

ST JOSEPH'S COLLEGE

EQUALITY OBJECTIVES

Date of Latest Review:	March 2022
Next Review Date:	March 2026
Policy Available for Staff at:	College Website
Policy Available for Parents at:	College Website
Headteacher:	Ms M Roberts

This policy links with our policies on:

- Accessibility plan
- Risk assessment

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

2. 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.

3. Roles and responsibilities

The governing board 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Meet with the designated member of staff for equality every term, 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

4. 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 should receive training on the Equality Act as part of their induction, and all staff should receive refresher training every year from September 2021

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. 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 that 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 people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people 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 clubs and activities)

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

- Publish attainment data each academic year showing, where appropriate, 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

6. 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

7. 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:

- Cuts across any religious holidays
- 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.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.

- We have chosen this objective in order to inform our recruitment practices and process to achieve better representation on our staff of people with protected characteristics
- To achieve this objective we plan to collect the monitoring data from applications and report annually to the Resources sub-committee of the Governing Board
- We will commence this work in the academic year 2021-22 and report progress in the first resources meeting in each year

Objective 2

Have in place reasonable adjustment plans for any staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

- We have chosen this objective in order to better support staff who with disabilities and long-term health conditions requiring adjustments to address any disadvantages they experience
- To achieve this objective we aim to devise and implement adjustment plans for any member of staff in need of adjustments, including those with chronic health conditions
- We have made adjustments for our staff who are clinically extremely vulnerable during the Covid-19 pandemic and these remain in place. Previously we have made adjustments for staff with chronic conditions. We will draw up plans as required and report progress annually in the first resources meeting each year

Objective 3

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 1% to 20% of the teaching workforce.

- We have chosen this objective in order to better match the profile of our students and the profile of our staff
- To achieve this objective we aim to target SCITT trainees for appointment and target former students to train with the SCITT. We aim to utilise social media to increase our reach when making appointments
- Work on meeting this objective will commence in 2022 and run for four years. Progress will be reported to the Governing Board annually.

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

- We have chosen this objective in order to ensure that recruitment and selection procedures are fair and equitable for all candidates to demonstrate our commitment to equality of opportunity
- To achieve this objective we aim to utilize our membership of The National College to source training for all SLT, the head of HR and governors
- We will have training completed by December 2022

Objective 5

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

- We have chosen this objective in order to demonstrate our commitment to equality of opportunity for people with disabilities and playing our part in appropriately readdressing some of the inequities they experience
- To achieve this objective we will include the Two Ticks symbol on marketing and advertising for jobs
- We will explore using the Two Ticks mark in Spring term 2022 and implement by September 2022

9. Monitoring arrangements

The school will update the equality information we publish, [described in sections 4 to 7 above], every year.

This document will be reviewed by the Resources Committee at least every 4 years.