



# ST JAMES'

## CATHOLIC HIGH SCHOOL

## Public Sector Equality Duty Statement

Reviewed and Ratified	March 2020
Date of Next Review	March 2024

### St James' Mission Statement:

*To ensure everyone within our school **family** achieves their full potential,  
to encourage learning and development through **faith**,  
and to strive for **excellence***

### Rationale:

St James' Catholic High school welcomes its duties under the Equality Act 2010. We will work towards building a culture that values diversity and equality, by recognising and appreciating individual needs and differences. This policy is relevant to the developing and changing circumstances in the UK. It will be reviewed and adapted each time government legislation, best practice and the local communities develop and change.

### Aims:

- to ensure that every member of the school community has opportunities to achieve the highest possible standards and the best possible qualifications for the next stage of their life and education;
- to provide equality of opportunity for all students
  - to prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community



## Legal Duties

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

It requires schools to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity and foster good relations for students, staff and others using school facilities.

## Objectives and Values

St James' is a school 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 creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of:

- Disability
- Gender
- Gender identity/reassignment
- Pregnancy and maternity
- Ethnicity/Race
- Religion or belief
- Sex and sexual orientation

Our objectives are to:

- develop a curriculum and resources to support all students' learning;
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- improve the built environment to enable disabled students to take full advantage of their education, benefits, facilities and services provided;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive, non-stereotyping information about different groups of people regardless of disability, gender, gender identity/reassignment, ethnicity, religion
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these objectives we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- ensure that modified or differentiated materials and resources are accessible by providing curriculum support



- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- regularly review the school's Accessibility Plan
- monitor the inclusion of SEN/disabled students in whole school activities
- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- respect the religious beliefs and practices of all members of the school community and comply with reasonable requests for religious observance and practice;
- have high expectations of behaviour which will demonstrate respect to others.

## Leadership, Management and Governance

The school's Leaders are committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all students and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination.

## Responsibilities: The Governing Board

It is the Governing Board's responsibility to:

- ensure that the school complies with equality legislation
- meet requirements to publish an equality scheme
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Board;
- provide information in appropriate, accessible formats.

## Responsibilities: The Headteacher

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;



Responsibilities: All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Monitoring and Quality Assurance

- Each student's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs and looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusiveness.)
- The data collected is used to inform further school planning, target-setting and decision making.

This policy should be read in conjunction with all other relevant policies.