



Cardinal Griffin Catholic College

Policy on Equal opportunities (including race equality and gender equality)

Reference: CGCCPOL002

Statement of Intent and purpose

Cardinal Griffin Catholic High School recognises that it has to make special efforts to ensure that all groups prosper, including: those with special educational needs; who have difficulties in accessing the school's facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parental expectations; with emotional, mental and physical well-being needs; who exhibit challenging behaviour; who come from minority ethnic groups including travellers, refugees and asylum seekers.

We recognise the protected characteristics as set out in the Equalities Act 2010 which are:

- Age
- Disability
- Gender (including Gender reassignment)
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Our Equal Opportunities strategy supports our commitment to promoting inclusion and tackling discrimination, whether direct or indirect.

We are committed to achieving the Every Child Matters outcomes for every child: Be healthy; Stay safe; Enjoy and achieve; Make a positive contribution.

Equality Commitments

We are committed to:

- promoting equality of opportunity for all,
- promoting the uniqueness of the individual,
- celebrating the richness that comes from diversity within our community,
- educating the whole person,
- celebrating ethnic identity and cultural heritage,
- promoting a good and harmonious school environment in which all are treated with respect,



- preventing occurrences of unlawful direct discrimination, indirect discrimination, harassment and victimisation,
- fulfilling all our legal obligations under the equality legislation and associated codes of practice,
- fulfilling all our legal obligations under the Race Relations (Amendment) Act 2000,
- challenging 'inequality by default',
- complying with our own equal opportunities policy and associated policies,
- taking lawful affirmative or positive action, where appropriate,
- regarding all breaches of equal opportunities policy as misconduct which could lead to disciplinary proceedings.

Roles and Responsibilities

The Headteacher will ensure that a school culture and ethos is established, maintained and developed which:

- celebrates diversity/equality and achievement,
- promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups/religions,
- promotes equality of opportunity for all,
- positively embraces those stakeholders with protected characteristics as defined by the Equalities Act 2010,
- listens to and involves pupils, parents, carers, staff and governors,
- communicates behaviour expectations,
- ensures that it welcomes applications for school places and jobs from all sections,
- ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on.

The Governing Body will

- designate a lead governor for equality issues,
- encourage parents and staff from all ethnic groups when recruiting to the Governing Body,
- apply the principles of best value without discrimination when purchasing goods and services,
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans.

The Governing Body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.



Teachers will

- promote an understanding and tolerance of, and respect for, different beliefs, cultures, attitudes and values of others,
- encourage pupils and colleagues to challenge attitudes which could lead to prejudice and discrimination,
- be aware that their perceptions and expectations can exercise an influence over pupil achievement,
- challenge any behaviour of a discriminatory nature immediately and in an appropriate manner,
- develop a curriculum that maximises the potential of every individual and that reflects our core value of equal opportunity for all,
- monitor the performance of pupils in all subject areas to support their individual progress,
- attempt to devote appropriate time and attention to all pupils and ensure that curriculum content explores issues of Equal Opportunity.

We expect Pupils to

- show respect for their peers, regardless of race, gender, disability or socio-economic background,
- celebrate the achievements of others in a spirit of equality,
- challenge attitudes which are discriminatory in relation to the protected characteristics of the Equalities Act 2010,
- support the School's Mission Statement.

We expect Parents to

- work closely with the school in developing just and Christian attitudes and values in their children,
- challenge stereotyping wherever it occurs,
- promote equality for all stakeholders with protected characteristics as defined by the Equalities Act 2010,
- reinforce the message that inequality and prejudice are wrong.

In addition the School as a whole will Endeavour to

- include issues concerned with Equal Opportunities in our curriculum, in our Pastoral work and in extra-curricular activity,
- use topical, non-stereotypical material in lessons and in display material,
- keep Equal Opportunities as a key element in our Schemes of Work,
- offer appropriate opportunities for pupil movement between ability groups,



- use resources which challenge traditional assumptions and expectations about particular groups including men and women, different ethnic groups or people with disabilities,
- display material which reflects the diversity of the school and also the cultural diversity of the local community and Britain as a whole,
- actively promote British values or tolerance and mutual respect,
- challenge any existing materials whose explicit or implicit message is contrary to Equal Opportunities,
- reinforce our Christian belief that all our pupils are of equal worth and value through our Rewards System, Reports and Newsletter.

Staffing

We recognise the importance of promoting equality of opportunity across the whole school community as well as in the employment of our staff. We aim to promote equality of opportunity for all with the right mix of talent, skills and potential and we welcome applications from diverse candidates.

Commitment to Employees and Potential Employees

As a fair and reasonable employer we aim to provide equality for all our employees. To achieve this we will:

- promote and implement best practice in recruitment and selection practices, including taking positive action to address identified imbalances,
- put in place a fair and transparent pay structure,
- treat employees with dignity and respect, acknowledge strengths and help to overcome any weaknesses through individual personal development plans and reviews,
- promote equality of access to training, development and promotion,
- create a working environment that challenges and eradicates prejudice, harassment, unlawful and unfair discrimination,
- consult with employees regarding Wellbeing and work-life balance, implementing arrangements where they can be balanced with the needs of the Council,
- make reasonable adjustments for employees with protected characteristics as defined by the Equalities Act 2010,
- ensure no discrimination shall be made against the recruitment of disabled staff.

Employment and the Appointment of Staff

Statutory legislation in England and Wales makes provision for schools with a religious character to maintain their relevant religious ethos. Section 60 of the School Standards and Framework Act 1998 makes the following provision:



- (4) In connection with the appointment of a person to be Headteacher or Deputy Headteacher of the school (whether foundation or voluntary controlled) regard may be had to that person's ability and fitness to preserve and develop the religious character of the school.
- (5) If the school is a voluntary aided school:
- (a) preference may be given, in connection with the appointment, remuneration or promotion of teachers at the school, to persons
 - (i) whose religious opinions are in accordance with the tenets of the religion or religious denomination specified in relation to the school under section 69(4), or
 - (ii) who attend religious worship in accordance with those tenets, or
 - (iii) who give, or are willing to give, religious education at the school in accordance with those tenets; and
 - (b) regard may be had, in connection with the termination of the employment of any teacher at the school, to any conduct on his part which is incompatible with the precepts, or with the upholding of the tenets, of the religion or religious denomination so specified."

Specific arrangements in relation to racial equality

At Cardinal Griffin Catholic High School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- taking active measures to investigate, report and act on incidents of racial abuse,
- treating all those within the whole school community (eg. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences,
- creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices,
- encouraging everyone within our school community to gain a positive self-image and high self-esteem,



- having high expectations of everyone involved with the whole school,
- identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all,
- promoting a curriculum which is engaging to pupils regardless of the cultural background or race,
- monitoring the progress of groups of pupils to ensure any differential is reducing,
- tackling racism through the College policy on behaviour and staff discipline,
- promoting mutual respect and valuing eachothers' similarities and differences and facing equality issues openly,
- monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do,
- working with the Council in reducing the number of racially motivated incidents.

Roles and responsibilities

Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

Governors

The governing body of the school has agreed this policy and will:

- assess and monitor the impact of this policy by reviewing the action plan annually, and
- receive progress reports from the Headteacher on a termly basis, as part of the Headteacher's report to governors,
- return statistical information to the relevant council officer.

Headteacher

The Headteacher will demonstrate through personal leadership the importance of this policy. He will:

- ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy,
- ensure that there is an action plan to assess and monitor the impact of the policy and report outcomes to the governing body on a termly basis, and



- ensure that, where additional funding is available for raising the achievement of minority ethnic pupils, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

Race Equality Co-ordinator: xxxxx

The Race Equality Co-ordinator will be a teacher in the school who is involved in action planning and policy development and monitoring and evaluation. The role will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues, develop an action plan to assess and monitor the impact of the policy and report outcomes to the governing body on a termly basis.

Heads of Departments / Co-ordinator / Leader

Subject Co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Administrative, Ancillary, Supervisory and Support Staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils

Pupils will share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racist nature to an adult.

Specific arrangements in relation to gender equality

The College acknowledges its general responsibilities to:

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



Further the College acknowledges its specific responsibilities to:

- Publish a gender equality scheme setting out how it intends to ensure it fulfils its duties in relation to gender equality,
- Adopt policies of pay which are not discriminatory on the basis of gender,
- Monitor the impact of all policies and procedures to ensure they do not create gender inequality,
- Consult stakeholders on issues related to gender equality,
- Assess the impact of policies and procedures on gender equality,
- Implement actions which promote gender equality,
- Report the findings of any monitoring on gender equality.

Arrangements for Monitoring and Evaluation

The Governing Body will monitor the pattern and frequency of equality related incidents. It will receive reports from the Headteacher that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.

Complaints

Every effort will be made to ensure that anyone who complains will not be victimised. Any complaint of victimisation will be dealt with seriously, promptly and confidentially. Complaints will be dealt with using the School's Complaints Procedures.

Relationship to other Policies

This policy relates to all of our school policies and other policies will be monitored in terms of their impact in promoting equality.