members of staff in PE, Science and Technology	2014-2017	More girls joining academy clubs
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people/parents in design and specifically welcoming applications from disabled candidates	Monitoring of applications by disability to see if material was effective	Lead Governor on SEN and disabilities Head Teacher Governing Body	2014-2017	More applications from disabled candidates to be academy Governors
Disability Equality Duty	Ensure disabled children can take part in all aspects of the curriculum, including educational visits and journeys, lunchtime activities, PE and assemblies	Increase in pupil participation, confidence	Subject leaders Year leaders Head Teacher DH (Curriculum) DH (Pastoral)	2014-2017	All pupil accessing all parts of curriculum and extended curriculum

Summary-Ensuring Equality of opportunity and Participation

Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, academy council meetings, parents' evenings etc. The academy will provide extra and additional support for pupils who are underachieving, in order to make progress in their learning and their personal well-being eg ensuring that children with visual impairment have accessible texts. Additional support will be available for parents of under-achieving children eg reporting progress/discussing needs. There will also be additional support for disabled parents/carers to help them play a full part in the life of the academy eg ensuring meetings are held in the most accessible parts of the academy to support wheelchair users.

The academy will provide reasonable means for children, young people and families to interact with people from different backgrounds and build positive relationships, including links with different academy's and communities. This will help children and young people to understand others and value diversity. We will promote shared values, awareness of human rights and how to apply and defend them.

The academy will collect and analyse evidence and data on children's achievement, attendance and participation by race, disability and use this to inform strategies to raise achievement. The Governing Body will report annually in the annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.