



OAKLANDS CATHOLIC SCHOOL
AND
SIXTH FORM COLLEGE

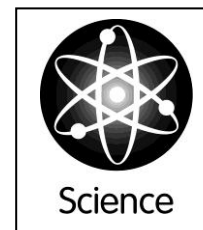
SINGLE EQUALITIES POLICY

APPROVED BY GOVERNORS	JANUARY 2011
REVISION DUE	JANUARY 2012
MEMBER OF STAFF RESPONSIBLE	CHILD PROTECTION OFFICER / BUSINESS MANAGER
STATUTORY / NON-STATUTORY	STATUTORY



Community

Unity



Opportunity

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Oaklands Catholic School is committed to building a culture of equality and openness to the richness of all humanity and its differences where we strive to be a distinctive and inclusive community. (Governors Strategy Document 2010-2015)

1. Policy Statement

Oaklands Catholic School and 6th Form College will respect and value all those who visit, learn or work at the School, irrespective of any differences in age, gender, ethnicity, background, ability or belief. The School recognises the need to eliminate any form of discrimination, breaking down any associated barriers.

The school will promote and celebrate 'Equality for All' regardless of age, disability, race, ethnic or national origins, religious or political beliefs and affiliations, gender, sexual orientation, marital status and family responsibilities thus embracing all strands of equality. The School understands its legal and moral responsibilities and embraces and celebrates its rich diversity at every opportunity, whilst equally attentive to its tradition as a Catholic School and its mission to uphold the teachings of the Church.

The School Single Equality Policy references the duties of Equality Legislation.

UNITED BY THE CROSS

"Our work at Oaklands is guided by the Gospel values of faith and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, purity and holiness, tolerance and peace, service and sacrifice, respect and responsibility. These values are nurtured and integrated into our work." (Oaklands Values Statement)

2. Aim

To ensure Oaklands Catholic School not only fulfils its legal position in relation to current and future Equality Legislation, but additionally, goes beyond compliance in 'Providing and Promoting Opportunities for All' free from any aspect of discrimination.

Thus aiming to ensure that Oaklands Catholic School is a place where:-

- All who learn and work have the opportunity to participate fully and achieve their full potential with appropriate support where necessary.
- Physical, social and economic barriers to access are minimised
- The environment is welcoming and supportive.
- Everyone accepts their responsibility to uphold equality and show respect to others.
- All complaints of any strand of Equality are investigated and appropriate actions are taken.

COMMUNITY: NO ONE GETS LEFT BEHIND

Oaklands strives to be a genuinely and fully human community where people can grow and develop whilst feeling cared for and valued. (Oaklands Values Statement)

3. Scope

All employees, governors, volunteers and students are expected to promote and respect equality across all areas of school activity.

4. Implementation

A Single Equality Scheme and its Action Plans on race, disability and gender have been developed to help us meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006

Within the Single Equality Scheme the key objectives outline our commitment in relation to:

- Leadership and Management
- Staff experience and support
- Student experience and support
- Environment and resources
- Information, Advice and Guidance (IAG)
- Monitoring and Reviewing

Associated documents

- Single Equality Scheme/Action Plan
- Single Equality Committee Terms of Reference
- Equality Impact Assessments and Reviews
- Equality and Diversity Impact Measures
- Safeguarding Policy
- Allegations of Abuse against staff policy

In addition, the Equality Scheme and the Action Plan set out our approach for meeting the requirement on governing bodies of maintained schools of the duty to promote community cohesion as outlined in the EIA 2006 (Education and Inspections Act).

5. Introduction

Oaklands Catholic School exists to help all of its students achieve their full potential. As a learning organisation, Oaklands strives to ensure that the values which underpin high quality teaching and learning – encouragement, honest self-evaluation, high expectations and mutual respect characterize its management and organisational culture.

The primary focus for all staff is to care for students and help them to develop their potential and to provide a safe, welcoming and vibrant setting for learning. Students, staff and governors are encouraged to participate in its running and development through clear communication and regular consultation within an atmosphere of openness, confidence and trust.

OPPORTUNITY: POTENTIAL FOR GREATNESS

We value the opportunity that Oaklands provides for every student to achieve their full potential through high quality education and academic success.

We value the opportunity that comes with the freedom to choose Catholic education at Oaklands and “the right of parents to see that their children receive the sort of education they want for them”. This we believe contributes to community and social cohesion as parent’s rights are respected and educational diversity is maintained. (Oaklands Values Statement)

6. Commitment to Equality

This Single Equality Scheme encompasses equality in all forms including, Disability, Race/ethnicity, Gender, Sexual Orientation, Age, Faith/belief and Re-assignment of Gender. Whilst being consistent with previous schemes and policies, it represents a co-ordinated approach to Equality and Diversity and a commitment to an ongoing process of positive development.

It is the School’s vision to provide an environment in which discrimination in all its forms is deemed to be unacceptable and to treat everyone equally, irrespective of their gender, race, ethnicity, belief, age, mental or physical health or sexual orientation. Tackling discrimination and promoting healthy relationships with people is wholly consistent with the Schools’ pursuit of excellence.

OPPORTUNITY: POTENTIAL FOR GREATNESS

We value the opportunity that Oaklands provides for every student to achieve their full potential through high quality education and academic success. (Oaklands Values Statement)

7. Legal Context

The School’s Single Equality Scheme (SES) cover the (‘positive’) statutory duties of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006, and also protects against discrimination on the grounds of age, sexual orientation and religion. The Scheme will integrate equality and fair treatment issues into our core priorities and functions. It incorporates existing, revised policies: Race Equality and Equal Opportunities along with new Disability Equality (previously Accessibility) and Gender Equality Policy. Leadership and commitment at all levels of the organisation are central to the success of the Scheme. In everything we do, we will consider how we can ensure that we do not discriminate

against or disadvantage individuals or group, and we will seek opportunities to promote equality and diversity wherever we can. We recognize that the Scheme is work in progress, to be consulted on and refined as necessary and practical steps to be taken are presented as an action plan.

8. Scheme purpose

The Scheme sets out the Oaklands approach to equality and diversity, as an employer and provider of education in Hampshire and as a Catholic School. The Scheme covers the following statutory legislation and regulations:

- Race Relations (Amendment) Act, 2000
- Disability Discrimination Act, 2005
- Equality Act, 2006
- Employment Equality (religion or Belief) Regulations, 2003
- Employment Equality (Sexual Orientation) Regulations, 2003
- Employment Equality (Age) Regulations, 2006

Our Scheme will help us to achieve a framework for action across all equality strands. It will assist coordinated improvements in communication and managing our equality commitments and actions. Most importantly, it is designed to go beyond mere compliance with legislation – equality and diversity must form part of the fabric of the way we work and our organisational culture.

Under the specific duties of the Race Relations Amendment Act, the Disability Discrimination Act and the Equality Act, the school has a statutory duty to report annually on Scheme progress. We will accomplish this by submitting an annual report to the Full Governing Body, describing all outcomes of Scheme activities and new actions.

9. Impact Assessments

All new or revised policies and relevant procedures will undergo an impact assessment to ensure that they do not have a detrimental impact on any particular member or group within our school community. If the evidence supports it, further investigation involving people who are, or who are likely to be affected by our policy will be carried out.

10. Monitoring arrangements

We will monitor the performance and profile of our learners and our staff profile in terms of race, disability, gender and additionally for staff, age. The monitoring reports and processes will be developed by the Senior Leadership Team and agreed by the Full Governing Body.

The School will establish an Equality and Diversity Committee made up of members of staff and students and chaired by the Equality and Diversity Officer, to meet on a half-termly basis. The Equality and Diversity committee will monitor the effectiveness and implementation of the Single Equality Policy, Scheme and Action Plan on behalf of the school.

It will assess its effectiveness by means such as:

- Requesting, receiving and reviewing reports from all sections of the school
- Monitoring of all new policies and procedures implemented by the school
- In liaison with the Equality and Diversity Officer, submit an annual report to the Full Governing Body detailing all outcomes of the Single Equality Scheme and new actions
- Ensuring that all documentation (policies, procedures, handbooks etc) is Equality Impact assessed.
- Identifying and discussing ways of improving equality of opportunity across the school.
- Providing a means by which people can talk informally in confidence about any aspect of equal opportunities.
- Monitoring will be undertaken in accordance with best practice recommendations, particularly from bodies such as the Commission for Racial Equality (CRE), Equal Opportunities Commission (EOC) and the Disability Rights Commission (DRC), and with regard to data protection and DDA IV Confidentiality Principles.

11. Oaklands as an employer

11.1 Introduction

As employers, The Governing Body in association with Catholic Education Service will reflect their commitment to equality and diversity to ensure we achieve and retain a diverse workforce.

The Governing Body of the school recognises its responsibilities in the employment of staff in the school. In accordance with those responsibilities, it wishes to ensure the fair and equal treatment of all its staff, all those who are applicants to work in the school and those individuals who undertake work on school premises. This section of the policy sets out the principles under which the Governing Body of the school will operate to meet these aims.

The policy has been discussed and agreed with all staff representatives and with the trade unions and professional associations. It is available to all staff in the school and to any prospective applicant. The Governing Body welcomes any comments or contributions to the policy document.

11.2 Statement of Intent

The Governing Body of the school is committed to equality for all in the recruitment, appointment, development, training and promotion of staff, and in all dealings with pupils and parents of the school. This section of the policy focuses specifically on the employment of staff in the school. The Governing Body recognises the value of a diverse and inclusive workforce. The Governing Body and managers of the school will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively in its staffing decisions. All decisions, including advertising of vacancies, short listing, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of school requirements. The only personal characteristics, which will be taken into account, will be those which are necessary for the requirements and

proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of groups.

All staff will have a right, through the agreed procedures, to challenge any decision or action which they believe to be in breach of these principles. Any member of staff who deliberately and knowingly contravenes the policy will be liable to formal disciplinary action.

11.3 Statutory requirements

The Governing Body is bound by law not to discriminate on certain grounds. The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the “protected characteristics” that qualify for protection from discrimination as: -

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy, maternity and paternity
- Race
- Religion or belief
- Sex; and
- Sexual orientation

There are some exemptions from this legislation in situations where the essential nature of a job calls for a man, woman, or a person from a particular religion or racial group. The governing body will not normally seek to use exemptions from the above Acts. This school, as a Catholic school may seek to appoint staff who are members of the Catholic faith for the purposes of sustaining the ethos of the school. This may apply to the appointment of certain teaching staff and the senior leadership team.

The Governing Body will give sympathetic consideration to requests for time off or for religious observance from staff who are active members of particular religions or beliefs, although such time off will be unpaid and will be considered only subject to the operational requirements of the school.

The Governing Body will wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help overcome practical difficulties created by applicants or members of staff who have a disability.

The Governing Body operates a policy of automatic entitlement to interview for any disabled applicant who meets the essential criteria for a vacant post. In any event, although there may be practical difficulties in the appointment of some disabled people to the school, this will not be a factor in preventing their full and proper consideration and reasonable adjustments will be considered as required.

- Applicants who are aware they have specific needs at the time of application to the School are encouraged to outline them in confidence so that appropriate arrangements can be made before and during the interview.

- Where adjustments to the School environment are required, the School will make every effort to respond, provided this may be achieved within reasonable resource constraints and does not compromise Health and Safety of the School community.
- Where a disability has been declared, interviews with potential staff will include an assessment of the applicant's expectation and needs, together with an assessment of whether the School's facilities and resources are sufficient to meet those needs.

The Governing Body acknowledges these areas of regulation and confirms its commitment to enforce these statutory requirements in the school.

The over-riding premise that will be adhered to in matters of equality, by all governors and staff in the school, is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

11.4 Advertising of vacancies

Vacancies will be advertised openly and will normally be available for members of staff in the school to apply. In most cases vacancies will be advertised externally unless there are exceptional reasons why this should not occur, for example in situations of potential redundancy.

Applications will be assessed on the basis of suitability for the job or educational provision requested. The assessment will be independent of, and will not be influenced by, any consideration relating to the support requirements of the applicant

11.5 Selection for appointment or promotion

All decisions relating to appointments or promotions will be conducted in accordance with the following principles:

- a detailed role profile will be drawn up which accurately describes the duties of the post
- an objective and sufficiently detailed person specification will be defined from the role profile
- from these documents a list of objectively assessed selection criteria will be drawn up
- role profiles, person specifications and selection criteria will be available to all candidates
- short listing will be carried out against the selection criteria and a written record retained of the assessment of each candidate
- all interview panel members must be trained in selection techniques
- at least one person on each panel will be trained in equality and the requirements of anti-discrimination legislation
- selection decisions will be made against the agreed criteria and no other criteria will be used
- a written record of the selection decision relating to the agreed criteria will be retained

- reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the school

11.6 Specific Issues

i. Age

The Governing Body is opposed to any direct or indirect discrimination based on age.

ii. Disability

The Governing Body is opposed to any discrimination against people with disabilities based on assumptions of their ability or otherwise to carry out the duties of a post in the school. (*Where applicable* -- All candidates with disabilities who meet the basic essential criteria for a post will be interviewed.) Where a candidate who has a disability is appointed to a post in the school, reasonable provision will be made for adjustments to the working conditions or environment where this is practicable.

iii. Gender reassignment

The Governing Body is opposed to any discrimination as a result of a person proposing to undergo, undergoing or having undergone a process (or part of a process) for the purpose of reassigning the person's sex

iv. Marital status or civil partnership

The Governing Body is opposed to any discrimination against employees who are married or in a civil partnership.

v. Pregnancy, maternity and paternity

The Governing Body is opposed to any discrimination against a woman because of her pregnancy and/or maternity leave.

vi. Race

The Governing Body is opposed to any direct or indirect discrimination based on race, colour, ethnic or national origin. There may be situations in the school which require special consideration and where an occupational requirement may apply to justify the employment of someone of one particular race or ethnic origin. However, these situations will be unusual and exceptional, and will be discussed with the staff in advance.

vii. Religion or Belief

The Governing Body is opposed to any direct or indirect discrimination based on religion or belief - subject to the statement in Section 3 above.

viii. Sex

The Governing Body is opposed to any direct or indirect discrimination based on gender. There may be situations in the school which require special consideration and where a genuine and determining occupational requirement may apply to justify the employment of someone of a particular sex. However, these situations will be unusual and exceptional, and will be discussed with the staff in advance.

Sexual Orientation

The Governing Body is opposed to any direct or indirect discrimination based on perceived or actual sexual orientation.

ix. Harassment or bullying

The Governing Body is opposed to any unwanted conduct relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. The Governing Body is further opposed to any act of victimisation, harassment or bullying against any member of staff either by an employee or third party based on assumptions about their status in the above categories or any other grounds. Such action will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

x. Non-statutory aspects

Although there is no statutory requirement not to discriminate against other groups, or characteristics of staff, the Governing Body wishes to state that it will not in any way discriminate against members of staff or applicants for posts on the grounds of their political affiliation.

11.7 Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- encouraging applications from specific groups which are under-represented in the school
- encouraging people with disabilities to apply for posts
- advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- language/literacy training
- supporting training measure for under-represented groups
- assistance with applications for candidates with language problems
- provision of childcare facilities or support with the costs of childcare facilities for staff
- exploring the possibility of career breaks for women to assist with family commitments
- commitments to interviewing disabled people who meet the basic criteria for the post
- encouraging staff to become representatives of trade unions/associations

11.8 Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school's Grievance Policy clearly states the procedures to resolve grievances and for the handling of complaints of harassment and bullying at work and should be read in conjunction with this section of the policy.

11.9 Monitoring the Policy

An Equality policy can only be shown to be effective if its implementation is properly monitored. Given the scope of our policy, this means monitoring both the existing staff of the school and all applications from outside of the school. The school will therefore keep records of existing staff and new applicants which can be analysed to provide data to assess whether this policy is working in practice.

The Governing Body will regularly monitor the effectiveness of this policy by the following methods:

- The existing workforce will be asked to complete a monitoring form so that data is available on the composition of the staff group.
- All applicants for posts will be asked to complete a monitoring form to enable monitoring of our selection decisions against the principles of this policy.
- All applicants for posts will be invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to submit an application, attend an interview or carry out the duties of that post. Responses to this question and appropriate actions taken by the school to accommodate people with disabilities will also be monitored as part of this process.
- Information arising from this data collection process will be published on an annual basis and will be available to all staff and governors.
- Staff and governors who take part in the interviewing process will be invited to give feedback from time to time, and to make suggestions for improvements.
- The incidence of complaints under the above procedures and any other aspect of this policy will also be monitored, and figures published on a regular basis.
- The Governing Body will ensure that information is stored in an appropriate and confidential format in accordance with the Data Protection Act 1998.

11.10 Non-employment aspects of equality

This section of the policy relates only to the employment aspects of the activities of the school. The principles outlined here by the Governing Body of fair and equal treatment apply equally to our approach to pupils and parents of the school and to our dealings with members of the local community and all outside agencies. The school's policy on equality in the curriculum and the treatment of pupils is set out in sections 15, 16 and 17 of this policy.

11.11 Training

The principles outlined above in relation to fair and equal treatment will also apply to selection for training. Requests for training will be considered in accordance with the school's operational priorities, based on the school's overall development plan and budget allocations.

Similarly, the training of the school managers and governors in issues of equality and discrimination is an essential part of our Equality policy.

Where training is scheduled to take place on site, the school will, where possible, adapt the methods of training delivery if current arrangements disadvantage particular individuals or groups of staff.

All employees have equal rights to training, promotion and other aspects of career development. Special employment needs will not be used to justify a failure to promote or train any employee.

All staff will be encouraged to inform the School of any changes that occur to their needs so that steps may be taken to ensure their development needs are met.

12. School Governance

The Single Equality Scheme/Policy subject to the approval of the Full Governing Body who will monitor the school's performance.

13. Oaklands as a purchaser

When buying products and services from another provider, we will seek to be reassured about that organisation's commitment to equality and diversity. This will be a significant factor in selection during any tendering process.

14. Oaklands as a provider of education

The school is committed to ensuring that teaching and learning are available to and accessible for a broad range of students. We will achieve this through the provision of a range of teaching methods and media; classroom practice that takes full account of the need to engage students of all levels and ability and preferred ways of working and, the provision of student support services that cater for students with diverse needs. The Governing Body is opposed to any direct or indirect discrimination based on religion or belief.

15. Race Equality

15.1 Statement of Intent

The School is required to maintain a written statement of our policy for promoting race equality, assess the impact of our policies on staff and students, and monitor the admission and progress of students and the promotion and career progression of staff.

We continue to believe that the essential nature of Oaklands is that of a Christian community within the Catholic tradition. Within such a community the value and uniqueness of each individual in the eyes of God and the teachings of the gospel are at the heart of all we do. We affirm that it is the entitlement of each of us to be accepted as we are. This supports one of the key tenants of our Mission statement that 'No one gets left behind'.

By reflecting on and valuing the cultural diversity of its members and the wider society in which we live, the school aims to promote a secure and caring environment in which mutually supporting relationships flourish thus reflecting our commitment to community Cohesion.

15.2 Scope

This section of the policy applies to all staff and students of Oaklands Catholic School, to applicants and visitors to the School and to contractors working on the site.

15.3 Legal Background

The Race Equality Policy complies with the requirements of the Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, and places a duty on public organisations to promote race equality.

The Governors have a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups (section 7 of the Race Relations Act 1976 and the Race Relations Amendment Act (2000))

The policy also takes into account

- The "Code of Practice on the Duty to promote Race Equality" which came into effect on 31st May 2002 issued by the Commission for
- Racial Equality. "Learning for All", the standard for racial equality in education issued by the Commission for Racial Equality.
- The OFSTED guidance on racial equality.

It is important that we take a proactive and sensitive approach to the promotion of race equality.

15.4 Aims

The aims of this section of the policy includes

- preparing students for life in a diverse society and world;
- developing students' sense of personal and cultural identity which is confident and open to change and both receptive and respectful towards other identities;
- acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination;
- ensuring that cultural issues relating to racism and racial equality are recognised and managed across all areas of school activity;
- ensuring that racial equality is an integral part of all planning and decision making within the school.
- No one receives less favourable treatment, on grounds of race, colour, nationality, or ethnic or national origins, or is disadvantaged by any conditions, requirements, provisions, criteria, procedures or practices that cannot be justified on non-racial grounds, or victimised for taking action against racial discrimination or harassment, or instructed or put under pressure to discriminate against, or harass, someone on racial grounds.
- The school is free on unwanted conduct that violates the dignity of individuals or creates an intimidating, hostile, degrading, offensive or humiliating environment.

15.5 Leadership, management and governance

The school is to be proactive in promoting racial equality through all areas of the curriculum (see department statements) the collective act of worship, the tutorial programme and out of class activities.

The school acknowledges the responsibilities of key personnel

- The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities, as an employer of staff and provider of education and that this policy and its related procedures and strategies are fully implemented.
- The Headteacher is responsible for implementing this policy, for ensuring all staff are aware of their responsibilities are given relevant training and support, and for taking appropriate action in any cases of unlawful discrimination. Any incidents of racial abuse will be reported to the LA in accordance with the guidelines
- The Deputy Headteacher is responsible for co-ordinating racial equality work and dealing with reported incidents of racism and racial harassment.
- All staff are expected to be aware of the School's statutory duties in relation to race legislation and to deal with racist incidents that may occur, to be aware how to identify and challenge racial and cultural bias and stereotyping; to support any students in their classes for whom English is an Additional language and to incorporate principles of equality and valuing diversity into all aspects of their work.
- Longer-term visitors and contractors are responsible for knowing and following the school's race equality policy.

15.6 Policy, planning and review

The school is to ensure that the principles and procedures outlined in the above sections feature in all policies and practices. In particular this will apply to:

- students' progress, attainment and assessment;
- behaviour, discipline and exclusions;
- student pastoral care and guidance;
- teaching and learning;
- admissions and attendance;
- the content of the curriculum;
- staff recruitment and professional development;
- working with parents and the community.

15.7 Implementing the policy

The school is to implement this policy through:

- Monitoring how the policy effects the practice of
 - Admissions (by regular review to ensure our policy is compliant)
 - Attendance (via SEF)
 - Student Progress (via SEF)
 - Attainment and Assessment (via Governors Exam review)
 - Behaviour Discipline and Exclusions (regular reporting to Governors)
 - Student Personal Development (via discipline and behaviour reports to Governors on an annual basis)
 - Pastoral Care (via annual reporting to Governors)
 - Curriculum, Teaching and Learning (exam review and SEF)
 - Partnerships with Parents and Communities (via publications such as Oaklands new and website)
 - Staff Recruitment and Professional Development (via CPD review)
 - Dealing with Racial Harassment (via reporting procedures to Health & Safety Committee)
- focusing on areas for development and staff training;
- inclusion of core policy in the staff handbook and school prospectus;
- developing centralised and department resources;
- the use of appropriate outside agencies;
- visits that promote cultural diversity awareness;
- the development of a directory of contacts;
- resource sharing at all levels.

15.8 Within Departments

Curriculum, Teaching and Learning

- The allocation of classroom resources ensures that students from all ethnic groups have equal access to the curriculum. Departmental schemes of work include opportunities for students to study their subject in the context of our multi-cultural society. The schemes of work reflect the Christian ethos of the school and are founded on the Christian principle of inclusivity in Christ.
- The language and learning needs of ethnic minority students are acknowledged in all subject areas, particularly where English is an additional language.
- The periodic collection and analysis of qualitative data from specific student groups takes place, e.g. a survey of ethnic minority students to determine their opinions on factors contributing to effective learning.
- Prejudice, bias and discrimination are challenged across the curriculum. The curriculum encourages and equips all students to identify, challenge and deal with racism, prejudice and stereotyping, particularly through RE., PDC, History, Geography, English and through Assemblies and Tutor time.

15.9 Monitoring and Evaluation

The effectiveness of this policy will be monitored regularly by the Equality and Diversity Committee who will report to the Governors Curriculum/Staffing Committee once a year.

Staff and students will be made aware of the policy and of their right to fair and equal treatment, irrespective of race, colour, nationality or ethnic or national origins.

Our commitment to racial equality will be highlighted in our prospectus and school website

16. Disability Equality

The Disability Discrimination Act 2005 (DDA) places a duty on public organisations to promote disability equality. Under the duty, and through relevant functions, the School is required to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under DDA
- Eliminate harassment of disabled people that is related to their disabilities
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's challenges, even where that involves treating disabled people more favourably than others

Under the DDA we are required to involve disabled people in the development of policy which impacts on them.

16.1 Statement of Intent

Oaklands Catholic School is committed to promoting equality of opportunity for all disabled staff, students and visitors. The School seeks to create an environment that is open and accessible,

where diversity and individual choice are respected, thus enabling all of its community to participate fully in School life. In particular, the school seeks to:

- Eliminate unlawful discrimination and disability-related harassment
- Take all reasonable steps to meet disabled people's needs
- Promote positive attitudes towards disabled people

16.2 Definition

A person has a disability if he or she has a 'physical or mental impairment that has a substantial and long-term adverse effect on his or his ability to carry out normal day-to-day activities'. (Disability Discrimination Act 1995, Part 4). The Disability Discrimination Act 2005 broadens the definition to include unforeseen disabilities, for example HIV infection, multiple sclerosis and cancer. Disability therefore covers a wide range of mental and physical impairments including those affecting mobility, hearing and sight, learning difficulties including dyslexia, and medical conditions including mental health problems.

16.3 Scope

This policy applies to all staff and students of Oaklands Catholic School, to applicants and visitors to the School and to contractors working on the School site.

16.4 Legislation

The Disability Equality Policy (DEP) complies with the requirements of the Disability Discrimination Act 1995, the Disability Discrimination Act 2005 and the Special Educational Needs and Disability Act (SENDA).

16.5 Discrimination

- Discrimination may occur in two ways
 - By treating a disabled person less favourably, for a reason related to the person's disability
 - By failing to make a reasonable adjustment, resulting in a disabled person being placed at a substantial disadvantage.
- The School will not discriminate against any person because of a disability unless this can be justified: in exceptional circumstances, the School may genuinely and reasonably believe that less favourable treatment is necessary, for example, where the health and safety of the disabled person or someone else would be placed at risk or excessive and unreasonable adjustments would be needed to accommodate the disability.

16.6 Reasonable Adjustments

- The School will see to make reasonable adjustments, wherever possible, to accommodate individual needs; furthermore, it will seek to anticipate the requirements of disabled people so that it is in a position to comply with its duty as and when required.

- Examples of reasonable adjustments:
 - Providing publicity materials and information in alternative formats
 - Allowing absences for rehabilitation, assessment or treatment
 - Making special arrangements for parking and access to buildings where possible
 - Modification of equipment
- The School will discuss with disabled members of the school community what reasonable adjustments are needed. If there is not sufficient expertise available in the School to deal with a particular reasonable adjustment, the School will seek specialist advice, for example, from the Disability Rights Commission.

16.7 Responsibilities

- The Governing Body has overall responsibility for meeting the legal requirements related to disability
- The Senior Leadership team, in consultation with the Equality and Diversity Committee, has responsibility for managing the implementation of the DEP and for monitoring its effectiveness
- All staff are expected to be aware of the DEP and to treat disabled people, whether students, staff or members of the public in accordance with its provisions.

16.8 Disclosure

- All existing and prospective members of the School community are encouraged to disclose their disabilities so that appropriate support can be made available to them.
- The School will identify students' needs through its enrolment and induction processes. Students will be encouraged to disclose disabilities not already disclosed, at any stage of their journey through Oaklands.
- All information relating to such a disclosure will be treated sensitively, in accordance with normal School procedures and the Data Protection Act.

16.9 Teaching and learning

- Staff will employ teaching and learning strategies which make all lessons as inclusive as is reasonably possible, and where appropriate and reasonable, make adjustments to accommodate disabled students' individual needs.
- Assessment and examination policies, practices and procedures will be adjusted where possible, to provide disabled students with the same opportunities as their non –disabled peers to demonstrate achievement of learning outcomes, this may involved alternative assessment and examination arrangements.
- Where appropriate, specialist training will be provided for teachers of disabled students to ensure they have the knowledge and expertise to provide adequate support.

16.10 Equality Impact assessment (EIA)

- The DEP will be assessed for its impact on students and staff with disabilities.

- The purpose of the impact assessments is to ensure that decisions and activities do not disadvantage disabled people, and that opportunities to promote equality are identified.

16.11 Involving disabled people

- The School will involve those with disabilities when considering policy developments and setting priorities for action.
- Organisational development will be informed by the views of members of the community, particularly those with a disability, to ensure that the School is meeting the needs of all learners and staff.

16.12 Monitoring and evaluation

- The School annually monitors and evaluates the effectiveness of all aspects of its equality and diversity policies.
- The Senior Leadership Team, supported by The SENCO and the Equality and Diversity Committee (EDC) will monitor the applications, admissions, retention and academic progress of disabled students.
- The Senior Leadership Team, supported by the Governors Staffing Curriculum Committee will monitor the recruitment, retention and career development of disabled staff.

16.13 Training

- The School recognises that many of the problems experienced by disabled people are due to lack of knowledge of their needs by those around them. The School undertakes to provide relevant disability awareness training to staff and governors.
- The Governing Body believe that the promotion of equality is the responsibility of all members of the School community. A statement to this effect is included in all School job descriptions

16.14 Publicity and reporting

- The School's commitment to disability equality is highlighted in its prospectus and public website.
- The School produces an annual equality and diversity report which includes an action plan identifying priorities for improvement. The School will include the outcomes of the DES within this report and action plan.
- The outcomes will be disseminated to staff through briefings, staff bulletins and departmental meetings, to other members of the Oaklands community via the website and to members of the public via the School's Freedom of Information Procedures.

16.15 Complaints

Any member of the School community who wishes to complain that a person has been disadvantaged or treated unfairly because of a disability should follow the School's complaints and grievance procedures.

17.0 Physical accommodation/Accessibility

17.1 Statement of Intent

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

The School is committed to making its site accessible, where necessary, adaptations to accommodation subject to the constraints of the buildings and the School's resources.

Where appropriate the School will carry out a risk assessment to ensure that accessibility for particular disabilities complies with the School's Health and Safety Policy.

17.2 Aims

This section of the policy sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- **increasing the extent to which disabled students can participate in the school curriculum;**
The school will continue to seek and follow the advice of LEA services, such as the specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts
- **improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;**
The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- **Provision of information - improving the delivery of information to students with disabilities**

The school will make itself aware of local services, including those responsible through the LEA, for providing information in alternative formats when required or requested.

- by the provision of a broad and balanced education, which will allow each individual, irrespective of sex or ability, to develop his or her talents to the full. (Governors' Curriculum Statement, Oaklands Catholic School)
- to seek the fullest spiritual, moral, physical, intellectual, social personal and cultural development of each student, including those with special educational needs and/or
- disability as defined by the Disability Discrimination Act 1995(DDA)¹, by their full access to, and participation in the richness of opportunities created within the whole school curriculum and through the guidance of a committed team of staff.
- To provide opportunities for students to experience, understand and value diversity.
- in performing their duties, the governors and staff of Oaklands will have regard to the Disability Rights Commission (DRC) Code of Practice 2002.
- Oaklands recognises and values parents' knowledge of their child's disability and its effects on her/his ability to carry out normal activities, and respects the parents' and child's request for confidentiality.

17.3 Implementation

An Accessibility Working Party will be formed by the Learning Support Co-ordinator, and will include the SEN Governor, the Business Manager and two senior LSAs. Its role is to prepare a Management Plan based on the DDA recommendations.

The Management plan will identify and prioritise areas within the school where accessibility needs to be improved.

17.4 Monitoring and evaluation

In order to ensure that students with disabilities are not being disadvantaged, monitoring is seen as essential. The following areas will be reviewed by the Working Party at least annually: Admissions Attainment; Attendance; Exclusions; Extra-Curricular Activities; Homework; Post 16 destinations; Selection and Recruitment of Staff; Governing Body Representation; Parental involvement in school life.

Action plans to address finding resulting from the monitoring will be drawn up accordingly.

17.5 Linked Policies

This section of the policy is directly linked to the following documents:-

School Development Plan

SEN Policy

¹ * A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Staff Development Plan

Curriculum Policies

Building and Site Development Plan

Health and Safety Policy

Behaviour Policy

Community Cohesion Policy

18.0 Gender Equality

18.1 Statement of Intent

The Gender Equality Duty requires public organisations to take a proactive approach to gender equality, and in particular, tackling institutional gender related discrimination.

This Gender Equality section of the policy is guided by the schools Aims, Objectives and Mission Statement; from whose principles the following statement was developed.

We recognise that:

- Each individual is unique and of equal value in the sight of God.
- All students have individual needs and abilities and are entitled to participate in broad and balanced educational experiences. Through these experiences resources and role models provide a positive reflection of the achievements of males and females.
- All students have a unique potential which it is our responsibility to help develop, unhampered by any form of stereotyping.
- All members of the school community are entitled to be treated fairly and without prejudice in every aspect of school life, irrespective of gender, origin, class, disability or any other perceived difference.

18.2 Scope

This section of the policy applies to all staff, Governors and students of the School, to applicants and visitors to the School and to Contractors working on the School site. It should be read in conjunction with the Single Equality Scheme to which it is appended.

18.3 Legislation

The Equality Act 2006 amends the Sex Discrimination Act 1972 (SDA) to place a general statutory duty on the School to have due regard to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women

The legislation carries General and Specific Duties.

General Duty

This general duty requires the School to adopt a pro-active approach, ensure that gender equality is taken into account in all decisions and activities. Under the SDA, unlawful discrimination is defined as:

- Direct and indirect discrimination on the grounds of sex;
- Discrimination on the grounds of pregnancy and maternity leave;
- Discrimination on the grounds of gender reassignment;
- Direct and indirect discrimination against married persons and civil partners;
- Victimisation;
- Harassment and sexual harassment;
- Issues that come under the Equal Pay Act 1970;
- Discrimination and harassment against transsexual people;
- Discrimination against those who intend to undergo, are undergoing or have undergone gender reassignment.

Specific Duties

The specific duties are a means of meeting the general duty. In summary the specific duties are:

- To prepare and publish the methods by which the School intends to fulfil the general and specific duties (this is contained in the SES);
- In delivery of the scheme the School will:
 - Consult employees, students and other stakeholders;
 - Develop strategies to address the causes of any gender pay gap;
 - Describe actions the School has taken on intends to take;
 - Gather information and assess the impact of policies and practices on women and men;
 - Use the information to review the SES objectives and actions;
 - Review the SES bi-annually and review as necessary;
 - Report on progress annually

18.4 Our Commitment

Oaklands Catholic School is committed to supporting a policy of gender equality which is embodied in the following principles:

- Discrimination and harassment, direct and indirect, based on a person's gender is unjust. It is the right of all individuals to expect fair treatment.
- All members of the Oaklands community will be valued equally and treated considerately.
- The promotion of excellent practice in gender equality will be central to all aspects of School life; learning, teaching, employment, environment and student services.
- Staff and students are entitled to dignity and respect in the workplace and learning environment.
- The commitment and involvement of staff and students is essential to the implementation of

our Single Equality Scheme.

This section of the policy sets out the framework within which the School intends to promote equality for and prevent discrimination against, our male and female students, staff, governors and visitors.

Oaklands Catholic School respects and wishes to celebrate the diversity of our students and staff and we recognise the social and intellectual benefits of a diverse student population.

18.5 Planning, Monitoring and Evaluation

The School will:

- Ensure that all business planning, decision-making processes, strategies and policies do not discriminate or enable gender discrimination
- Carry out systematic evaluation of progress towards providing for the needs of all students and staff, irrespective of gender, as an integral part of the School's planning and review cycle.
- Have a Senior Manager who is responsible for Equal Opportunities, appreciating that the implementation of Equal Opportunities is sound management practice.
- Provide a staff with information to raise awareness of sexism, for full time, part time teaching, and non-teaching staff. The school policy will be supplemented by specific departmental policies. Departments will take account of the School policy in delivering the curriculum.
- Raise the awareness of all members of the School regarding the hidden assumptions and messages conveyed during all personal interactions.
- Reflect its Equal Opportunities and valuing Diversity ethos in a safe physical environment, incorporating the provision of adequate facilities for all.
- Observe the development of tutor group composition and selection.
- Offer positive support to all in the school community regardless of gender.

18.6 Publicity and Enrolment

- The School will seek to ensure that School publications are free from gender, cultural or racial stereotyping.
- Continue to liaise with feeder schools to actively promote EO.
- Raise awareness of the Equal Opportunities programme by promoting it to students, parents, governors, employers and other community interests.

18.7 Student Entitlement - The Curriculum

The School will

- Ensure that students have access to all areas of the examined and non-examined current curriculum appropriate to their needs, qualifications and ambitions.
- Monitor the content of the examined and non-examined curriculum, within subject departments, to ensure freedom from stereotyping and that it celebrates diversity.
- Ensure that teaching styles take account of the needs of all students and monitor the

testing and assessment of students, within subject departments, for evidence of bias.

- Take active steps to raise awareness of prejudice through an effective tutorial programme. Materials should promote co-operation and supportive behaviour.
- Encourage all students to develop their sense of self-worth by emphasising their achievements and enhancing their self-image. Qualities such as co-operation, caring for others, sensitivity and assertion rather than aggression, will need to be developed amongst students. (See also Schools Aims and Objectives.)

Enhanced by accurate reports in progress reviews and feedback to parents.

18.8 Student Entitlement – Careers

The School will:

- Monitor careers and higher education advice, literature and programmes for bias.
- Seek to ensure that insights into the world of work and higher education are positive experiences as free as possible from the constraints of traditional stereotyping.
- Ensure that role-models presented to students both within the institution and from outside agencies are fully aware of their responsibility to Equal Opportunities.
- Recognise and value equally the full range of pathways to employment and further education, within limitations of resources
- Student Entitlement – Discipline

Ensure that students feel secure in the school environment and that any acts of indiscipline that contravene the Code of Conduct are firmly dealt with in line with the Governors Student Discipline Policy. In particular any racist behaviour will not be tolerated.

19.0 References

Accessible Schools: Planning to increase Access to schools for disabled students	Issued to all schools in June 2002
Schools Disability Code of Practice	DRC
SEN Code of Practice	
DfES Guidance on Inclusive Schooling	DfES
National Curriculum 2000 Inclusion Statement	DfES
DfEE: Access for disabled people to school buildings (BB91)	DfES
DfES: Guidance for constructional standards for schools (July 2001)	DfES
Disability Rights Commission	0207 828 7022
DfES Publications	0845 602 2260
Ofsted Publications	08456 404045
QCA	0207 509 5556
The Race Relations Act (1970)	
The Race Relations (Amendment) Act (2000)	
The Duty to promote race equality: The Guide for Schools (2002)	
Learning for All: Racial Equality Standards for school (2001)	
Preparing a race equality policy for schools (2002)	

Key web sites

www.cre.gov.uk (Commission for racial equality)

www.catholiceducation.org.uk (Catholic Education Service)

Annexes:

Single Equality Action Plan

ⁱ The Catholic School on the Threshold of the Third Millennium, Congregation for Catholic Education, 1997