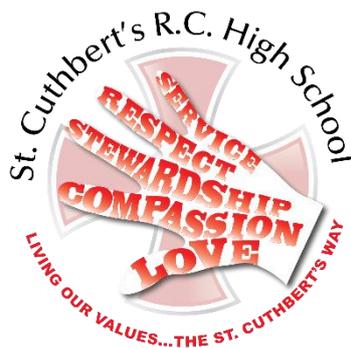




St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY

EQUALITY, DIVERSITY AND COMMUNITY COHESION



SAFE | HAPPY | SUCCESSFUL



St. Cuthbert's
Roman Catholic High School

Policy: Equality, Diversity & Community Cohesion		
Type: Statutory	Website: Yes	Author: Dr C Meehan
Approved: June 17	Next Review: June 18	
Frequency: Annual	Delegated: Governors - Full	
Notes:		

MISSION STATEMENT

We are a Roman Catholic school providing for the children and young people in our care, an excellence of education rooted in and sustained by the life and teachings of Jesus Christ and His Church.

Values Statement

We believe that:

All are made in the image and likeness of God.

All people are unique and of equal worth.

A person's worth cannot be measured but their successes should be celebrated.

Each and every one of us is born for greatness; born to become the loving person God intended us to be.

All need help and support in their journey of faith.

Prayer and worship nourishes our relationship with God and each other.

People grow through relationships that affirm, support, respect, trust and show not only tolerance but also forgiveness and reconciliation.

Human flourishing occurs in community and not in isolation; all have responsibilities to themselves and to others.

Strong working relationships between pupils, teachers and parents/carers helps to promote the welfare of individuals in community.

Our gifts, talents and abilities are God given and should be used for the benefit of all.

All have a contribution to make to our community and their differences enrich it.

The whole person, body, mind and spirit should be educated.

Learning should challenge so that potential is fulfilled and talents developed.

Every child has the opportunity and right to learn.

Everyone has the right to feel safe in school.

Working with young people is more than a job – it is a vocation of service and a privilege.

Our role as a Catholic school is to proclaim the Good News of the Gospel, *the kerygma* (as articulated by Pope Francis):

Jesus Christ loves you; he gave his life to save you; and now he is living at your side every day to enlighten, strengthen and free you.

Catholic Education aims to build the Kingdom of God based upon the model of Jesus as distributor of hope, justice and human wholeness.

Our work is dedicated to doing Christ's work for the Kingdom ... captured in our school's motto 'In Christ We Serve'.

Our Mission, values and beliefs form the basis of this Policy and which underpins all that we do.

THE PURPOSE OF THE POLICY

This policy sets out our commitment to tackling discrimination and promoting equality of opportunity and good relations, and explains what this means for the whole school community. This policy has been written to meet the schools' legal duties in relation to race, gender and disability. The policy also meets legislation on age, religion* or belief, gender reassignment and sexual orientation.

The policy brings together our race, disability, gender, gender reassignment, sexual orientation, religious/belief equity policy and states how we propose to meet the general and specific requirements. As a Catholic school St. Cuthbert's R.C.High School is committed to its belief in the inherent worth and value every person and the dignity of every human being; therefore our provision goes beyond statutory requirements because it is our conviction that 'the glory of God a human being fully alive' (St Irenaeus).

The overall objective of St. Cuthbert's R.C.High School's this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

**In accordance with the Trust Deed of the school and the subsequent distinctive nature of St. Cuthbert's R.C.High School as a Catholic school, the posts of Headteacher and Deputy Headteachers and Head of RE are reserved for practising Catholics. This reflects our Mission to promote excellence in education and pastoral care rooted in and sustained by the life and teachings of Jesus Christ and His Church.*

The policy is available on request from Mrs G Davis, Clerk to the Governors at the school.

Name of School: St. Cuthbert's R.C.High School

Head Teacher: Dr C Meehan

Chair of Governors: Mr Frank Gac

Date policy was created: November 2009 as the Single Equity Policy

Approved by the Governors: June 2017

Fully revised: May 2018

Update Policy approved by governors: June 2017

Policy to be reviewed: June 2018

INTRODUCTION

We welcome the equality duties on schools, and regard these as essential for achieving the very best for all our learners and our school community.

We believe that all pupils and members of staff are born in the image and likeness of God and therefore should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. Throughout this policy, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

The policy provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way. This policy is based on the core principles that its effectiveness will be determined by:

- Proactive leadership
- Prioritising activities that produce specific, tangible, improved outcomes
- Removal of attitudinal and cultural barriers

We have incorporated our individual policy for race equality, disability equality, gender and sexual orientation equality schemes into one overarching Equality, Diversity and Community Cohesion Policy to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality and inclusion. Our work in making this policy a lived reality is ongoing, underpinned by our Mission and underpinned by our approaches to learning and teaching strategies, pastoral care, behaviour management and so on.

We recognise that improving our outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

POLICY STATEMENT

We will not tolerate less favourable treatment of anyone on the grounds of race, disability, gender, sexual orientation, age, religion or belief.

Through this policy, St. Cuthbert's R.C.High School seeks to ensure that no member of the community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. As a Catholic community, we believe that every human being is created in the image and likeness of God and should be treated as such. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment or age.

Equality and Diversity is more than just meeting legal obligations, or targets. It is about making a difference to the lives of the people we serve, treating all people with dignity and respect and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We believe in building the Kingdom of God on earth, thus providing the best life chances for all people regardless of their background and circumstances.

We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We believe that we are all children of God and loved by God. God does not make mistakes, hence we promote the dignity and value of all. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues. We will strive to ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

THE LEGAL CONTEXT

All schools have a duty to promote race, disability and gender equality.

The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

The general duty to promote disability equality means that we must have due regard to:

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

The disability equality general duty reinforces the reasonable adjustment duties of the Equality Act 2010. In particular, it complements, and in some cases overlaps with, the anticipatory duty to make reasonable adjustments.

The general duty to promote gender equality means that we must have due regard to:

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

We will not discriminate in relation to our race, disability, gender, gender reassignment, sexual orientation, religion or belief; we must ensure that we do not discriminate on these grounds.

LOCAL AND SCHOOL CONTEXT

LOCAL CONTEXT

Population

Rochdale Borough population on Census day 2011 was estimated to be 211,699; 49% Male and 51% Female.

- The breakdown of age population is; 21% are under 16, 64% are between the ages of 16 and 64, and 15% are 65 & over. There are 136,100 residents of work age population (16 to 64).
- Older people aged 65 & over represent 30,816 of the Borough's population; 3,800 are aged 85 & over and 1,200 are aged 90 & over.
- There are 87,552 households across Rochdale Borough and 7,931 are occupied by lone parent households with dependent children. Pensioners make up 5,671 households, representing 6.5% of all households in Rochdale.
- 5,311 households are occupied with no adults in employment with dependent children.
- There are 26,609 households with one or more person with a limiting long-term illness (30.4%)

Ethnicity, Identity, Language & Religion

- The ethnic breakdown of the Borough currently has a majority of 78.6% White British, with the second largest population being Asian or Asian British Pakistani, representing 10.5%.
- Rochdale has the second largest population of Kashmiri residents across England & Wales, occupying 1,658 residents, with Luton UA being the largest.
- 5% of residents do not identify with having any UK national identity, this compares to 8% in England & Wales.
- Rochdale has 3,402 households (3.9%) where no people in the household have English as a main language, similar to Oldham (4.5%) and Bolton (4.6%).
- The largest groups for Religion in Rochdale are 60.6% Christianity, 13.9% Muslim and 18.9% reporting no religion.

Health

- 2% of Rochdale residents categorised their health as 'very bad', which is greater than regional and national comparators.
- There are 44,359 residents reporting a long-term health problem or disability and 23,981 are of working age (16 to 64).

- 10.7% of residents reported their day-to-day activities as being 'limited a lot' (22,630 residents).
- 23,260 carers across Rochdale provide unpaid care, with 6,105 providing 50 or more hours per week.

Education & Qualifications

- 56% of pupils achieved a good level of development at the end of the early year's foundation stage (age 5).
- In 2012, 77% of pupils left Primary School attaining national standards (Level 4 & above in English and maths).
- 52% of pupils achieved 5+A*-C including English and maths in 2012 when leaving secondary school.
- Over 31% of the Borough's population aged 16-74 years reported Level 3 or Level 4/5 qualifications, which is an 11% improvement from the previous Census in 2001(Census 2011).

Labour Market & Out of Work Benefits

- From the population aged 16 to 74, the 2011 Census reported 101,003 residents economically active and 51,739 economically inactive. There are 9,334 unemployed people and from that number 1,614 have never worked.
- In 2012, 62.5% of the Work Age Population (WAP) was in employment, fewer than local (68.8%) and national (70.7%) comparators, although greater proportion of economically inactive residents 'wants a job'.
- There were 7,368 JSA claimants in April 2013; twice the number of males compared to females. This figure represents 5.2% of WAP for Rochdale, compared to 4.2% regionally and 3.7% nationally.
- There are 27,740 total benefits claimants in Rochdale Borough (Nov 2012), representing 20.4% of WAP. ESA and incapacity benefits have the largest number of claimants (13,030).

* Figures are based on snapshot data obtained from 2011 Census

SCHOOL CONTEXT

St Cuthbert's is a Voluntary Aided Catholic School of Salford Diocese.

Currently there are 997 on roll.

The standard number of entry is 240 in each year group. Baptised Catholics making up the majority of the intake from 9 parishes of the Rochdale Deanery. A growing number of applications are received from children from backgrounds other than Catholic across Rochdale and occasionally beyond.

Data from 2016 indicates that St Cuthbert's is in the bottom 20% most deprived secondary schools in the England, with attainment at key stage 2 significantly below the national average.

INVOLVEMENT OF STAFF, PUPILS AND PARENTS

DEVELOPING OUR POLICY

The involvement of a diverse group of people will be instrumental in shaping this policy and our everyday culture and ethos. We will strive to involve the full diversity of our School and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address.

In developing our policy we will involve staff, pupils and parents in the following ways, as and when appropriate:

- Focus groups
- Questionnaires
- Involvement of the school council
- Staff surveys
- Parental surveys

ONGOING INVOLVEMENT

We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equalities into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

We ensure that outcomes from these involvement activities are acted upon by the school's senior leadership team.

INFORMATION GATHERING

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equalities. Our approach to equality of opportunity helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential.

PUPILS

We will gather information on pupils, disaggregated by gender, race and disability, on;

- Admissions
- Attendance
- Achievement and progression
- Rewards and sanctions
- The views of the student body, including the Student Council and wider Pupil surveys
- Take up of extended school provision and extracurricular activities
- Other equality information for example complaints and incidents of race discrimination or bullying

Priorities will be determined and demonstrated in then School Strategic Improvement Plan.

STAFF

We will gather information on staff. We will monitor, by race, disability and gender:

- Staff recruitment and retention
- CPD
- Promotion
- Disciplinary, grievance and competency
- Outcomes of appraisals and review processes
- Pupil surveys

Priorities will be determined and demonstrated in the School Strategic Improvement Plan

DISABILITY

What do we mean by Disability Equality?

We recognise that a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

St. Cuthbert's R.C.High School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their disability.

This policy incorporates our commitment and actions on disability equality. It demonstrates our commitment to addressing disability equality in our decision making and the delivery of education.

We are committed to promoting equality of opportunity for disabled pupils, staff and other users of our services so they can have equal access to all our school and its services. This policy is a

statement of our commitment and shows clearly how we will work over the next three years to achieve our goal.

We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability. By also building this into our curriculum, working and procurement processes we will expect others to do the same.

Our achievements

Disabled toilet facilities are available in school for adults and children.

Lifts provide access to all main teaching blocks.

Disabled access.

Door exit buttons are situated at low levels.

Disabled changing facilities.

Designated disabled car parking.

We have committed to:

Reviewing marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications;

Including curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff.

If a child needs assistive technology we apply to the authority for an assessment.

Any disabled pupils will have full access to all excursions

Any auxiliary aids that are required are purchased to ensure disabled pupils have fair access to lessons.

Any strategies to attract or assist disabled people to be represented on a range of partnership bodies, including Governing bodies, senior management team etc.

There are equal opportunities for disabled employees.

GENDER

What do we mean by Gender Equality?

We recognise that a person's gender refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.

St. Cuthbert's R.C.High School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their gender.

We recognise that stereotypes exist for both genders and some can lose opportunities because of these stereotypes and welcome the requirements of the Equality Act 2010 with specific provision for

Gender Equality and we will give due regard to the need to:

Eliminate unlawful discrimination and harassment on the grounds of gender, including domestic violence, sexual violence, bullying and exploitation.

Promote equality of opportunity between women and men in all of our functions.

Our achievements

All aspects of school in terms of curricular access open to all students.

Gender issues are analysed each year when analysing results.

Gender issues are considered in pupil progress meetings.

In the school council there is a mix of boys and girls.

Other points related to staff

The school works closely with the authority and within the authority guidelines for with regards to pay and grading.

Flexibility for staff re part time working.

Parental Leave for parents of children under 5 years old (18 if disabled).

We are committed to

Promoting positive attitudes towards disabled people.

In relation to Gender Equality we have committed to:

Recruitment - guaranteeing that all fair recruitment procedures are followed in relation to any advertised post congruent with our foundation as a Catholic school.

GENDER REASSIGNMENT

What do we mean by gender reassignment?

We recognise that a person may express their gender in a way that differs from, or is inconsistent with, the physical gender that they were born with.

St. Cuthbert's R.C.High School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because they propose to undergo, are undergoing, or have undergone gender reassignment.

We understand gender reassignment does not necessarily require a medical process to be undertaken and that a person will be protected because of gender reassignment if they:

Make their intention known to someone at the school

Start to behave or dress according to the gender they identify with

Undergo treatment such as surgery or hormone therapy

Have already received gender recognition under the gender recognition act 2004

The school will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

There is a specific prohibition contained within the Equality Act 2010 which prohibits discrimination of staff who are absent from employment as a result of gender reassignment.

PREGNANCY AND MATERNITY

What do we mean by pregnancy and maternity?

Treating a woman (or a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

St. Cuthbert's R.C.High School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their pregnancy or maternity.

We will also seek to make arrangements for female pupils or staff to ensure that they are not treated less favourably because they are pregnant or breastfeeding.

We will not discriminate against pupils or staff in absences related to pregnancy and maternity. We also will uphold the rights of males to take Paternity Leave as appropriate under the local Authority Scheme.

The school supports, and fully complies with, Rochdale Teachers' Maternity Scheme and the Rochdale Teachers' Adoption Scheme. These same principles are also afforded to support staff.

Comprehensive risk assessments carried out regularly for staff or students who are pregnant and on their return to work.

We are committed to

Continuing to seek ways in which to eliminate prohibited conduct, advance equality of opportunity and foster good relations.

Staff are able to return to work for 10 'keeping in touch days' days before their official return date.

Any returning teacher who is still breast feeding must be made provision for.

Any parent or visitor who needs to breast feed in school will be given a private place to do so.

RACE

What do we mean by Race Equality?

The school adopts the definition of Race as outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

St. Cuthbert's R.C.High School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We recognise that race discrimination, harassment and victimisation may be experienced by all in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

The school also recognises that Black, Asian and Minority Ethnic pupils and staff may experience discrimination on the basis of race, colour, nationality and ethnic origin. This discrimination can manifest itself in all areas of their lives and can have serious consequences in terms of damaging people emotionally and physically and limiting life choices and opportunities.

The school and governing body does not tolerate any form of race discrimination which it recognises is unacceptable, discriminatory and unlawful, and is proactive in ensuring that people whatever their race, are treated fairly. This commitment is consistent with the significant progress that the school has already made in this area.

We will comply with the requirements of the Equality Act 2010 with regard to Race Equality.

All recruitment follows the LA fair recruitment and selection process. Recruitment monitoring takes place termly and all information is sent to the local authority for collective monitoring purposes. Children of parents seeking asylum are given immediate assistance from the LA's asylum team. Immediate support is given in the form of uniform, shoes, coats etc. Support is also sought from the ethnic minority achievement team at the LA to assist the children and parents settle quickly into school life and provide strategies to overcome any language barriers.

We report any racist incidents on a termly basis.

We track the progress of children in school from ethnic minority backgrounds to ensure they make the same amount of progress.

We are committed to

Continuing to monitor and promote equality through recruitment and retention.

Tackling unlawful discrimination by:

Keeping accurate records of all ethnic groups, their backgrounds and needs and how the school responds to them.

Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken.

Encouraging dialogue between pupils of different racial groups.

Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups.

To work in partnership with different racial groups to:

Promote the active participation of different communities in shaping the future of school.

Ensure that school staff (both permanent and temporary), pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.

Expand access across all communities and in all areas of school activity.

To promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families.

Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life.

Countering myths and misinformation that may undermine good community relations.

RELIGION AND BELIEF

What do we mean by Religion or Belief equality?

A Religion or belief refers to a religious and/or philosophical belief including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism)

We welcome all pupils and adults into our community in accord with our inclusive ethos as a Catholic school and its distinctive Mission and Foundation.

SEXUAL ORIENTATION

What do we mean by sexual orientation equality?

The school uses the definition as outlined in legislation as sexual orientation meaning a person's sexual orientation towards:

persons of the same sex
persons of the opposite sex, or
persons of either sex

The school extends the definition of this protected characteristic of sexual orientation to include: references to a person who is of a particular sexual orientation, or references to persons who share the same sexual orientation

St. Cuthbert's R.C.High School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their sexual orientation.

The school will combat discrimination faced by lesbians, gay, bisexual and transgender (LGBT) people. We want to ensure equality of opportunity for LGBT people across our curriculum provision, services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

The school recognises the need to protect pupils and staff from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation).

We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of our Equality Impact Assessment processes.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

The school sex and relationship guidance supports teachers to deal honestly and sensitively with sexual orientation issues and questions is available on the staff shared area.

All staff are aware that homophobic bullying and harassment or any other form of bullying and harassment will not be tolerated.

COMMUNITY COHESION

What do we mean by Community Cohesion?

St. Cuthbert's R.C.High School adopts the Department for Education definition of community cohesion to mean working towards a society in which:

There is a common vision and sense of belonging by all communities the diversity of people's backgrounds and circumstances is appreciated and valued

Similar life opportunities are available to all, and

Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

For a number of years, we have been committed to promoting community cohesion as part of the response to the legal duties outlined in previous legislation.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new communities and existing communities to adapt and integrate with one another.

The school will promote community cohesion within a number of dimensions including:

The school community

The community within which the school is located

The community of Britain

The global community

Through teaching, learning and curriculum, and the quality of relationships inherent in our culture and ethos pupils are encouraged to respect others and value diversity, to develop their skills to take responsible action. Curriculum planning across all subject areas has highlighted opportunities to promote community cohesion.

St. Cuthbert's R.C.High School has Healthy School status and encourages healthy eating and living.

We participate in anti-bullying week. We believe that everyone in our school has the right:

To be Safe, Happy and Successful. We promote rights and responsibilities throughout school based upon our Mission, Values of Service, Respect, Stewardship, Compassion and Love.

The curriculum provides a broad range of experiences that contribute well to the pupils' achievement and to their spiritual, moral, social and cultural development. The principles of British values are inherent in what we do. Christian values and SMSC values are taught within RE and throughout the wider curriculum. The religious nature of our school helps in this respect and gives a great deal of attention to aspects of fairness; tolerance, especially of others' views and show pride and respect for being part of British society.

Our pupils engage in fundamental human questions of about the purpose and meaning of life, where they come from, where they are going. This enables them to challenge their place in the world and their contribution to it.

We encourage our children to act in a moral manner such as following the example of Jesus by encouraging pupils to make decisions based on what God would want us to do. This enables them to become British citizens who are guided by their moral conscience.

The children at St. Cuthbert's R.C.High School acknowledge that they have an opportunity to make a positive contribution to society. This provides our children with opportunities to put their faith into action by fundraising for charities. The whole school community also contributes to charities such as CAFOD, St Joseph's Penny and Local Food Banks.

The pupils learn about the Catholic culture, e.g. teaching pupils the ways in which we do things as Catholics, the rites, rituals, customs and practices. The children also learn about other faiths such

as Islam, Judaism, Hinduism and Sikhism. This has an impact for our children as they know why they can command respect for their own faith and they in turn respect the culture of others in society.

Equality and excellence

School actively promotes equality and excellence, we strive to ensure all have opportunities to reach their full potential, and remove variations in learning outcomes from different community groups.

We are committed to

Continuing to build on what we are already doing – creating a sense of shared values.

To develop an understanding in pupils that they all have a responsibility to their shared future.

To emphasise mutual respect and honesty between different groups including young people and adults.

Through the curriculum, make visible to the whole school community the necessity of fairness and trust.

To make the world a better place for everyone.

To have strong and positive relationships.

Safeguarding & Building Resilience

St. Cuthbert's R.C.High School is fully committed to safeguarding the welfare of all children and young people by taking all reasonable steps to protect them and build resilience in accordance with the DfE guidance.

PREVENTING RADICALISATION

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our school has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our school is committed to

- Establishing a single point of contact in terms of safeguarding.
- Assess risk of students being drawn into terrorism.
- Develop an action plan to reduce the risk.
- Train staff to recognise radicalisation and extremism.
- Refer vulnerable people to Channel.
- Prohibit extremist speakers and events.
- Manage access to extremist material- ICT filters.

- Be confident about British Values.

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times, and that some may cause offence or harm to others. We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by:

Providing a safe environment for children and young people to learn and develop in our school setting, and identifying children and young people who are particularly vulnerable to extreme views & radicalisation, and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting. Making appropriate referrals to the Local Authority for early intervention and support where necessary.

Ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings.

Letting staff, parents and pupils know how to voice their concerns.

Responding to any allegations appropriately in accordance with appropriate school policies and procedures.

CONSULTATION AND INFORMATION

The school will use a variety of ways to collect data and views for the review of the Equality, Diversity and Community Cohesion Policy:

Questionnaires

Comments from website

Staff meetings

Parents meetings

Monitoring and evaluation data

Results and assessment data

School council

Governing Body and IEB meetings

WORKING IN PARTNERSHIP

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

We do this by;

- Working with Rochdale Additional Needs Service to support pupils with additional needs that are currently on roll.
- Information on Parents' Evenings and meetings is advertised for all and is specifically targeted to our hard to reach groups.
- We have formed strong links with our feeder primaries through our Transition programme and the use of the LINC.
- Promoting Healthy Schools initiatives by increasing opportunities to support parents
- Training staff on specific equality issues, as appropriate, for example on LGBT issues.

PUBLISHING THE POLICY

We recognise that our Policy is a public document that should be available to any interested stakeholder.

We will promote and publish our policy by:

- placing it on our website
- making it available on request
- providing a summary in our prospectus, including Mission and Values statement as an inclusive Catholic school.

MONITORING AND EVALUATING THE POLICY

We want this Policy to be a 'whole organisational' document reflected in our Mission and Values as a Catholic school that drives forward equality and achieves improved outcomes.

Information and data, both quantitative and qualitative, will be used to monitor and evaluate all aspects of our work as an inclusive Catholic school. This will include reports to Governors on our Mission, progression and outcomes data; progress at key stage levels and targets and future plans will be reported on to ensure effective monitoring and specific initiatives.

We will review, evaluate and revise our policies and procedures, set new priorities and identify new actions. This process will again involve staff, learners, parents and governors who reflect the full diversity of the school community as an integral part of our work.

The school has a procedure in place for recording, reporting and responding to racist incidents. The school also complied with the Local Authority procedure for monitoring racist incidents so that the information can be analysed. This procedure is outlined fully in the ***guidelines for schools in combating and recording racist incidents***.

EQUALITY IMPACT ASSESSMENT

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under the Equality Act 2010.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

LINKS WITH OTHER SCHOOL POLICIES

School policies that link with, and have informed this policy include:

- Inclusion and SEN Policy
- Racist Incident Policy
- Anti Bullying Policy
- Pay Policy
- Admissions Policy
- Safeguarding Policy, including Prevent
- Staff Code of Conduct
- Behaviour Policy
- Curriculum Policy
- Appraisal Policy
- Pay Policy
- Maternity and Paternity Leave Policy
- Discretionary Leave Policy

ROLES AND RESPONSIBILITIES

This policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting equality and preventing discrimination is the responsibility of the whole school staff, including support staff. All who are associated with the school has a responsibility for promoting equality and avoiding unfair discrimination.

The governing body will:

- make sure the school complies with all current equality legislation.
- ensure that all governors are aware of their legal responsibilities under equality legislation
- receive and discuss regular reports on progress and performance
- monitor achievement and attainment targets
- support the Headteacher in implementing any actions as appropriate
- inform and consult with stakeholders

The head teacher will:

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents /carers and any other interested stakeholders are aware of this Policy and their roles and responsibilities in implementing this Policy and receive training and support in carrying these out.
- monitor to ensure effective implementation of the Policy and appropriate actions
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Policy
- assess and monitor the impact of the policy through developing the action plan
- making sure the Policy is readily available and that the governors, staff, pupils and their parents know about it
- take appropriate action in any cases of harassment and discrimination in line with the school and LA guidance
- report to governors as appropriate

The senior leadership team will:

- drive forward implementation of the Policy and actions
- support staff to carry out their role in implementing this Policy
- provide effective leadership on equality issues
- ensure the Policy is successfully promoted
- respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimization
- assist in implementing reviews if the scheme as detailed in the Strategic School Improvement Plan

All staff will:

- recognise that they have a role and responsibility in their day-to-day work to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination and harassment and report these
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.
- promote an inclusive curriculum and whole school ethos which reflects our diverse school and society

- review and monitor curriculum policies and planning in their own subject areas to ensure that race equality is promoted

All staff will also ensure that students are encouraged to:

- recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - work to promote anti-bullying strategies
 - respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

All our pupils are responsible for:

- treating others kindly and fairly without prejudice, discrimination or harassment
- attending and engaging in their own learning as well as helping other pupils to learn
- learn to treat each other with respect and report incidents of discrimination to an adult

All our parents and carers are responsible for:

- supporting our school in its implementation of this policy
- following the school policy through their own behaviour
- ensuring their children attend and engage in the learning
- inform staff about any prejudice related incidents that occur

BREACHES OF THE POLICY

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure. The Headteacher will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

**Equality, Diversity & Community Cohesion Policy Action Plan Template
2017 – 2018**

Key Area	Objective	Lead Person	Target date	Monitoring and Review
Accessibility	<ul style="list-style-type: none"> Increasing the extent to which disabled pupils can participate in the curriculum Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and Improving the availability of accessible information to disabled pupils 	Headteacher & SLT	June 2018	Annual basis in line with School Improvement Plan
Disability	<ul style="list-style-type: none"> Reviewing marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications Further curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff Ensure disabled pupils have full access to all trips Ensure disabled pupils have fair access to lessons. (If auxiliary aids are required then they are purchased to support access.) Attract or assist disabled people to be represented on a range of partnership bodies, including Governing bodies, senior management team etc Ensure equal opportunities for disabled employees 	Governors Headteacher & SLT Class Teachers	June 2018	Annual basis in line with School Improvement Plan
Gender	<ul style="list-style-type: none"> Recruitment - guaranteeing that all fair recruitment procedures are followed in relation to any advertised posts To respect the confidentiality of those seeking gender reassignment and to provide a supportive environment within our school community 	Governors Headteacher	June 2018	Annual basis in line with School Improvement Plan As issue arises
Pregnancy and maternity	<ul style="list-style-type: none"> To continue to seek ways in which to eliminate prohibited conduct, advance equality of opportunity and foster good relations. Provide a quiet area for any person (including visitors) who wish to breast feed Support staff returning from Maternity Leave by providing the opportunity to take up to 10 KIT (keeping in touch days) days before their official return date 	Governors Headteacher	June 2018	Annual basis in line with School Improvement Plan As issue arises.

Key Area	Objective	Lead Person	Target Date	Monitoring and Review
Race	<ul style="list-style-type: none"> • To continue to monitor and promote equality through recruitment and retention. • Tackling unlawful discrimination by: <ul style="list-style-type: none"> ○ Keeping accurate records of all ethnic groups, their backgrounds and needs and how the school responds to them. ○ Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken. ○ Encouraging dialogue between pupils of different racial groups. • Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups. • To work in partnership with different racial groups to: <ul style="list-style-type: none"> ○ Promote the active participation of different communities in shaping the future of school. ○ Ensure that school staff (both permanent and temporary), pupils and their families as well as our partners and the wider community fully understand the principles of good race relations. ○ Expand access across all communities and in all areas of school activity. • To promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families. • Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life. • Countering myths and misinformation that may undermine good community relations. 	<p style="text-align: center;">Governors Headteacher & SLT Teachers</p>	<p style="text-align: center;">June 2018</p>	<p style="text-align: center;">Annual basis in line with School Improvement Plan. As issue arises.</p>
Sexual Orientation	<p style="text-align: center;">St. Cuthbert's R.C.High School we will deal with issues as they arise</p>	<p style="text-align: center;">Governors Headteacher</p>	<p style="text-align: center;">June 2018</p>	<p style="text-align: center;">Annual basis in line with School Improvement Plan As issue arises.</p>

Key Area	Objective	Lead Person	Target Date	Monitoring and Review
Community Cohesion	<ul style="list-style-type: none"> To continue to build on what we are already doing — creating a sense of shared values To develop an understanding in pupils that they all have a responsibility to their shared future To emphasise mutual respect and honesty between different groups including young people and adults To strengthen our link with external partners Through the curriculum, make visible to the whole school community the necessity of fairness and trust 	Governors Headteacher & SLT	June 2018	Annual basis in line with School Improvement Plan As issue arises
Preventing Radicalisation	<ul style="list-style-type: none"> Providing a safe environment for children and young people to learn and develop in our school setting, and Identifying children and young people who are particularly vulnerable to extreme views /radicalisation, and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting Making appropriate referrals to the Local Authority for early intervention and support where necessary Ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings Letting staff, parents and pupils know how to voice their concerns Responding to any allegations appropriately in accordance with appropriate school policies and procedures 	Governors Headteacher & SLT Teachers	June 2018	Annual basis in line with School Improvement Plan As issue arises

Key Area	Objective	Lead Person	Target Date	Monitoring and Review
Pupil Achievement	<ul style="list-style-type: none"> All pupils are assessed, monitored and tracked through SIMS Under-achievement is identified and appropriate intervention is applied Pupils are able to participate in a full range of extra-curricular opportunities 	Headteacher & SLT Teachers	June 2018	Termly basis in line with Pupil Progress Meetings & School Improvement Plan As issue arises
Behaviour and Safety	<ul style="list-style-type: none"> Pupils respect one another Pupils feel safe and valued Pupils, staff and parents know that misconduct and gross misconduct will be challenged 	Headteacher & SLT Teachers	June 2018	Annual basis in line with School Improvement Plan As issue arises
Teaching	<ul style="list-style-type: none"> All pupils experience 100% 'good or better' lessons 	Headteacher & SLT Teachers	June 2018	Termly basis in line with Assessment and Monitoring Planner & School Improvement Plan As issue arises.
Leadership and Management	<ul style="list-style-type: none"> The staff and governing body reflects the diversity of the school community No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children A nominated member of the SLT, Mrs Hunt, is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents 	Headteacher & SLT	June 2018	Termly basis in with LA termly deadlines As issue arises
Headteacher	<p>Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</p> <p>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.</p> <p>Ensure that staff have appropriate skills to deliver equality, including pupil awareness.</p> <p>Ensure that all staff are aware of their responsibility to record and report prejudice related incidents</p>	Headteacher	June 2018	Annual basis in line with School Improvement Plan As issue arises
Senior Leadership Team	<p>To support the Headteacher as above</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents</p>	SLT	June 2018	Annual basis in line with School Improvement Plan 2018 As issue arises

Key Area	Objective	Lead Person	Target Date	Monitoring and Review
Teaching Staff	<p>Help in delivering the right outcomes for pupils</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>	Teachers	June 2018	<p>Annual basis in line with School Improvement Plan</p> <p>As issue arises</p>
Support Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated</p> <p>Support colleagues within the school community</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>	Support staff	June 2018	<p>Annual basis in line with School Improvement Plan</p> <p>As issue arises</p>
Parents	<p>Take an active part in identifying barriers for school's community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to school's community in tackling inequality and achieving equality of opportunity for all</p>	Parents	June 2018	<p>Annual basis in line with School Improvement Plan</p> <p>As issue arises</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated</p>	Pupils	June 2018	<p>Annual basis in line with School Improvement Plan</p> <p>As issue arises</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all</p>	Community	June 2018	<p>Annual basis in line with School Improvement Plan</p> <p>As issue arises</p>

EQUALITY IMPACT ASSESSMENT: PROFORMA

Name of policy to be assessed:		Is this a proposed, new or reviewed policy?	
Department :		Staff Member Responsible:	
What equality groups have been considered in undertaking this EIA?	Disability	Gender	Date:
	Pregnancy & Maternity Sexual Orientation	Race	
		Gender Reassignment Religion of Belief	
1. Briefly describe the aims and purpose of the policy?			
2. Who is intended to benefit from this policy and in what way?			
3. What outcomes are wanted from this policy?			
4. What factors / forces could contribute / detract from achieving the outcomes?			
5. Who implements the policy, and who is responsible for the policy?			
6. What evidence or data has been collected and used to determine the impact on pupil equality groups? Have any data gaps been identified?			
7. Has previous consultation indicated any possible concerns or issues in relation to equality and diversity?	Yes	No	
8. Is there an opportunity to eliminate prohibited conduct, promote equality of opportunity or foster good relations more effectively by altering the policy, or by working with others?	Yes	No	
9. Are there concerns that the <u>policy could</u> have a differential impact on disability pupil groups?	Yes	No	
<i>What existing evidence do you have for this?</i>			

10. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to gender?		No	
<i>What existing evidence do you have for this?</i>			
11. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to gender reassignment ?	Yes	No	
<i>What existing evidence do you have for this?</i>			
12. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their pregnancy / maternity ?	Yes	No	
<i>What existing evidence do you have for this?</i>			
13. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their race?	Yes	No	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
14. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their religion or belief ?	Yes	No	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their sexual orientation ?	Yes	No	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
15. Could the differential impact identified in Questions 9-14 amount to there being the potential for <i>adverse impact</i> in this policy?	Yes	No	
16. Can this adverse impact be <i>objectively justified</i> on the grounds of promoting equality of opportunity for one group? Or any other reason? (<i>what are the grounds for objective justification</i>)	Yes	No	
17. Should the policy proceed to a full impact assessment?	Yes	No	
18. Date on which the Full EIA to be completed by.	Date:		

EIA ACTION / IMPROVEMENT PLAN

Key Findings	Actions / Recommendations	Resources	Completion Date	Lead staff
Signature 1 – Head teacher / SLT			Date:	
Signature 2 – Policy lead staff			Date:	