

St Matthew's RC High School

Equality Scheme



Reviewed: July 2015

To be reviewed: July 2018

ST. MATTHEW'S R.C. HIGH SCHOOL: EQUALITY SCHEME

1. The Purpose of the Scheme

The Equality Act 2010 established the Equality Duty for the public sector. The Equality Duty has two parts to it, the "general" duty and the "specific" duty. The general duty places a legal duty on St. Matthew's R.C. High School:

- ✓ to eliminate unlawful discrimination and harassment
- ✓ to promote Equality of opportunity for all

To help meet its general duty, the School will :

- ✓ Produce an Equality Scheme identifying its Equality goals and actions to meet them, in consultation with employees, parents and pupils
- ✓ Monitor and review progress
- ✓ Review the Scheme every three years
- ✓ Develop, publish and regularly review an Equality action plan
- ✓ Conduct impact assessments of all major policy developments, and produce criteria for conducting such impact assessments

This Scheme has been produced by using evidence from monitoring data as well as priorities set within the School's strategic plans. The purpose of this Scheme is therefore to:

- ✓ Show how we intend to mainstream Equality in all areas of the School's work
- ✓ Set out our priorities on how we intend to tackle inequality, eliminate discrimination and promote Equality of opportunity for all.

2. The School Context

St Matthew's High School is a voluntary aided Roman Catholic comprehensive school serving the Catholic parishes of North East Manchester. The school admits pupils from a wide area of north east Manchester, with a number entering the school from the Failsworth district of Oldham.

A significant number of pupils come from wards which have high scores on the IMD. In particular the wards of Harpurhey, Lightbowne, Newton Heath and Moston have high levels of social deprivation and experience all the attendant problems e.g. unemployment, poor health, poor housing etc. The majority of our pupils come from these wards.

The ethnic origin of most pupils is White British/Irish 77.5% (May 2015) Over the last five years there has been an increasing number of pupils joining the school from ethnic minority groups. The largest ethnic minority group is Black African, 9.8% of the school population (May 2015). There are an increasing number of pupils with English as an additional language.

The school has approximately 23.9% pupils entitled to FSM, with 43.1% of the school population in receipt of pupil premium funding.

The overwhelming majority of the pupils are baptised Catholics [approx. 93%].

Some facts about male and female staff and pupils at St. Matthew's R.C. High School:

- Out of 171 staff (June 2015), 45 were male and 123 female.
- Out of 73 teachers 29 were male and 44 female.
- 5 males and 3 females were on the Senior Leadership Team.
- 4 males Faculty Heads and 8 females.
- Heads of House – 3 female, 3 male.
- Other TLR posts – 7 male and 8 female.
- Learning support staff - 8 male and 26 female.
- Office/support staff – 7 males and 16 female.
- Premises staff – 1 female, 2 male.
- Cleaners - all 14 were female.
- Lunchtime Organisers – all 8 were female.

With regard to the pupil population [May 2015]:

- Year 11 - 113 male 111 female.
- Year 10 - 113 male 107 female
- Year 9 – 97 male 123 female
- Year 8 – 117 male 101 female
- Year 7 – 125 male 117 female

3. The School's Mission and its Priorities

St Matthew's RC High School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Catholic Church. This means that everything we aim to achieve will be based on the teachings and practice of the Catholic Church.

Our motto is "Quaerite primum regnum dei" - "Seek first the Kingdom of God" - and our aim is to achieve this motto in our school life. We will work to build God's Kingdom and be happy together because we believe that Jesus died and rose again for us and that He is always present in our school and in our world.

We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of co-operation and treat each other with courtesy and respect at all times.

Our primary role is to educate children and we uphold the principle outlined in the Bishop's Conference of England and Wales (2000) that:

"Education is holy ... the process of teaching and learning is a holy act"

St Matthew's aims to be an educational community which:

- is guided by the teaching of Christ and in turn guides its Catholic young people in their faith journey and provides all its members with the opportunity of living, working and worshipping in a Catholic community
- gives expression to the core values contained within the Gospel - freedom, justice, sincerity, truth, joy, faith, hope and charity.
- values all its pupils as individuals and values all types of learning
- encourages active pupil involvement in their own learning and lifelong learning
- works in partnership with parents, recognising that our pupils are their sons and daughters first

- contributes to the educational, religious, cultural and economic well-being of Manchester and its environs.

2 Our Commitment and Priorities.

The school celebrates and values the diversity brought to its pupil body and workforce by individuals, and believes that it will benefit from engaging staff from all sectors of society. The school will treat all employees and pupils with respect and dignity, and seek to provide a positive working and learning environment free from sexism, harassment or victimisation.

The school will seek not only to eliminate discrimination, but also to create a working and learning environment based on positive relations. To this end, the school undertakes to provide training and support for staff, to consult with staff about their experience of the working environment, and to provide diverse images in any material which it produces for learners and staff. The aim is to create a positive inclusive ethos where issues of sexism, stereotyping and discrimination can be discussed openly, with a shared commitment to challenging and preventing sexism and discrimination, to respecting diversity, and to encourage good relations.

The school will work towards the elimination of all discrimination whether direct or indirect, and will seek to ensure that individuals and communities have, as far as is possible, equal access to learning programmes and facilities.

The school also operates a number of protocols and procedures relating to issues of Equality. These include:

- ✓ Procedures for maternity leave and pay.
- ✓ Procedures for paternity leave.
- ✓ Induction programme for staff which advises new staff of the expectations and procedures relating to Equality at the school.
- ✓ The school regularly monitors achievement, attendance, exclusions and destinations for particular groups e.g. FSM, LAC, gender, ethnicity etc.

The school's priorities over the next three years will be:

Year 1

- To continue to involve all senior managers as the champions of the Equality Action Plan
- To publish the Equality Scheme and Action Plan
- To establish wider consultation processes
- To develop further the statistical data collection which will inform the Equality

Action Plan

- All new policies and practices to be Impact Assessed
- All new staff to continue to undergo training in Equality and Diversity in their induction
- To continue to promote Equality of opportunity for individuals and groups
- To continue to review marketing materials to avoid stereotypical images

Year 2

- To review and update the Equality Action Plan
- Existing policies to be impact assessed in line with reassessment time scales
- To carry out effective Impact Assessments on policies, procedures and practices within the school
 - To effectively target disadvantaged groups
 - To continually develop staff training in Equality and Diversity issues.
 - To develop awareness raising opportunities for pupils and staff

Year 3

- To review and update the Equality Action Plan
- To establish school strategic goals for the next 3 years
- To continue to foster an atmosphere and culture which promotes Equality of opportunity.

Employment – Tackling Harassment and Increasing Representation

Breaking Down Stereotypes and Promoting Positive Role Models

The school will seek to tackle and break down stereotypes by :

- Ensuring that Equal Opportunities issues are included as part of the annual staff Inset programme.
- Building on the good practice already structured within the RE programme by addressing various forms of stereotyping.
- Ensuring Equality issues are included within the assembly programmes of different groups.
- Above all, by ensuring that staff and pupils feel confident to address discrimination whenever and wherever they occur within the school community.

Tackling Harassment and Discrimination

The EC recommendation (November 1991) on the Protection of the Dignity of Women and Men at Work, defines sexual harassment as, “conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men

at work," which constitutes an intolerable violation of the dignity of workers or trainers and is unacceptable if:

- I. Such conduct is unwanted, unreasonable and offensive to the recipient.
- II. A person's rejection of or submission to such conduct on the part of employers (including supervisors and colleagues) is used explicitly as a basis for a decision which affects that person's access to vocational training, access to employment, promotion, salary or any other employment decisions.
- III. Sexual harassment includes activities such as:
 - Unnecessary and unwelcome physical contact
 - Suggestive and unwelcome comments or gestures
 - Unwelcome or derogatory remarks regarding the sexual orientation or preference of an individual or group
 - Criminal acts such as indecent exposure or sexual assault.

The school will ensure that its policies and procedures reflect a commitment to deal proactively with issues of harassment and discrimination. St. Matthew's will:

- a. Ensure that all members of the school community are aware of the types of behaviour which constitute harassment and discrimination.
- b. Ensure all members of the school community understand that harassment is unacceptable, will not be tolerated and that appropriate measures may be taken.
- c. Promote a climate within school where a member of the community feels confident in bringing forward complaints of harassment or discrimination without fear of victimisation or reprimand.
- d. Ensure that allegations are responded to quickly, positively and in confidence.

5. Dealing with Complaints

The school's Complaints Policy details the steps to be taken when dealing with Equality related issues. It stresses that:

- All staff have a responsibility, on receiving informal or formal complaints, to treat them seriously and to deal with them promptly.
- The Headteacher will receive all formal complaints, record their receipt and ensure that they are dealt with.
- Managers who receive complaints will investigate them promptly and respond in writing within ten working days to the complainant, keep records and send a copy of the correspondence to the Headteacher.
- The Governing Body is responsible for ensuring that the Complaints Policy & Procedure are operating effectively. The Headteacher will present to the Governing Body the annual summary and analysis of the range of formal complaints.
- Governors will also be involved in appeal against decisions made in response to complaints.
- Any complaints that involve the Headteacher will be investigated and dealt with by the Governing Body.

6. Equality Impact Assessments

An Equality Impact Assessment is a way of deciding whether an existing or proposed policy, procedure, practice or service does (or may) have an "adverse impact" on some sections of society. The "adverse impact" may often be the result of not taking into account the needs of women or men, black and ethnic minority groups, disabled people, people's religion or belief, sexual orientation or age.

Assessments will be carried out on new policies and services, as they are developed and over time on all other existing policies and services.

The results of Equality impact assessments are reported to the School Leadership Team. A revised timetable of assessments is drawn up annually.

Initially a mapping exercise will be carried out on all areas of the school to identify all formal and informal policies and practices so that a screening process can be carried out.

The screening process will identify any policies which are deemed to be high risk of discriminatory practice. When all policies have been given a High, Medium or Low priority it will be possible to prioritise those we must most urgently review.

Monitoring of assessed policies will take place on an ongoing basis to monitor for future adverse effects.

7. Monitoring of the Scheme

- This Scheme will be reviewed every three years.
- Responsibility for the monitoring will lie with the Headteacher.
- The Action Plan attached as Appendix A will be reviewed every year.
- Progress on the Scheme and Action Plan will be reported to the School Leadership Team.

8. Consultation

The Headteacher and Senior Leadership Team are responsible for:

- Monitoring data for any issues pertaining to gender with regard to achievement, attendance, exclusion or destination and to advise the School Leadership Team on possible actions.
- Monitoring related policies for E.O. issues.
- Ensuring that marketing materials are free of any E.O. (including gender) issues.
- Reviewing school based issues relating to equal opportunities which have arisen and suggesting possible courses of action to the School Leadership Team.
- Providing Inset activities annually as part of the Inset programme for staff e.g. raising boys' achievement, reducing achievement gap between FSM/non FSM pupils
- Regularly monitoring satisfaction with Equal Opportunities through surveys of staff and pupils.

9. Information

The following data on current and potential staff will be collected by the school's Equal Opportunities Group, who in turn will report this to the School Leadership Team.

- Numbers of staff in post by gender/ethnicity.
- Application rates by gender/ethnicity
- Short-listing data by gender/ethnicity
- Offers and acceptance rates by gender/ethnicity
- Numbers of staff involved in grievance and or disciplinary procedures by gender/ethnicity
- Numbers of staff leaving employment by gender/ethnicity
- Numbers of staff by grade and gender/ethnicity
- Return rates from maternity leave, and roles to which they return

The following data on pupils will be reviewed annually by Equal Opportunities Group, and the School Leadership Team. A report will be provided to Governors and staff:

- Numbers of pupils by gender/ethnicity/FSM/EAL/SEN
- Achievement rates of pupils by gender/ethnicity/FSM/EAL/SEN
- Attendance rates of pupils by gender/ethnicity/FSM/EAL/SEN
- Exclusion details by gender/ethnicity/FSM/EAL/SEN
- Destination of pupils by gender/ethnicity/FSM/EAL/SEN
- Complaints and other procedure monitoring of pupils by gender/ethnicity/FSM/EAL/SEN

Putting the Scheme into Practice

St. Matthew's Equality Scheme will be published on the website. Paper copies will be available at the school office.

The Annual report of progress and performance against the Action Plan will be provided to Governors.

The result of Impact Assessments will be reviewed by the Equal Opportunities Group and any outcomes identified will be implemented and addressed by the School Leadership Team.

There will be a yearly review of the Action Plan to ensure that the information gathered informs and improves the outcome for people using or working at St. Matthew's R.C. High School.

APPENDIX A**Equality Scheme Action Plan 2015- 2018**

Action	Outcome	Level of Priority (High, Medium, Low)	Responsibility	Target Date
1. All new policies and practices to be Impact Assessed	Equality will be embedded in all elements of policy and practice.	H	Headteacher	Sep 2015 then onwards
2. All new staff to continue to undergo training in Equality and Diversity in their induction	Equality embedded into staff culture.	H	Headteacher AA	Sep 2015 then onwards
3. To continue to review marketing materials to avoid stereotypical images	Equality embedded into all marketing materials.	H	Headteacher	Sep 2015 then onwards
4. To continue to gather statistical data by group on pupil achievement.	Analysis completed. Necessary interventions planned.	H	Headteacher	Sep 2015 then onwards
5. To continue to gather statistical data on attendance by group.	Analysis completed. Necessary intervention programme in place.	H	Headteacher	Sep 2015 then onwards
6. To continue to gather statistical information on exclusions by group.	Analysis completed. Necessary intervention programme in place.	H	Headteacher	Sep 2015 then onwards
7. To continue to gather information on pupil destinations by group.	Analysis completed. Necessary intervention programme in place.	H	Headteacher	Sep 2015 then onwards
8. Statistical information on staffing will be collected in line with section 9 of the ES.	1. There will be no issues of staffing by gender.	H	AA Headteacher	Sep 2015 then onwards

	2. If patterns are detected these will be reviewed and acted upon by the Headteacher and SLT.			
9.To integrate the ES into School's strategic documents.	That Equality issues will automatically be reviewed as part of the school's strategic planning.	H	Headteacher SLT Governors	Sep 2015 and onwards
10. To continue to review complaints of harassment/discrimination and ensure that action is taken when necessary.	To encourage an atmosphere which encourages pupils to address harassment/discrimination.	M	AA HN	Sep 2015 then onwards
11. Existing policies to be impact assessed in line with reassessment time scales	Equality will be embedded in all elements of policy and practice.	M	Headteacher	Sep 2015 onwards
12. To continue to ensure that Equality issues are reviewed within the staff CPD programme.	To raise staff awareness of Equality issues in the class room and to recommend action where required.	M	Headteacher PA	Sep 2015 then onwards
13. To re-visit Equality training with governors.	To remind governors of the issue of Equality within the School.	M	Headteacher Governors	Sep 2015