

All Saints Catholic High School Equality and Diversity Statement

Mission

See mission statement: <https://www.allsaints.sheffield.sch.uk/mission-values-and-vision/>

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a regular basis to the headteacher


The equality link governor is Loraine Foote. She will:

- Meet with the designated member of staff for equality twice a year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing body regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Appoint a member of staff to have equality as a key element of their role
- Report to the equality link governor annually to raise any issues

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.



Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year. The school has an equality link governor.

They make senior leaders and governors aware of any issues as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of students and staff who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging students and staff who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school will keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality objectives

Objective 1: *Ensure all students are able to access school activities*

We have chosen this objective to enable students with disabilities to have the greatest opportunity to participate in school activities.

To achieve this objective we plan to refer to equality impact assessments when planning school trips and activities

Progress we are making towards this objective: this will be monitored termly

Objective 2: *Increase the representation of black and minority ethnic communities in the life of the school*

Why we have chosen this objective: the school population is now 41% black, ethnic minority and mixed race students. The cultural diversity of the student population needs to be matched by the use of imagery and activities included in the work of the school and through student representation in the Student Leadership Teams.

To achieve this objective we plan to: With students review the school calendar to identify key dates that can be celebrated and develop activities led by students including cultural awareness days; using student input/views review images around the school; with curriculum staff, review examples used in school through BAME audit with subject leaders; discuss with staff and students the content and approaches used in the History department and a review of the KS3 curriculum in History, develop the work of the Diversity and Inclusion student leadership team, complete research into anti-racism national accreditation with a view to completing accreditation as a school, CPD with staff to develop skills and training.

Progress we are making towards this objective: this will be monitored termly via student voice and staff voice

Monitoring arrangements

The school will update the equality information we publish, at least every year.

This document will be reviewed and approved by the Curriculum and Student Welfare Committee at least every 4 years.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Safeguarding Policy
- SEN Policy