



INTRODUCTION

St. Julie's Catholic High School is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

As a school community we commit to respect the equal human rights of our pupils, staff and other members of this community, and to educate them about equality, diversity and cohesion.

LEGISLATION

The following table identifies the equality legislation that affects the school.

- Human Rights Act
- Special Educational Needs and Disability Act
- Education Act
- Education and Inspectors Act
- The Equality Act (Specific Duties) Regulations

DUTIES

St. Julie's Catholic High School will take the following action as reasonable steps to demonstrate due regard to the General Duty of the Equality Act:

- **Produce a written equality policy**
- **Consult stakeholders (*pupils, parents/carers/guardians and staff*)**
- **Assess and analyse the impact of equality policies on pupils, staff, and parents/carers/guardians**
- **Record all hate incidents** and follow appropriate reporting mechanisms where applicable
- **Audit and monitor curriculum teaching and learning methods**
- **Make reasonable adjustments where necessary and possible**
- **Ensure Special Educational Needs and Disability duties are acted upon**

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The Equality Act (Specific Duty) Regulations requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

- In order to meet the Specific Duty, St. Julie's Catholic High School will:
 - Publish sufficient information to demonstrate compliance with the general equality duty across its functions annually (**Equality information document**)
 - Prepare and publish equality objectives to demonstrate how the general equality duty will be met (**Equality Action Plan**)

PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010

The Equality Act identifies a list of nine characteristics that are subject to its general duty. They are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (ethnicity)
- Religion
- Sex (gender)
- Sexual orientation

However, age and being married or in a civil partnership are NOT protected characteristics for the school's provision.

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (in respect of conduct closely associated with their former relationship with the school).

RESPONSIBILITIES

Governors are responsible for:

- Challenging and supporting the school so that weaknesses are tackled decisively and statutory equality responsibilities are being met.
- Monitoring the school's Equality Policy Objectives at least once annually to ensure that their procedures are being followed.

The Head Teacher is responsible for:

- Producing, implementing and maintaining the school's Equality Policy and Objectives

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- Ensuring all staff know their responsibilities under these documents and receive training and support in carrying these out
- Ensuring the school has a policy for dealing with and reporting hate incidents
- Ensuring tools are in place to show how the school has shown due regard to all protected groups.
- Revising and reviewing the school's equality policy and plans every three years and report on progress annually to Governors
- Making sure the school equality policy and its procedures are followed
- Making sure the equality policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about them
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to sex, disability and religion

All staff are responsible for:

- Challenging and reporting all hate-incidents. These are investigated and recorded using the school's Antbullying policy.
- Advancing equality of opportunity and fostering good relations
- Behaving in a non-discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, sex, gender reassignment, pregnancy and maternity; and marriage and civil partnership
- Ensuring they follow the equality policy and procedures and take up equality training and learning opportunities provided by the school
- Being able to recognise and tackle bias and stereotyping in the school and wider community.
- Challenging discriminatory language and behaviour and providing appropriate alternatives and role models

Teaching Staff are responsible for:

- Undertaking an equality assessment of their curriculum, to ensure there is equality of opportunity to access the curriculum through teaching and learning.

Visitors and contractors are responsible for:

Behaving in a non discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, sex, gender reassignment; marital or civil partnership status, pregnancy and maternity.

CONSULTATION

We consult with pupils and staff, parents/carers in terms of the school's equality and cohesion performance. The outcome of this consultation will be reported to the school governors and the stakeholders involved. Any identified improvements will be included in the School Development Plan

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MONITORING AND ANALYSIS

We will monitor the following areas and associated policies to ensure that we are meeting equality duties.

- Pupil Admission
- Pupil Exclusion
- Pupil Attainment
- The progress of pupils identified as having special educational needs
- Governor Profile
- Complaints
- All Hate Incidents
- Satisfaction Surveys

Where appropriate we will use the equality monitoring categories for race, sex, religion and disability used by Liverpool City Council. This will ensure consistency of data and enable us to set targets that are comparable with other agencies.

The results of equality monitoring will be reported to the school governors annually. Any identified improvements will be included in the School Development Plan. The results of such monitoring and analysis will be published, to enable viewing by any interested party.

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