



Loreto High School Chorlton

Equality Policy

Signed

Dated:

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1. Loreto High School Mission Statement

At Loreto Chorlton we are proud to be part of an international network of Loreto schools and colleges and we will work to interpret and apply the international guidelines for Loreto Education within the context of England in the early 21st century.

Within our schools and college, the story of Mary Ward will be re-interpreted to, and by, each new generation. Her vision and values will find expression in the experience offered to, and shaped by, our students, parents, staff and governors.

We are ambitious for our students not just in the context of academic excellence but also in the context of human possibilities, and as educators we will stretch hearts as well as minds.

We encourage our students to become people who use their gifts and talents to make a difference both globally and locally; people of courage, who will challenge accepted notions and modes of society when they are at odds with the values for which we stand.

We will strive rigorously for the achievement of both personal and academic excellence within learning communities that:

- Introduce students to a reflective way of thinking and living and encourage seekers of truth who will search critically for answers to the great questions of life.
- Encourage doers of justice who will stand with those on the margins of life and become responsible global citizens and agents of social change, committed to building a better world.
- Allow all, the freedom to become their best selves and to take charge of their own lives and futures within environments that celebrate diversity and nurture independence of spirit.
- Develop relationships that are marked by a Christ-like respect and compassion and characterised by integrity and sincerity.
- Are joyful places where students enjoy their learning and flourish in a safe and healthy environment where the value of each individual is celebrated.

2. Statement of Intent

At Loreto High School, we celebrate the rich diversity of staff and pupils in our school and we believe that this diversity is a strength. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their background, needs or abilities focusing on improving outcomes that raise standards and improve lives. We recognise that certain groups in society can be disadvantaged because of unlawful discrimination that they may face due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation, socio-economic background, age, or pregnancy and maternity.

The overall aim of the school is to develop and maintain an educational community which provides excellence in teaching, learning, relationships and opportunities, challenging discrimination, and adhering to our shared Loreto values, modelled on Gospel values and human values. At Loreto High School, we fully recognize our responsibilities for equality for all and will work to ensure fair treatment for all within the context of the Equality Act 2010.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. We embrace the aim of working together with others to improve children's educational and wellbeing outcomes as set out in the UN Convention on the Rights of the Child and the UN Convention on the Rights of People with Disabilities.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

3. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Special Educational Needs and Disability Regulations 2014
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Accessibility Plan
- Admissions Policy
- Behaviour for Learning Policy
- Careers Policy
- Complaints Statement June 2018
- Equalities Information and Objectives Statement
- Staff Grievance Policy
- Safeguarding & Child Protection Policy March 2019

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.

- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the Governing Body.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

4. Roles and Responsibilities

a. The Governing Body will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing body.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

b. The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.

- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing body.

c. Staff will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

d. Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

5. Equality objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on Loreto High School Equality Policy May 2023

the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

To achieve this, the school has established the following objectives: <https://primarysite-prod-sorted.s3.amazonaws.com/loreto-high-school/UploadedDocument/f9dabb34-7cb0-47f6-9278-b3b5ee882bbb/equality-objectives-november-2020.pdf>

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED

6. Collecting and Using Information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

- a. The school will collect equality information for the purpose of:
 - Identifying key issues, e.g. unlawful discrimination in teaching methods
 - Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
 - Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.
- b. The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:
 - Recruitment and promotion
 - Numbers of part-time and full-time staff
 - Pay and remuneration
 - Training
 - Return to work of staff members on parental leave
 - Return to work of disabled employees following sick leave relating to their disabilities
 - Appraisals
 - Grievances (including about harassment)
 - Disciplinary action (including for harassment)
 - Dismissals and other reasons for leaving
- c. The school will use the information they obtain to analyse any gaps present in their equality documentary.

- d. Any personal data the school collects will be processed in accordance with the GDPR Data Protection Policy.

7. Publishing information

- a. The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to people within the school community who share relevant protected characteristics, including people affected by the school's policies and procedures.
- b. The school will not provide this information if:
 - i. The employee is employed under contract personally to do work.
 - ii. The employer does not have this information, and it is not reasonably practicable for the employer to obtain the data.
- c. The school will publish findings in its annual report.

8. Promoting Equality

- a. The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.
- b. Equality objectives will be published at least every four years commencing on the date of the last publication.
- c. Bullying and prejudice will be carefully monitored and dealt with accordingly.
- d. Annual training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

9. Addressing Prejudice-Related Incidents

- a. The school is opposed to all forms of prejudice.
- b. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.
- c. Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

10. Complaints Procedure

- a. The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.
- b. The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint

has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

- c. The school will work to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

11. Monitoring and Review

- a. The headteacher will review this policy annually or when the need arises, to ensure that all procedures are up-to-date.
- b. The policy will be monitored and evaluated by the headteacher and governing body in the following ways:
 - Individual pupil data including attainment, attendance, suspensions, exclusions, participation data
 - Equal opportunities recruitment data
 - Equality impact assessments
 - Ofsted inspection judgements on equality and diversity
 - Incident records related to harassment and bullying
- c. Any changes made to this policy will be communicated to all relevant stakeholders.



Equality Impact Assessment (EIA)

Name of person completing the EIA:	Catherine Hughes
Role of person completing the EIA:	Headteacher
Date EIA completed:	29.10.20
Contributors to the EIA:	

Policy or process information											
Name of policy or process:	Equality Policy										
Purpose and intended aim of the policy or process:	The aim of the school is to develop and maintain an educational community which provides excellence in teaching, learning, relationships and opportunities, challenging discrimination, and adhering to our shared Loreto values, modelled on Gospel values and human values.										
Who is the policy or process intended for?	<table><tr><th>Pupils</th><th>Employees</th><th>Governors</th><th>Volunteers</th><th>Visitors</th></tr><tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr></table>	Pupils	Employees	Governors	Volunteers	Visitors	x	x	x	x	x
	Pupils	Employees	Governors	Volunteers	Visitors						
x	x	x	x	x							
Status of the policy or process:	<table><tr><th>New policy or process</th><th>Existing policy or process</th></tr><tr><td></td><td>x</td></tr></table>	New policy or process	Existing policy or process		x						
New policy or process	Existing policy or process										
	x										
Date policy or process was last reviewed:	October 2020										
Name of person responsible for the policy or process and its review:	Catherine Hughes, Headteacher										

Analysis				
Protected characteristic group	Impact analysis			Explanation of impact analysis
	Positive impact identified	Neutral impact identified	Negative impact identified	
Age:		X		
Disability:	X			
Sex:	X			



Gender reassignment:	X			
Race:	X			
Religion or belief:	X			
Sexual orientation:	X			
Marriage or civil partnership:	X			
Pregnancy and maternity:	X			

Evaluation and decision making	
Consultation and stakeholder engagement:	Loreto High School Staff
Evidence used to support the decision-making process and final decision:	Research was undertaken to find best-practice examples from other schools via the local school's forum. A draft copy of the amended policy was shared with the stakeholder groups.
Final decision:	No indirect or direct discrimination has been identified and the policy will therefore be put to the Governing Body for ratification and published on the school website.
Explanation of the final decision:	It was decided to adopt the policy.
Monitoring arrangements:	The Policy and the EIA will be reviewed annually. Stakeholder engagement with pupils, parents and staff will be repeated to identify impact of the policy and make any necessary adjustments.
Arrangements for communicating the outcome of the EIA:	The EIA will be published on the school website.

Date EIA ratified by the responsible body:	09.12.2020
Date of review:	09.12.2021