



Accessibility & Single Equalities Policy

Approved by Governors on 25 October 2016

Review Committee: Student Support

Review: Triennially



SINGLE EQUALITIES POLICY

Mission Statement

“Love one another as I have loved you” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

Section 1 – Statement of Principles

This policy outlines the commitment of the staff, students, governors and all stakeholders of Christ the King Catholic High School to ensure that equality of opportunity is available to all members of the school community. This goes beyond ‘treating everyone the same’ but aims to understand and indeed tackle the different barriers which could lead to unequal outcomes for different groups of students in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Students
- Staff
- Parent/Carers
- Governors
- Visitors
- Agency Staff
- Trainee Students

We believe that equality is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Christ the King Catholic High School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential – irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

“Love one another as I have loved you” (John, 15)

We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.
(Extracts from school mission statement)

“This is a highly cohesive and inclusive school where students are open to learning from other and are confident in articulating and expressing their faith”
(Diocesan Inspection May 2015)

“Students’ involvement in the school and contribution to the wider community are excellent”
(Diocesan Inspection May 2015)

“The pervasive ethos of the school encourages self- respect, pride in belonging and an approach to education which embraces the whole person”
(Diocesan Inspection 2010)

“It is a place of welcome to all irrespective of background, colour or creed”
(Michael Campbell OSA, Bishop of Lancaster)

Section 2 – School in Context

Christ the King Catholic High School is a smaller than average secondary school with under 300 students on roll. The school intake consistently draws a significantly high proportion of students from the most disadvantaged wards in the country. The proportion of students receiving free school meals and having English as an additional language are consistently above National and Local Authority averages.

Section 3 – Ethos and Atmosphere

At Christ the King Catholic High School there is a shared sense of cohesion where positive attitudes and relationships are actively fostered and encouraged with all school stakeholders.

The school community will challenge any type of discrimination and /or bullying behaviour.

Our policies, procedures and activities will promote

- Good relations and mutual respect between all groups
- Respect for the religious beliefs of all stakeholders
- Inclusion, participation, and the opportunity for equal chances and outcomes for all

Section 4 – Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- Staff
- Students
- Parents/Carers
- Governors
- Visitors
- Other stakeholders

This policy encompasses the following policies

- Accessibility Plan
- Disability Discrimination
- Race Equality
- Equal Opportunities

Section 5 – Monitoring and Review

Christ the King Catholic High School is an inclusive school, working together towards greater equality for the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil his/her potential.

All performance data is analysed in respect of different student groups and reported to Governors annually.

We make regular assessments of students' learning and use this information to track students' progress, as they move through the school. As part of this process, we regularly monitor performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to inform future teaching and learning as necessary.

Intervention strategies are in place to support groups of students where the data suggests that progress is not as good as it should be. The governing body receives regular updates on student performance data.

School performance information is compared to national data and local authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to;

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in student performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Christ the King Catholic High School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

There will always be at least one person on the interview panel who had undertaken Safer Recruitment Training (Mr D Callagher and Mrs A Leaver). Governors have access to Governor training and Governors committee meetings review school policies and procedures on a regular basis. There is also a Child Protection Governor and other nominated link governors.

We collect and analyse a range of profile information for our staff and governors:

Staff and Governors are given regular updates regarding student tracking data, achievement, progress and monitoring. Various tools are used to inform this data. – E.g. Fisher Family Trust, Raiseonline.

Issues identified in the analysis of student data are discussed with the School Advisor and acted upon by the Senior Leadership Team.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is Mr D Callagher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy.

Section 6 – Developing Best Practice

Learning and Teaching

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use material to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures

- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop student advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all student groups
- Take account of the performance of all students when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of students
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all students regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students
- Adults in school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability. We will meet all students' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all students have equal access to all facilities and resources
- All students are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all students
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Christ the King Catholic High School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Students will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all students have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All students have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within Christ the King Catholic High School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Christ the King Catholic High School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the right conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities throughout the student's school life.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity and provide any such providers of this provision with written guidelines drawn from this policy

Provision for Bi-lingual Students

At Christ the King Catholic High School we undertake to make appropriate provision for all EAL/bi-lingual students to ensure access to the whole curriculum. These groups include:

- Students for whom English is an additional language
- Students who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker students
- All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)

- All students, staff, parents, carers are given support, as appropriate, should they experience discrimination
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the school community (PEER MENTORS. SLT2)
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include students' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures, in line with the local authority policies and procedures, are reviewed regularly to check conformity with legislation and impact

Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement for that role. The same may apply on the grounds of gender

Partnership with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all students to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school
- Setting up, as part of the school's commitment to equality and diversity, a group made up of all stakeholders of the school community. This will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

Section 7 – Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and the action plan
- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body

- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for students with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Section 8 – Commissioning and Procurement

- Christ the King Catholic High School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

Section 9 – The Measurement of Impact of the Policy

- This policy will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Section 10 – Publicising the Policy and Plan

- Copies of this policy are available in the policies section of the school website and a hardcopy is also available from the school office

Section 11 – Annual Review of Progress

- This policy will be reviewed on an annual basis or sooner if any significant changes/additions are made.
- **Curriculum** - this area of the accessibility plan is reviewed and monitored on a termly basis by the Governors Standards and Effectiveness Committee and on a daily basis by the SLT.
- **Physical Access** - this area of the accessibility plan is reviewed and monitored on a termly basis by the Governors Resources Committee and on a daily basis by the SLT.
- **Information** - this area of the accessibility plan is reviewed and monitored on a termly basis by the School Governors and on a daily basis by the SLT.
- All of the above are regularly monitored and reviewed and are a working document and inform the S.I.P and school self - evaluation.

Section 12 – Equality Impact Assessments

- These assessments will be undertaken on an annual basis by using student/parent questionnaires and by the regular review meetings that take place for students with IEP'S. Student tracking data will also be used to inform these assessments.