



A.33 Single equality Policy

Standards and Regulations

National Minimum Standards	
Keeping Children Safe in Education	
Mission Statement in Action	

VISION AND VALUES

At St John's we are working together to learn, communicate, enjoy and achieve. The values of our community reflect the ideals of the life and teachings of Christ. We aim to provide an environment where every voice is heard and celebrated and to be a centre of excellence, open to change and future challenges.

SCHOOL CONTEXT

St John's is a non-maintained Catholic special school, founded almost 150 years ago, which caters for pupils aged 3-19. The school is a specialist school for pupils with sensory impairments.

The vast majority of pupils have a hearing impairment which for the majority is within the severe / profound range. A few pupils do not have a hearing loss but have complex language disorders and benefit from the school's expertise in developing communication skills.

Pupils entering St John's have failed to make age related expectations in mainstream or other specialist settings. This is often due to the presence of additional needs including multi-sensory impairments, learning difficulties, autism, visual impairments, physical disabilities, emotional and behaviour difficulties and other complex needs.

A distinctive feature of the school is its oral approach; great emphasis is placed on promoting pupils' spoken and written communication, although signing systems and ICT are used when necessary.

Pupils have a detailed assessment on entry. The vast majority have no measurable reading age on entry to Year 7 and almost all will have been dis-applied from KS2 SATs.

Pupils joining the primary department have complex needs and their linguistic development is at a very early stage. The school has a national catchment area and pupils come from 21 local authorities. Some pupils are from ethnic minorities and have English as an additional language or have used British sign language in previous settings.

Around a quarter of our families have more than one person with a disability. We estimate that one fifth of our pupils qualify for pupil premium. However, this funding is rarely passed on by the pupils' home authorities so additional initiatives to support disadvantaged young people come from the school's own fundraising and reserv

WHAT DO WE MEAN BY EQUALITY?

At St John's Catholic School for the Deaf we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways: intentionally or inadvertently.

The Equality Act 2010 (see Appendix 1) makes it unlawful for the responsible body of a school to discriminate against, harass or victimise anyone (pupil, potential pupil or any other person):

- in relation to admissions,
- in the way it provides education,
- in the way it provides access to any benefit, facility or service,
- in its activity.

The Act states that it is unlawful to discriminate against a pupil, a prospective pupil or anyone else by treating them less favourably because of their:

- gender,
- sex,
- age
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender realignment,
- marriage and civil partnership
- pregnancy or maternity.

These are termed "protected characteristics".

Under the Act, the school has a public duty to "**have due regard**" to the need to:

Eliminate discrimination and other conduct that is prohibited by the Act,

Advance equality of opportunity between people who share a protected characteristic and people who do not share it,

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

"Having due regard" means in practice:

Decision makers in school must be aware of the duty to have "due regard" when making a decision or taking an action and must assess whether it may have implications for people with particular protected characteristics.

Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

Schools cannot delegate responsibility for carrying out this duty to anyone else.

This Single Equality policy outlines the commitment of the staff, pupils and governors of St John's Catholic School for the Deaf to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and 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 St John's Catholic School for the Deaf, our Equality Policy aims to ensure we treat all people fairly and contribute to 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.

OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we at St John's Catholic School for the Deaf are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value

- whether or not they are disabled
- whatever their ethnicity, culture, national origin
- whatever their religious, non-religious affiliation or belief,
- whatever their gender identity and sexual orientation
- whether or not they are married or in a civil partnership
- whether or not they are pregnant or parents
- whatever their age or socio economic circumstances

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to any of the protected characteristics in the 2010 Equality Act. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit St John's.

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 and mutual respect between groups and communities different from each other.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

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 of that role. For example, an advertisement for the post of Head Teacher at a Catholic school can reasonably state that candidates must be practising Catholics. In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

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

We also take opportunities to maximize the positive impacts of school life, enabling our children and young people to make good progress and achieve to their highest potential.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- pupils and students
- staff
- parents and carers
- other stakeholders that include local authorities, our local community and statutory agencies

Principle 7: We feel that the community 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 all those involved in our school community.

DEVELOPING BEST PRACTICE

1. We recognise that principles in themselves are not enough and the actions resulting from a policy are what make a difference.
2. Each year we review this policy and examine the progress we have made towards the specific actions and projects we have identified to implement the principles above.
3. Our current action plan is included as an appendix to this policy.

THE CURRICULUM

4. We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.
5. We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

ETHOS AND ORGANISATION

6. We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:
 - learners' progress, attainment and assessment
 - learners' and staff personal development, welfare and well-being
 - teaching styles and strategies

- admissions and attendance
- staff and governor recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- Participation of groups in wider school activities
- Preparing all members of the learning community for living and positively contributing to a diverse society

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:
 - prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
 - prejudices reflecting sexism, homophobia and transphobia
8. There is guidance in our bullying policy and our safeguarding and child protection policy about how prejudice-related incidents should be identified, assessed, recorded and dealt with.
9. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

ROLES AND RESPONSIBILITIES

10. The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.
11. A dedicated member of the governing body Mrs Anne Winfield (Chair of Governors) has a watching brief regarding the implementation of this policy.
12. The head teacher is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

- 13.** Two senior members of staff, Kevin Harrington (Deputy Head) and Dave Phipps (Head of Care) have day-to-day responsibility for co-ordinating implementation of the policy.
- 14.** All staff are expected to:
- promote an inclusive and collaborative ethos in their classroom and care groups
 - challenge and deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping
 - support pupils for whom English is an additional language (including BSL users)
 - keep up-to-date with equalities legislation relevant to their work.
 - ensure pupils have the opportunity to have their voices heard with regards to equality issues

INFORMATION AND RESOURCES

- 15.** We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers.
- 16.** All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

RELIGIOUS OBSERVANCE

- 17.** 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

- 18.** We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

BREACHES OF THE POLICY

- 19.** Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

MONITORING AND EVALUATION

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
21. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age.
22. To review good practice we make use of a range of auditing schedules.
23. Our policy will be reviewed regularly and will be published on the school website. We will produce an action plan and our progress towards our priorities will be reviewed annually.

DEVELOPING AND IMPLEMENTING THE POLICY

HOW WE DEVELOPED OUR POLICY

The development of this policy has involved the whole of our school community. We have discussed it with a range of different groups and listened to what they have to say, including:

- Our pupils/students

Seeking their views in the school council and care groups about how we can achieve greater equality in all aspects of school life and implement their suggestions. We acknowledge sensory impairments can reduce access to information that other people acquire incidentally. To address this, we provide enrichment opportunities to widen pupils' knowledge of local, national and international communities.

- Our staff

Reviewing our provision in education and residential care for different groups of pupils; examining the academic achievements of different groups of pupils, their personal development and employability.

- Our school governors

Reviewing our progress in the school development plan, examining our equality practices particularly in the Teaching and Learning, Care, Human Resources, Health and Safety and Finance Committees.

- Parents/carers

Asking for their views in annual reviews and in questionnaires about the quality of their child's education and care relating to individual needs and appreciation of diversity.

We support participation by arranging parents' days on Saturdays: offer new parents' days, year 9 parents' days and sixth form visits at times convenient for them.

- Minority, marginalised and potentially vulnerable groups

Reviewing outcomes not only in academic achievements of pupils but also wider outcomes in personal development. We look at LAC, BME pupils, different additional disabilities, vulnerable families e.g. those pupils on FSM, from families who have learning disabilities, mental health issues, are deaf, multisensory impaired or have less conventional structures.

- Our partners in the community

We are members of the Wharfe Valley Learning Trust (WVLP), a group of eight local schools. Working together, we have a focus of school improvement and school to school support. Leadership working includes training for Heads, teachers and Governors. Our pupils take part in a range of stakeholder projects with other school pupils to widen their educational and social experiences.

- Finally:

We continue our national links with the NDCS (National Deaf Children's Society), other schools for the Deaf and SENSE (a deaf blind charity). Internationally, we link with schools for the Deaf in Kenya and the Cameroon and students have cultural visits to Rome and France.

PRIORITISING ACTIVITY

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

Appendix 1

EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION.

We at St John's Catholic school for the deaf will also comply with and have due regard to the following equalities legislation:

Equality Act 2010

The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The act protects people from discrimination on the basis of "protected characteristics" (which previously used to be called grounds). The relevant characteristics for services and public functions are:

- **Disability** (definition changed)

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular "capacity" such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability

- **Gender re-assignment** (definition changed)

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

- **Pregnancy and maternity** (no change)

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status

- **Race** (no change)

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

- **Religion or belief** (no change)

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

- **Sex** (no change)

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

- **Sexual orientation** (no change)

Everyone is treated from being treated worse because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

- **Age** (no change)

Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds including the new socio-economic duty. It also extends the use of positive action in the workplace. The Equality Act also introduces a dual discrimination provision which enables people to bring claims where they have experienced less favourable treatment because of a combination of two protected characteristics. Further clarity regarding these issues and many others, particularly in relation to employment matters are likely to be much clearer when the codes of practice are published in January 2011.

The [Employment Equality Regulations 2003](#) protect employees from discrimination because of their actual or perceived religion or belief.

Discrimination is unlawful in relation to:

- recruitment and selection
- terms and conditions of employment offered and or applied
- opportunities for training, training itself, job promotions and transfers
- harassment and victimisation
- dismissal, including redundancy
- post employment, for example provision of references

The [Employment Equality \(Sexual Orientation\) Regulations 2003](#) and the subsequent Equality Act (Sexual Orientation) Regulations 2007 protect employees and consumers from discrimination because of their actual or perceived sexual orientation.

Once seen as a peripheral issue of little relevance to the core business of public bodies, sexual identity has been brought centre stage by legislative and societal developments. The Equality Bill will mean that public

authorities will have a single public duty, which will extend the current public duties to age, sexual orientation, religion or belief, gender reassignment. It also includes pregnancy and maternity. Public authorities will have a duty to promote 'positive action'.

Gender Recognition Act 2004

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information. Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1999 and the Sex Discrimination (Amendment of Legislation) Regulations 2008

Human Rights Act 1998 and Article 14 of the European Convention on Human Rights Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as “sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status”

Part 2 of the Equality Act 2006

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

Employment Equality (Age) Regulation 2006

This came into force in October 2006 and it protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training

The Equality Act (Sexual Orientation) Regulations 2007

Made under section 81 of the Equality act 2006, the Equality Act (Sexual Orientation) Regulations 2007, make it unlawful for providers of goods, facilities or services to discriminate under grounds of sexual identity.

Appendix 2: Glossary:

Diversity is

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

Duty

A mandatory and legal obligation to do something

Promote

Contribute to the progress and growth of....

Make publicity for.....

Equality and Human Rights Commission (EHRC)

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

What is meant by discrimination?

Generally “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.

Discrimination can take a number of forms:

- “direct” or
- “indirect” or
- failure to make reasonable adjustments for disabled people or
- “discrimination arising from disability” or
- discrimination because of “association” with someone who has a protected characteristic, or
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”)

People are also protected from:

- harassment related to a protected characteristic
- victimisation because they have, or their education provider thinks they have, made or helped make a complaint about discrimination, unless they know the complaint was not true.

Direct discrimination

Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic.

Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate.

It is not direct discrimination against a non disabled person to treat a disabled person better.

Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

Combined discrimination

Sometimes, a person may experience worse treatment than someone else because of combination of the protected characteristics they have:

There may be an interaction between two or more than two of a person's characteristics, but a claim for combined discrimination will only look at a combination of two of them.

Indirect discrimination

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

Victimisation

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have

a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

Harassment

Harassment in the Equality Act 2010 means:

- Unwanted behaviour which has purpose or effect of:
- Violating the dignity of another person: or
- Creating for that person an intimidating ,hostile, degrading and humiliating or offensive environment

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

Positive action

“Positive action” means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.

Date of last review	Date for next review	Reviewed by	Governing Body / SLT Approval
January 2017	January 2018	Mrs A Bradbury	January 2013

Appendix 3

Single Equality Action Plan 2015-18

A cross identifies which statutory duty/equality legislation the planned action is meeting. R=Race, D=Disability, G= Gender, SO= Sexual Orientation, A=Age, R/B = Religion or Belief, CC = Community Cohesion							Outcome	Actions	Timescale	Responsibility	Success Criteria	Monitored by
R	D	G	SO	A	R/B	CC						
X	X	X	X	X	X	X	Ensure that all staff and governors are aware of their responsibilities under the Prevent agenda	On line Prevent training for whole staff and governors. Individual induction for new staff.	September 2015 and ongoing	All staff and governors	All staff and Governors will complete course and certificates will be kept in staff files. All staff and governors are aware of their responsibilities in the prevent agenda and raise any concerns through the HT or Channel programme.	Headteacher and Governors
X	X	X					Monitor and analyse pupil progress by race, gender and disability	Act on any trends or patterns in pupil progress reviews that require additional support for pupils Act on trends or patterns highlighted in "Steps to Success" reviews	Ongoing termly	Teachers Care staff	That termly analysis of vulnerable groups is undertaken and remedial actions identified and actioned	Senior leadership team
X	X	X	X	X	X	X	All pupils will have equal access to a range of extra-curricular provision	Participation of all pupils in activities recorded and monitored. Gaps in provision will be acted upon and adjustments made to	Annually	Ms V Fox	Children from all groups are accessing a range of sports and cultural activities	Assistant Headteacher

								improve accessibility					
Promoting Positive Attitudes and Meeting Needs													
X	X	X	X	X	X	X	Improve accessibility of school environment for young people with physical disabilities.	Ramps, hoists, alerting systems provided as required	Sept 15 and ongoing	Maintenance staff	Pupils can move around school more independently	Business manager	
X	X	X	X	X	X	X	Improve accessibility of school trips for young people with physical disabilities.	Planning takes into account young peoples' needs and modifications required	Sept 15 and ongoing	School trip leaders	Pupils with physical disabilities have same breadth of opportunities as peers	Deputy Headteacher	
X	X	X	X	X	X	X	Support students of parents without spoken/ written English or who have limited experience of education system	Support engagement with school through interpreters, additional meetings, transport help	2016 and onwards	Assistant Headteacher	Pupils feel parents understand and can help them choose subject options and college courses. Retention rates show these pupils continue in education and training after year 11.	Headteacher	