



Equality Policies and Accessibility Plans

"There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus." Galatians 3:28

1 Corinthians 14:10

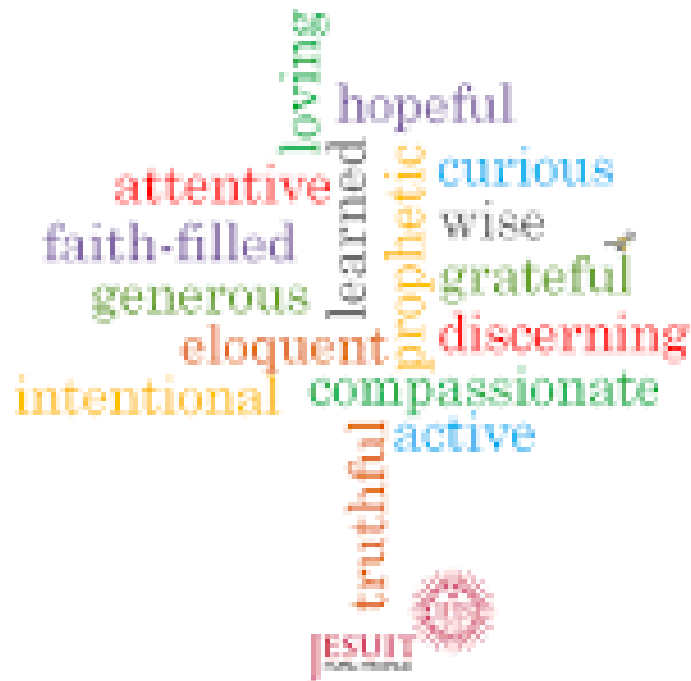
At Saint John Wall Catholic School, we are committed to advancing equality and promoting respect for difference and diversity through the school's mission, ethos and values.

OUR SCHOOL MISSION STATEMENT

'To educate each and every unique child in our care to hear and respond to what God calls them to be'.

OUR SCHOOL VALUES

'A Catholic School For All'



Equality and Diversity

Summary

This section outlines the legislation affecting schools as employers and provides access to information on the law on equality.

Equality Act

Types of discrimination

Harassment

Victimisation

Protected characteristics

Positive action

Equality schemes

Appointing Staff - questions about health

Further guidance

Equality Act

The Equality Act 2010 brings together, and expands upon, previous legislation on various kinds of discrimination, so that there are no longer separate Acts and Regulations. The Act defines the grounds on which it is unlawful to discriminate.

Types of Discrimination

The types of discrimination have been extended by the Equality Act to include:

- Direct discrimination, which already applies but has now been extended to cover perceptible and associative discrimination.
- Indirect discrimination, which already applies to age, race, religion or belief, sex, sexual orientation and marriage and civil partnership. It has now been extended to cover disability and gender reassignment.
- Associative discrimination, which already applies to race, religion or belief and sexual orientation. It has now been extended to cover; age, disability, gender reassignment and

sex. Associated discrimination is direct discrimination against someone because they associate with another person.

- Perceptive discrimination, which already applies to age, race, religion or belief and sexual orientation. It has now been extended to cover disability, gender reassignment and sex. Perceptive discrimination is direct discrimination against someone because others think that they possess a protected characteristic and applies even when the person does not actually possess that characteristic.

Harassment

Harassment applies to all protected characteristics except for pregnancy, maternity, marriage and civil partnership. Employees will now be able to complain of behaviour that they find offensive even when not directed at them and the complainant need not possess the relevant characteristic themselves. Protection is also extended to cover perception and association. Third party harassment already applies to sex and has now been extended to cover age, disability, gender reassignment, race, religion or belief and sexual orientation. Employers are liable when;

- harassment has occurred on at least two previous occasions;
- employers are aware that it has taken place;
- employers have not taken reasonable steps to prevent it from happening again.

Victimisation

Victimisation occurs when an employee is treated badly because he or she has or is suspected of having made a complaint under the Equality Act. The Act removes the requirement of the complainant to demonstrate a comparator. Employees raising malicious or supporting untrue complaints are excluded from the protection.

Protected Characteristics

The Equality Act defines these as follows:

- Age - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds). This is the only characteristic where direct discrimination is allowed if it is a proportionate means of achieving a legitimate aim.
- Disability - A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. It is unlawful to ask about health (which covers disability in this context) before offering a person work (other than for certain exceptions). An employer will not commit an act of disability discrimination if at the time the employer could not reasonably have been expected to know about the person's disability.
- Gender reassignment - The process of moving from one gender to another provided that the person intends to live permanently in the gender opposite to the birth sex. The person is no longer required to be under medical supervision.
- Marriage and civil partnership - Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.
- Pregnancy and maternity - Pregnancy is the condition of being pregnant. Maternity refers to the period of 26 weeks after the birth, which reflects the period of a woman's ordinary maternity leave entitlement in the employment context.
- Race - Refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

- Religion and belief - Religion has the meaning usually given to it. Belief includes religious and philosophical beliefs including lack of belief (e.g. atheism). Generally, a belief should affect life choices or the way people live for it to be included in the definition.
- Sex - A man or a woman.
- Sexual orientation - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Positive Action

As with the previous legislation the Equality Act allows for positive action in circumstances where protected characteristics suffer a disadvantage connected to that characteristic or if their participation in an activity is disproportionately low.

Equality Schemes

There is no longer a legal requirement to adopt an equality scheme or policy. However, the Statutory Code of Practice published by the Equality and Human Rights Commission recommends such a policy and this recommendation would be taken into account in any legal proceedings. Chapter 18 of the code gives guidance on equality policies and practice in the workplace. The school has several policies which link to equality, such as: admissions policy, behaviour policy, dignity at work policy, teaching and learning policy, staff code of conduct, SEND policy, uniform policy. These are reviewed regularly. We are committed to publishing equality objectives every 4 years (see objectives listed below), and equality information is shared annually via the School and Catholic Education censuses.

Equality Objectives

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

What are we doing to eliminate discrimination, harassment and victimisation?

- we take into account equality issues in relation to admissions and exclusions.
- we are aware of the Reasonable Adjustment duty for disabled pupils and have an accessibility plan.
- we actively promote equality and diversity through the curriculum and by creating an environment through our mission statement and SJW values that champions equality of opportunity.

What are we doing to advance equality of opportunity between different groups?

- we collect and analyse data in order to inform our planning and identify school improvement objectives.
- we have procedures to identify children with SEND, PP, EAL.
- we collect data and monitor progress and outcomes of different groups of pupils and use this data to put in place interventions to close attainment gaps.

What are we doing to foster good relations?

- we prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- we teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through lifestyle lessons, cultural capital days, cultural heritage events, RE and across the curriculum including form tutor time.
- we use materials and resources that reflect the diversity of the school, the local community and British society.
- we promote a whole school ethos and values that challenge prejudicial language, attitudes and behaviour.
- We regularly gather the views of stakeholders and liaise with community group. We use this information to share the schools policies and procedures around equality, diversity and inclusion.

Equalities objectives 2021 - 2023

- Continue to develop quality first teaching and the use of effective teaching strategies to enhance literacy, numeracy and EAL skills for all groups of pupils.
- Continue to develop remote teaching and learning skills, fair distribution of equipment and learning resources, and monitoring pupil engagement to ensure all groups of pupils have equal access to the school's remote learning, tuition and Covid recovery packages.

Appointing Staff Questions About Health

New provisions in the Equality Act 2010 affect the questions asked about health in references or at any stage of the selection process before making a conditional offer of employment.

Section 60(1) of the Act provides that "A person (A) to whom an application for work is made must not ask about the health of the applicant (B) before offering work to B or, where A is not in a position to offer work to B, before including B in a pool of applicants from whom A intends (when in a position to do so) to select a person to whom to offer work."

Other parts of Section 60 of the Act make exceptions and allow questions

- Where it is necessary to find out whether an applicant is able to participate in an assessment to test suitability for the role.
- Establish whether there is a duty to make reasonable adjustments to enable an applicant to take part in the recruitment process.
- Establish whether the applicant will be able to carry out a function intrinsic to the work.
- Monitor the diversity of applicants.
- Take positive action in supporting employment for disabled people.
- Where a disability is a genuine occupational requirement.

So, for example, when sending out letters inviting people to attend for interview it is still permissible to ask them all whether they need any special arrangements to participate in the interview.

It is permissible to enquire about a person's health once that person has been selected for the job, provided that the employer does not unfairly discriminate against the successful applicant once medical information is revealed and makes all the adjustments that are reasonable in the circumstances to accommodate any disability. Therefore schools should continue to ask successful

applicants to complete a pre-employment medical questionnaire and the authority will continue to make offers of employment conditional on medical clearance.

The authority's advice on reference requests has been revised in the light of legal advice. Questions about sickness absence have been replaced by a question as to whether the applicant's attendance and/or absence has led to the initiation of any relevant school or company or organisation procedures.

Further Guidance

Saint John Wall Catholic School follow guidance from the Equality Act (2010), The Equality and Human Rights Commission and The Department for Education when appointing all staff. As a Catholic School, Saint John Wall Catholic School also adopt the Catholic Education Services policies and procedures for the appointment of staff.

Monitoring and review

- all members of staff and the Governing Body have the responsibility of implementing this policy.
- this policy will be reviewed every four years and equalities objectives information will be published annually.

SCHOOL ACCESSIBILITY PLAN

3 year period covered by the plan: 2022 - 2025

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting Points

1A: The purpose and direction of the school's plan: vision and values

School Mission Statement: 'To educate each and every unique child in our care to hear and respond to what God calls them to be'.

The broad and balanced school curriculum is designed to allow pupils:-

- To be successful learners who enjoy learning and achieving.
- To become confident individuals who are able to live safe, healthy and fulfilling lives.
- To become responsible citizens, spiritual and moral individuals who know the difference between right and wrong.
- To make positive contributions to their school, local community and the wider society.

1B: Information from pupil data and school audit

In January 2022 there were 73 (12.1%) pupils on the SEND register. This is generally in line with the national average. Two currently have Educational Health Care Plans, which is below the National Average. The main need of pupils on the SEND Register, is Cognition and Learning. We also support pupils with needs in Communication and Language, Medical, Physical and/or Sensory and Social, Emotional and Mental Health.

Eight pupils have a diagnosis of autism.

Five pupils have a diagnosed visual impairment and we follow the advice from the Visual Impairment Team.

Two pupils have hearing impairments and we follow advice and support from the Hearing Impairment Team.

We have one pupil with a physical disability which affects their mobility around the school. We follow guidance from the Physical Difficulties Team to ensure that we meet the needs of this pupil.

We have a number of pupils who access specific safe private areas of the school for medical interventions.

Future cohorts are likely to have similar numbers as above.

1C: Views of those consulted during the development of the plan

Pupils: Those pupils who responded to the consultation did so positively, with the majority of students reporting that the school and learning in lessons are accessible to all. Some students reported that they did not know who they should speak to if they have concerns over accessibility. Suggestions made by pupils to improve physical accessibility included less crowded corridors, a board showing a map of the school and showing where different rooms are, and a lift for the tower block. One student replied to report that not being able to speak good English prevented her from accessing the curriculum fully.

Parents: The parents who responded to the consultation also did so positively, with the majority reporting that the school and learning in lessons are accessible to all students. Again, some parents reported that they did not know who they should speak to if they have concerns over accessibility. Parents did not make any suggestions on how accessibility could improve for students at the school.

Staff: All of the staff who responded to the consultation reported that all areas of the building and all learning in lessons were accessible for them, although some reported concerns for students' accessibility. Suggestions for improvements made by staff members were toilets on all floors, installation of a lift for the tower, more car parking spaces for staff, a ramp at the entrance to the school and between the playgrounds, automatic doors to replace some of the heavier doors around the site, less steep steps from the front car park to reception and improved compliance with display screen equipment regulations with adjustable chairs and monitors for teacher's desks.

Governors: The majority of Governors consulted with reported that they believed all areas of the school site and learning in lessons were accessible to students, staff and visitors. All Governors were aware of who they could report any concerns to. No suggestions were made for improvements by the Governors who responded to the consultation.

2. The main priorities in the school's plan

2A: Increasing the extent to which all pupils, staff and visitors can participate in the school curriculum

- Raising staff awareness of disabilities.
- Training of staff to support pupils with specific needs including use of ICT.
- Raising pupil awareness in assemblies and through the curriculum.
- Raising governor awareness of disabilities with annual review of Accessibility Plan.
- Word Processors are provided to students who require them for medical or SEND. These can be used both in school and at home.
- Access Arrangements are put in place to remove the cognition and learning disadvantages that some students have.
- Installation of software such as Claro read and Dragon (speech to text) for students with SEND.
- Improving the awareness of both staff and students of who they should speak to if they are concerned about accessibility to the school site or to learning in lessons.
- Use of the EAL (English as an additional language) department for EAL pupils who are not yet ready to access the mainstream curriculum
- Referrals to DLP HUB (St Thomas Aquinas Centre) for year 7 and 8 pupils with significant low literacy levels who are not secondary ready.

2B: Improving the physical environment of the school to increase the extent to which all pupils, staff and visitors can take advantage of education and associated services

- Continue to bid for further funding for a lift and external ramps (to reception and between the playgrounds)
- Install hand rails on the steps between the playgrounds.
- Maintenance of all flooring and seating around the building (including the steps into reception).
- Maintenance of markings and blinds for visually impaired staff and students.
- Consideration given to the timetabling of lessons in the Tower Block for students or staff with disabilities.
- Continued use of the one way system to ease congestion in corridors at key points within the school day.
- Investigation into the possibilities of furthering the available car parking for staff and visitors to the school.
- Investigation about the possibility of installing a map of the school on a board near to receptions.
- Investigation into the use of automatic doors/alternative doors to replace some of the heavier doors around the school site.
- Teacher's work spaces to comply with display screen equipment regulations with adjustable chairs and monitors where necessary.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- Visual timetables made available as appropriate.
- Labelling of equipment to include pictures/symbols.
- Ensure all written material is accessible to pupils (e.g. include use of audio software and iPads where appropriate).
- Ensure all written communication is accessible to all parents (e.g. including translations on request where possible) on enlarged print.
- Enlarged tests are provided for students with visual impairments.

3. Making it happen

3A: Management, coordination and implementation

The planning process.
Plan to be reviewed every three years by a working party and the governors.

Coordination
Headteacher to co-ordinate the people involved.

Other policies and plans.
Linked to other relevant whole school policies.

Implementation.
SENDSCO to advise as necessary.

Governors Finance and Premises Committee meet regularly to update progress.

3B: Getting hold of the school's plan

The plan is made available:-

On the school website.

Information on newsletter to parents/community.

Shared with staff, pupils, governors.

Available in different formats on request.

Appendix A

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff eg pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Re pupils who make a positive contribution reflective of the school's diversity eg through class assemblies/school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lesson, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Re open evenings and other events which parents, carers and the community attend held in an accessible part to the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Appendix B

Equality Strand	Objective	Action to be taken and person responsible	Timescale	Resources/ Finance/CPD	Monitoring	Success Criteria
1. Ethnicity/ Gender/ Disability.	Inform staff, pupils and parents of the school's Single Equality Plan (SEP) and Accessibility Plan (AP).	Publish and promote the Single Equality Plan and Accessibility Plan on the school website (Lead Administrator/Learning Resource Manager – Annually to Governors).	Ongoing.	Time.	Governing Body	Staff, Governors and parents are aware of the existence of the SEP and AP and what it means for them.
2. Ethnicity/ Gender/ Disability.	Monitor and analyse pupil achievement by ethnicity, gender and disability in order to act on any patterns in the data that require additional support for pupils.	Analyse data from grade sweeps and examination results in terms of ethnicity, gender and disability (SENDCo/AP Impact/Senior Leader Support Staff). SLT and HODs to discuss findings and address any issues raised (SLT/HODs).	Throughout the year.	Time.	Governors Curriculum and Standards Committee.	Data analysed and shared. Appropriate actions taken to address any under-achievement of particular groups.
3. Ethnicity/ Gender/ Disability.	Monitor and analyse pupil attendance by ethnicity, gender and disability in order to identify and act on any patterns that require additional support and guidance for pupils.	Analyse data on attendance by ethnicity, gender and disability regularly (Attendance Officer/AP Pastoral). Attendance Officer to attend BEST meeting to discuss patterns in attendance and identify appropriate interventions for those pupils causing concern (HOY'S/Pastoral Team).	Termly.	Time to analyse data. BEST meetings timetabled during the week.	SLT.	Data analysed and appropriate interventions taken to address any concerns identified eg letter to parents; meeting with parents; home visits etc.
4. Ethnicity/ Gender/ Disability.	Ensure that the Curriculum promotes positive role models in terms of ethnicity, gender and disability.	HODs to undertake an audit of their SOW and curriculum materials eg text books. To take action as appropriate to address any concerns raised (HODs).	Throughout the year.	Time to complete audit. Funding to replace unsuitable materials where necessary.	HOD.	Audit undertaken and appropriate action taken. More balanced curriculum in terms of ethnicity, gender and disability as a result of action undertaken.

Equality Strand	Objective	Action to be taken and person responsible	Timescale	Resources/ Finance/CPD	Monitoring	Success Criteria
5. Ethnicity/ Gender/ Disability.	Ensure that displays in classrooms and corridors promote diversity in terms of ethnicity, gender and disability.	Ongoing monitoring of displays around the school. Action to be taken as appropriate to address any concerns raised (Learning Resource Manager/School Business Manager/HOD's).	Throughout the year.	Time to monitor display. Funding to replace inappropriate display materials.	SLT.	Displays monitored and replace if necessary more diversity reflected in displays around the school.
6. Ethnicity/ Gender/ Disability/ Community Cohesion.	Ensure school is free from discriminatory and gang related graffiti.	Discriminatory and gang related graffiti to be reported to the main school office as soon as it is spotted (All Staff). Pupils to be encouraged to report such graffiti (All staff). All graffiti to be removed by the end of the school day on which it is reported (School Business Manager/Site Team/Senior Leader Support Staff).	Throughout the year.	Cleaning materials. Time to clean off graffiti.	MAR.	School free from all discriminatory and gang related graffiti. More positive school environment for all.
7. Ethnicity/ Gender/ Disability/ Community Cohesion.	Recruit new Governors when vacancies arise so that Governing Body better reflects the diversity of the local community.	Promote Governor vacancies in formats/publications accessible to parents and the whole community eg translations into local community languages (Learning Resource Manager/Clerk to Governors – Newsletters, Website).	As vacancies arise.	Cost of translating materials. Cost of advertising in local community publications.	Governing Body.	Governing Body better reflects the diversity of the local community.
8. Ethnicity/ Gender/ Disability/ Community Cohesion.	Encourage more community involvement in the school in order to help increase understanding of all aspects of our local community.	Organise a number of community related activities throughout the year eg visits to different places of worship; community involvement on Cross Curricular Days and in RE (AP Pastoral/Pastoral Team/Chaplaincy Team/PICCL).	Throughout the year.	Time to organise activities. Funding for visits.	SLT.	More community involvement in the curriculum. Pupils show a greater understanding of the different aspects of our community.

Equality Strand	Objective	Action to be taken and person responsible	Timescale	Resources/ Finance/CPD	Monitoring	Success Criteria
9. Ethnicity.	Identify, report and respond to all racist incidents in the school.	All staff to report racist incidents to Headteacher or Deputy Headteachers (All Staff). Appropriate responses to be put in place to ensure such incidents are not repeated (AP Pastoral/Pastoral Team). Incidents reported to Governing Body/LA on a termly basis (AP Pastoral).	Throughout the year.	Time to carry out investigations and make responses.	Governing Body.	All racist incidents reported and dealt with appropriately. Data shows fewer racist incidents as a result.
10. Gender.	Encourage more girls and boys to take up extra-curricular activities (including sports and house related activities).	Offer opportunities to both girls and boys and publicise these widely (All Staff). Analyse data of those attending and identify under-represented groups (AP Impact/ Senior Leader Support Staff). Target under-represented groups to try and increase uptake (House Activities Co-ordinator/Pastoral Team/HOD's).	Throughout the year.	Time to organise and deliver activities. Funding for publicity eg posters.	SLT.	More boys and girls take up extracurricular activities. More equal numbers of boys and girls participate.

Ratified by Governors: 14/02/2022

Updated: 28/07/2022

Next Review: 14/02/2025

(This policy will remain in force beyond the review date if no updates are required)