



A Voluntary Academy and
Engineering College

Saint Paul's Catholic High School

Equal Opportunities, Diversity and Inclusion Policies



RESPECT GOD

**RESPECT OURSELVES AND
OTHERS**

**RESPECT OUR SCHOOL AND
COMMUNITY**

**RESPECT OUR WORK AND
ACHIEVEMENTS**



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Equal Opportunities, Diversity and Inclusion Policies

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Mission statement and Introduction

Founded on the love of Christ and *respecting* the *unique* worth of each individual, Saint Paul's exists to foster, with care and compassion, personal, spiritual, and academic growth, extending into the community and beyond.

Equal Opportunities and Diversity Policy

(to be read in conjunction with the Disability Equality Scheme & Accessibility Plan, and the Inclusion Policy)

Introduction

This policy describes the way in which the school will meet the requirements of the Equality Act 2010. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy will be applied to all staff and learners, as well as any volunteers working in the school. It summarises, updates and amplifies the school's existing policies on Disability, Racism and Equal Opportunities.

Policy Aims

AIM:

To seek to maximise the potential of all pupils irrespective of race, colour, ethnic or national origin, gender, disability, religion or belief, sexual orientation.

We will oppose all forms of prejudice, which seek to discriminate against employees, learners and volunteers.

We will not tolerate name calling, generalisations about racial groups, insulting remarks, undue pressure against individuals, bullying, racist graffiti and other such offences.

We will continue to evaluate and develop our organisation and curriculum in order to meet the needs of pupils and so provide the best possible environment in which children may achieve their full potential intellectually, emotionally, physically, morally and spiritually.

The school may decide to use the 'Positive Action' clause of the Equality Act 2010, which allows for the setting up of courses specifically for a certain group, such as Afro-Caribbean boys or Roma children.

We will ensure that the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups.

We will:

- ensure that representation of particular groups with regard to exclusions and attendance is monitored and any significant patterns investigated
- ensure that differences in students' attitudes to work and their attitudes towards each other are monitored and any significant patterns investigated
- ensure that issues such as sexual or racial harassment, bullying and hostile behaviour are raised with staff and students and procedures for reporting of incidents are well publicised
- ensure that incidents of sexual or racial harassment, bullying and hostile behaviour are monitored systematically and responded to effectively

Teaching & Learning

Teachers are responsible for ensuring that:

- teaching style, methods, language, questioning and classroom management include and engage all students
- there are equal and high expectations of all students
- suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds
- stereotypes and what are thought to be stereotypical activities are effectively challenged
- teaching strategies are reviewed in relation to variations in learning and attainment and in light of known good practice

HoFs are responsible for ensuring that:

- positive attitudes are promoted through the curriculum
- there is equal access to curriculum, courses and extra curricular activities
- equal access is integral in curriculum planning, content and assessment procedures
- student involvement is monitored across the range of activities

The Senior Leadership Team is responsible for ensuring that:

- the different needs of different students are met and that the performance of different groups of students is monitored and evaluated
- there is a response to different patterns of attainment and progress, behaviour or attitudes, attendance
- strategies are implemented to raise performance, aspirations and self-esteem
- policy for equal access and opportunities is monitored and reviewed
- staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement of all students
- the school affirms and supports ethnic, cultural and religious and social diversity and effectively promotes good personal, community and race relations

Gender, Race, Disability and Travellers

- arrangements are made , within financial constraints, to ensure that students who have physical or learning disabilities can gain access to the curriculum
- gender, race, disability, traveller issues are considered when preparing for and following up work experience

- guidance is given on academic choices and careers encouraging students to consider non-stereotypical opportunities
- account is taken of positive role models when inviting speakers and representatives into school and promoting specific initiatives
- interpretation and translation services are made available
- links are established with the wider community
- travelling children are integrated into the school successfully and there is effective liaison with the TES
- cultures are affirmed to share and broaden experiences of all children through provision of spiritual, moral, social and cultural education and appropriate resources and information

Policy Statement

The school will adhere to the requirements of the Equality Act 2010. In addition, there will be no discrimination against:

- pregnant women or new mothers
- staff, learners or volunteers undergoing gender re-assignment
- learners due to the behaviour of their parents and/or siblings

It is expected that every person in the organisation will make a positive contribution to this policy, namely:

- All staff whether paid or voluntary
- All visitors to the school
- All learners at the school

In addition, the school will

- monitor any issues that arise within the organisation and take appropriate action, fully supporting any person in the organisation who is faced with prejudice or discrimination
- undertake an annual evaluation process to ensure that the policy is clear, in keeping with current legislation and being adhered to
- treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

Procedure in cases of an alleged breach of this policy

Stage 1

Any person who experiences, witnesses, or is reasonably led to believe that this Equal Opportunities Policy has not been respected, should bring the situation to the attention of a senior member of the staff of the school.

The senior member of staff may vary according to circumstances. A teacher may wish to report directly to the headteacher.

The person responsible for this breach will be reminded of the existence and purpose of this policy, and asked to adhere to the policy.

Stage 2

If the person continues behaving in an unacceptable manner, the matter will be referred back to the relevant senior member of staff, who will decide the best course of action.

This may result in:

- a warning being issued
- suitable disciplinary proceedings
- a referral to a higher level of authority

Stage 3

If the person who is alleged to have breached the policy is not satisfied with the outcome of Stage 2 proceedings, they may have recourse to the school's general Complaints Policy.

Disability Equality Scheme & Accessibility Plan

We aim to accord equal value to every one of our pupils.

In accordance with the Disability Discrimination Act 1995 (DDA), as amended by the Disability Discrimination Act 2005, we are committed to the promotion of equality of opportunity for disabled pupils and to the elimination of discrimination. It is our policy to 'make reasonable adjustments' so that pupils with disabilities can develop spiritually, academically, socially and can relate their development to their local and wider world, preparing for adult life with self-respect and self-belief.

As part of our existing work we recognise our duty to

- promote equality of opportunity between disabled pupils and other pupils;
- eliminate discrimination that is unlawful under the DDA;
- eliminate harassment of disabled pupils that is related to their disability;
- promote positive attitudes towards disabled pupils;
- encourage participation by disabled pupils in school life;
- take steps to meet disabled pupil's needs, even if this requires more favourable treatment.

This includes ensuring access for disabled pupils to the school curriculum, to the physical environment of the school and in the delivery of written information to disabled pupils.

Saint Paul's takes pride in being comprehensive, its pupils coming from a wide range of abilities and backgrounds. The philosophy of the school is to provide an education, based on the teachings of Jesus Christ, which will equip pupils academically, morally and spiritually for adult life. The school attempts to provide challenge to pupils of all abilities and backgrounds. This includes pupils of the highest ability, monitored by the Gifted and Talented Co-ordinator, pupils with Special Educational Needs and pupils with Disabilities monitored by the Special Educational Needs Co-ordinator. Pupils with Disabilities may be identified as Gifted and Talented or as having Special Educational Needs.

The Governing Body recognises its three key duties towards disabled pupils:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils:

- ensuring disabled pupils can participate in the school curriculum;
- ensuring the environment of the school enables disabled pupils to take advantage of education and associated services;
- ensuring disabled pupils have equal access to information.

The school's accessibility plan will be resourced, implemented, reviewed and revised annually.

The staff and governors see this as an integral part of school life and reflecting the Catholic ethos.

Principles and Practice

The Governing Body and teaching staff ensure that the necessary provision is made for any pupil who has disability.

Pupils with disabilities are recorded on the SEN register which is updated termly and available to all staff.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have disabilities and ensuring that provision is suited to each individual and is able to respond to individuals' evolving needs.

The staff ensure that pupils with disabilities join in the activities of the school together with pupils who do not have disabilities, so far as that is reasonably practical and compatible with the efficient education of other children in the school, and the efficient use of resources and learning is maximised.

Lessons are differentiated to enable pupils to access mainstream classrooms.

Pupils with disabilities have access to school outings by offering additional staffing, consulting the child and parents about appropriate provision. Risk assessments are drawn up in consultation with the child's parents.

The staff and Governors act at all times to overcome potential barriers to learning and assessment for individuals and groups of pupils, and are proactive in making reasonable adjustments with the intention of including all pupils.

Small groups, nurture groups and individual programmes are designed in consultation with parents to address the needs of disabled pupils for whom the mainstream provision is not appropriate.

The SENCO has received training to ensure accessibility to examinations. Special arrangements include: readers, prompts, scribes, laptops, restbreaks, separate rooms, enlarged papers.

The school is open access and complies with the DDA.

Head teacher, staff and governors report annually to parents on the policy and effectiveness of the school's work for pupils with disabilities.

The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

- Staff training in using Pupil Tracking analysis tools to monitor the progress of pupils with disabilities.
- Use of Pupil Tracking to discover if there are areas where disabled pupils have been unable to participate fully.
- Intervention to address the needs of underperforming disabled pupils.
- This monitoring is the joint responsibility of the whole staff and will be coordinated by the SENCO.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- St Paul's Catholic High School is a newly built school with excellent facilities for all pupils.
- There are good disabled pupil toilet facilities as well as provision for disabled staff or students to shower.
- Provision has been made for wheelchair access to all parts of the school including lifts, wide corridors, wheel chair access in all rooms, furniture to accommodate wheel chairs.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- Classroom signage that dovetails with Piper Hill.
- Timetables available for pupils in pictorial form as appropriate.

Management, coordination and implementation

Coordination:

The responsibility to ensure compliance and coordination falls upon the Governing Body. The policy will be implemented by the SENCO, Assistant SENCO and named School Governor.

Implementation:

- The Assistant SENCO has been trained.
- All staff will be required to attend DDA training as part of the Twilight Training Programme and new staff will access it as part of the Induction training.

The school will make its accessibility plan available in the following ways:

- As an integral part of its handbook
- As part of the St Paul's web page
- At parents' evenings
- From staff who have enhanced family contact eg Year Heads and Learning Mentors
- Staff with Key Worker responsibilities

Inclusion Policy

- We believe that every individual at school has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve their potential in learning
- Everyone is unique in terms of characteristics, interests, abilities, motivation and learning
- We will endeavour to design our education system to take into account these wide diversities
- All students will have access to high quality and appropriate education.
- All pupils need appropriate curriculum, resources and positive staff attitudes and skills to ensure they are included in a meaningful sense.
- The child is at the centre of the teaching and learning process.
- Inclusion is a lifelong issue.
- Inclusion is about inclusive learning rather than where the pupil is educated.

Inclusion is not a simple concept restricted to issues of placement, although mainstream access is an important goal, which needs active planning and promotion. Inclusion means meeting individual needs, working in partnership with pupils, parents and teachers, and involving schools in developing a more inclusive approach.

Key principles

- **To value diversity.** Inclusion is most likely to be achieved when diversity is recognised and regarded positively.

- **Entitlement.** All pupils are entitled to receive with a suitable peer group, a broad, balanced and relevant curriculum, in the least restrictive environment. Parents and young people are entitled to express a preference.
- **To understand how pupils learn.** This is important, as understanding how they learn will help them to learn better. As we now have a second specialism for cognition and learning we will write Pupil learning profiles that will inform all staff how and in which environments our pupils learn best.
- **Participation.** All pupils are entitled to be treated with respect, taking into account their views.
- **Individual needs.** The development of inclusive practises needs to meet the needs of individuals.
- **Planning.** All educational and multi agency planning should be based on inclusive principles. Inclusion requires strategic planning at system and individual levels.
- **Collective responsibility.** Inclusion extends to society as a whole. Within all educational establishments it should be an issue for all staff rather than the responsibility of a particular group or individual.
- **Professional development.** Inclusion requires the extension and sharing of existing skills and the development of new ones.

As a school we need to:

- Foster a climate that is flexible and creative in response to individual need.
- Ensure that inclusion is part of the schools equal opportunities policy and put in place strategies for implementation, funding and monitoring.
- Work collaboratively as a multi-disciplinary team, identifying barriers, and working to overcome them.
- Recognise that inclusion is the responsibility of all staff who need to be consulted regarding developments from the outset
- To have opportunities for relevant professional development to support inclusive practises.

Multi agency working

Multi agency working is essential to develop inclusive practises, with:

- Parent partnership
- LA support services
- Social Services
- Health Professionals
- Mainstream and special schools. It is important to increase our contact with mainstream schools to share and develop skills.

Local responsibilities

- Local authorities should provide a clear lead; working with other agencies, to encourage and develop shared responsibility for educating all children in the locality.
- Recognise that inclusive education is a key issue that needs to underpin all local developments and to keep this at the forefront when forward planning.
- Prepare and maintain strategic plans for developing inclusion in the area and monitor progress.
- Identify and disseminate good practise, using this to provide appropriate professional development opportunities.

Inclusion at Saint Paul's means the removal of barriers. It is enabling and not disabling. It means:

- Access to communication at a variety of levels
- That the curriculum needs to be developed to meet the needs of the pupils
- Access to opportunities to relate to other pupil at lunchtimes, playtimes and a variety of social situations
- Access to a differentiated or extended curriculum
- Access to a range of facilities, in school, in other schools and in the community
- Access to a range of teaching and learning approaches
- Access to teaching similar skills in a range of contexts
- Access to the National Curriculum, not disapplication
- Looking at each individual and their needs and maintaining the flexibility to meet them.
- Access to relevant accreditation
- Communication is essential, between staff and parents, other professions, other staff in the school and the pupils themselves

Inclusion has a variety of practical meanings, e.g.

- Inclusion in a class activity
- Inclusion with peers in an access group
- Inclusion with peers in a different access group
- Inclusion with peers in a tutor group
- Access to areas of the curriculum that there is not normally access to
- Inclusion in the wider school community
- Inclusion in other schools
- Use of other school facilities, or community facilities
- Other schools using the facilities
- Pupils from other schools having access to expertise/curriculum at Saint Paul's

Monitoring, evaluation and review

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Agreed by _____

Review Date _____