



Single Equalities Policy

Legal framework

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality.

St Thomas More Catholic School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations with regards to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, at St Thomas More Catholic School we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that different needs and experiences of boys and girls, women and men, are recognised.

- Religion, belief or faith background
- Sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men.

Principle 6: We consult and involve widely

- We engage with a range of groups and individuals in the design of new policies, and in review of existing ones.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both men and women, girls and boys
- people of different sexual identities

Principle 8: We base our practices and policies on sound evidence

We maintain and publish information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principles 6 and 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

School Context

St Thomas More is a friendly, hardworking and successful school in the beautiful spa town of Buxton.

There are just over 400 pupils on roll in this 11 to 16 comprehensive school. The school serves all areas of the High Peak. Children also travel from across the borders of Staffordshire and Cheshire to be part of our school community. Approximately 60% of our pupils are Catholic. We are open to all pupils who are supportive of our faith and who wish to work under our warm, friendly and caring environment; whether Christian, of other faith or of no faith. Buxton is a rural town which thrives on its popularity with tourists and those seeking the great outdoors and the arts. The

school has an excellent reputation for its SEN provision and currently there is 14.21% of the pupil population with special needs requirements. Those pupils on the Free Schools Meals register totals 18.45%.

The school is the smallest secondary school in Derbyshire and has been consistently successful for a number of years receiving an overall 'Good' with 'Outstanding' judgements from Ofsted in May 2013. This overall judgement of 'good' was confirmed in the short ofsted inspection of March 2017. There are currently 7 pupils 1.75% with English as an additional language.

The staff team comprises of predominantly white British females. The school also benefits from a very supportive Governing Body which has a good gender, experience and age mix.

Mission Statement

St Thomas More is first and foremost a Catholic School – in faith and in our all-embracing philosophy based on the values of Jesus Christ. We commit ourselves as a Catholic community to the development of the whole person and the pursuit of excellence by:

1. Nurturing and developing the Catholic faith within our community, with a love of God and neighbour and through a belief that all are unique and equal in the eyes of God.
2. Having expectations of the highest possible standards in all things for all pupils, resulting in the highest possible academic success and personal achievement.
3. Ensuring high standards of behaviour, through a culture of respect for oneself, for the school and for others; embracing the fact that we are all members of a wider multi-cultural and multi-faith community, whilst holding a strong sense of pride and belonging for our own school community.
4. Fostering a love and joy of learning and healthy living, to produce happy, healthy, successful and responsible global citizens of the future.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that the policy and its related procedures and action plans are implemented.

The Headteacher is responsible for implementing the policy: for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in cases of unlawful discrimination.

The member of the governing body with a watching brief regarding the implementation of this policy is Lucinda Barratt

All staff are expected to

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the equality principles.
- Support pupils in their class for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of the policy is known to all staff and governors and, as appropriate, to all pupils and their parents and their carers.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff including support staff receive appropriate training and opportunities for professional development.

Monitoring and review

We collect, study and use data relating to the implementation of this policy and make adjustments as appropriate.

We collect, analyse and use data in relation to achievement, broken down as appropriate according to the disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Action Plan for 2016/17

Overall lead: Mr B Hickey (Headteacher)

Governor lead: Lucinda Barratt

Equality Objective No.1

To reduce the Progress 8 gap between disadvantaged pupils and all pupils to no more than 0.1 2016/17

Lead: Steve Coyle

How: Ensure that the profile of disadvantaged pupils is high within school; that all teachers know who their disadvantaged pupils are, that their seating arrangements are carefully considered, that the feedback given to them is of the highest quality possible. Ensuring the money allocated to disadvantaged pupils is spent effectively.

Intended outcome: The Progress 8 gap between disadvantaged pupils and all pupils is no greater than 0.1.

Evaluation: -0.2 (disadvantaged -0.4) so gap of 0.2, however, 1 pupil premium student (out of the 10) whose personal figure was -1.98 had a big impact as she was absent for the whole of year 10 due to mental health issues. Her outcomes in year 11 were actually incredible considering the circumstances. Without her score, there the gap would have been 0.01 between PP and non-PP.

Equality Objective No.2

To provide a suitable and appropriate alternative pathway for a group of year 8 pupils in English, Maths, RE, MFL, History and Geography. 2016/17

Lead: Jill Duncan

How: Pupils across three form groups to be withdrawn from classes in these subjects and a new timetable developed concentrating on more intensive English and Maths input but maintaining the curriculum input for all the named subjects. New timetable to be delivered by part time SEN teacher, SENCO and HLTA and level 8 TAs. Liaison with subject staff to be ongoing so key subject specific curriculum areas are covered.

Intended outcome: pupils will receive and access a highly differentiated curriculum but still cover the key syllabus areas for these subjects. Pupils will have enjoyed the learning process within a supportive group without experiencing high levels of anxiety or concern. Some pupils will be able to re-join mainstream classes in year 9 and all pupils will have accessed relevant subject material. The learning process will have been positive for all pupils involved.

Evaluation: Very successful evidenced by the fact that they have now been reintegrated into mainstream (apart from modern languages) and staff have said that although still with support they are continuing to manage the needs of the pupils.

Equality Objective No. 3

**To improve understanding of on-line safety and embed the updated safeguarding guidelines
2016/17**

Lead: Theresa Ryan

How: Staff training so they are better informed to impart knowledge through their curriculum area. Use of PCSOs in Y7 PSHE; work with Y7 at the Hollowford centre; Drama groups (Y9 PSHE); advertise parent information evenings (Nov 2016).

Intended outcome: All staff follow updated safeguarding procedure related to on-line safety. Pupils recognise the seriousness of breaches to on-line safety and report it accordingly.

Evaluation: There have been no cases/incidents where the procedure has not been followed by staff. 1 incident of a pupil innocently misspelling a word which triggered procedures with staff. ("Paedo boats" instead of "Pedo boats" – to do with sailing and BTec Sport). A prefect phoned the mother of another pupil because she was concerned about how the girl was using her phone.

Action Plan for 2017/18

Overall lead: Mr B Hickey (Headteacher)

Governor lead: Lucinda Barratt

Equality Objective No.1

To reduce the Progress 8 gap between boys and girls to zero. 2017/18

Lead: Steve Coyle (with SIG and all staff)

How: School Improvement Group (SIG) and supporting all staff through Mengage, 'Raising Boys' Achievement' booklet. Training put into practice - monitored through focus weeks throughout the year.

Intended outcome: No difference between the progress of boys and girls as measured by progress 8

Evaluation:

Equality Objective No.2

To reduce the attendance gap between pupil premium pupils and non-pupil premium pupils

Lead: Theresa Ryan (with Kelly Collinge and all staff)

How: Close monitoring and involvement of the Education Welfare Officer. Attendance panels and intervention for targeted pupils. (Scrutiny of pupil voice questionnaires from the start of the academic year.)

Intended outcome: Gap between the attendance of pupil premium pupils and npp pupils has closed (due to improved pp attendance).

Evaluation:

Equality Objective No. 3

To close the gap between the attainment on entry in maths for the 2017 year 7 cohort and national expectations.

Lead: Gillian Anderson (Head of Maths)

How:

Intended outcome: Using internal assessments and comparing to 2016/17 outcomes for the then year 7 (current year 8)

Evaluation: