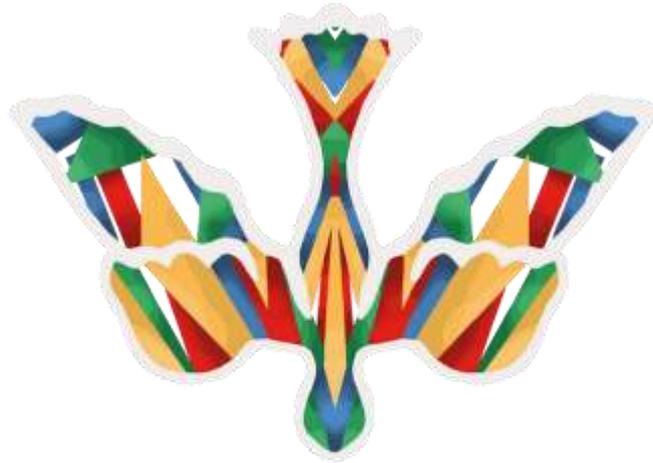

Equality information and objectives



The McAuley Catholic High School



Approved by: Mr J Rooney

Date: 19th September 2022

Next review due by: 19th September 2023

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- ✓ Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- ✓ Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- ✓ Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- ✓ [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- ✓ [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing body will:

- ✓ Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- ✓ Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Dr Pat Hurley. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff Mr Allison for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings, staff bulletins. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, the one page School Equality policy, and all staff receive refresher training every year as part of safeguarding training.

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

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times and supporting them through fasting at Ramadan)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing

- ✓ Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- ✓ Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- ✓ Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- ✓ Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- ✓ Holding assemblies dealing with relevant issues. Form time where issues are discussed and allowing pupils to explore these issues as a group.
- ✓ Working with our local community. This includes inviting a range of speakers into assemblies, and organising school trips and activities based around the local community
- ✓ Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures. School Buddies from a range of backgrounds and age groups to support all within the School.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the question is asked is this accessible to all pupils regardless of gender, religion and disability.

8. Equality objectives

Objective 1: Undertake an analysis of School intake data and trends with regard to race, gender, religion and disability by July, and report on this to senior leadership team and governors.

Why we have chosen this objective: As we are seeing a change in our intake, it is important we understand how this is changing and that we are open and inclusive School.

To achieve this objective we plan to: Analyze intake data over the past 3 years. Identify mid-term leavers.

Progress we are making towards this objective:

Objective 2: Create an environment where pupils from LGBT feel able to be themselves and can be open and honest within School. Pupils from this community will feel they are fully part of the School community.

Why we have chosen this objective: As we have more students from the community it is important they feel safe and part of the School community.

To achieve this objective we plan to: Use the Schools 'Buddies' to support pupils from the LGBT community, EMMAUS to work with pupils and support them with their sexuality,

Progress we are making towards this objective:

Objective 3: Create an inclusive physical and emotional environment for pupils who are transgender, to ensure they feel able to access suitable facilities and feel able to express themselves.

Why we have chosen this objective: We currently have 3 pupils who are changing their gender and as a School we need to adapt to ensure we meet their needs.

To achieve this objective we plan to: Identify places to change for PE and toilet facilities, educate staff in the use of different nouns. EMMAUS Centre and key staff to work with the families to support the change.

Progress we are making towards this objective:

9. Monitoring arrangements

The designated member of staff for equality will update the equality information we publish, described in sections 4-8 above, at least every year.

This document will be reviewed by Headteacher at least every 4 years. This document will be approved by Headteacher.

10. Links with other policies

This document links to the following policies:

- ✓ Accessibility plan
- ✓ Safeguarding Policy and Child Protection Policy
- ✓ Anti – Bullying Policy

6. The McAuley Way Student Charter

'ARC' Creating the Best Learning Environment

Attend and Be on time Time is precious and getting to school and lesson on-time is vital. After break and lunchtime students move to class on the first whistle if they have to cross sites. Between lessons students are expected to arrive to their next class within THREE minutes of the start of the lesson. Late students are recorded but not PUBLICLY challenged. Responsibility lies with students to show a note in their planner including being out of class for any reason.

Ready and Equipped For Learning The register is taken within 10 minutes of the start of the lesson. Students are fully equipped for learning. They place planners and writing equipment on the desk at the beginning of every lesson. Every child has a bag which is placed on the floor in a safe space. The teacher organises the learning in the classroom including where students sit. Students are quickly **INVOLVED** in the lesson and fully **ENGAGE** in all activities, developing the skills set out in the student learning policy. They present their work in line with presentation standards and respond to feedback given. **Classwork, Extended Learning and coursework** are completed to the best of the student's ability and in line with set deadlines.

Mobile Technologies To keep people safe, mobile phones are not used in school at any point unless directed by the teacher for sound educational reasons. We all agree that the abuse of staff and students on social media is unacceptable and is not tolerated. Smart watches may not be used in public exams and should NOT be connected to phones.

Uniform Students follow the 'dress for success' policy. The school uniform displaying our school badge, properly worn, is a public display of **BELONGING** to our school.

Community Conduct in class and around school students follow instructions the first time they are given. They treat others, their work and equipment with respect and use manners – such as “please, thank you, excuse me, pardon”. Students do not shout out and they respect the contribution of others. Students do not accept aggressive, intimidating and unsafe behaviour. Swearing, abusive, racist, sexist and homophobic language is not used. They know that chewing gum and energy drinks are not consumed. Students look after our environment both inside and outside the building and never litter. They know that if the fire alarm is deliberately set off or should any student damage/graffiti school property then they risk serious consequences.

Students, proud of McAuley, are still representatives of our school on the way to and from school, whenever and wherever they wear the school uniform.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Green Card
- McAuley Star
- Senior Commendations
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Participation in rewards events

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as catching up on work such as homework, lines should not be set.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Detention including during break, lunch-time and after School.
- School based community service or imposition of a task – such as picking up litter or; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Removal to corridor for short period. (Cool off period)
- Formal warning on conduct (Yellow Card),
- Removal from class to work in another class specified by the teacher (Red Card)
- Removal to the Time Away Unit
- Managed Move
- Fixed term or Permanent Exclusion.

We may use the Time Away Room (Internal Isolation Room) in response to serious or persistent breaches of this policy. Pupils may be sent to another lesson if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the Time Away Room Period 5 and expected to stay after School to complete their detention.

The Time Away Room is managed by Mr D Stuart (Associate Head of School) & Mr J Tucker (Deputy Head Teacher)

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. All are recorded on CPOMS.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Detention including during break, lunch-time and after School.
- Formal warning on conduct (RED CARD)
- Fixed term or Permanent Exclusion.
- Removal to the Time Away Unit

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Implementation of a safety plan if required

Please refer to our child protection and safeguarding policy for more information ([Child Protection and Safeguarding Policy](#))

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Be reported to DSL and Headteacher immediately

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour. This includes both whole School training focusing on Trauma training and classroom management and departmental training.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and The McAuley Catholic High School Governors annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the McAuley Catholic High School Governors annually.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life