


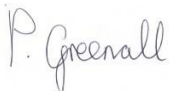
## Cardinal Langley RC High School



## Equality, Diversity & Community Cohesion Policy

Policy Type:	Statutory <a href="https://www.gov.uk/government/publications/statutory-policies-for-schools">https://www.gov.uk/government/publications/statutory-policies-for-schools</a>
Review Frequency (Mandatory):	Policy and Objectives: 4 years How the school is meeting its aims under its Equality Duty: Annually
Implementation/Approval:	Governing Board free to delegate to a committee of the board, an individual governor or the Headteacher
Review delegated to:	Equalities Link Governor and the Headteacher
Approval delegated to:	Curriculum & Pupils Issues' Committee
Last reviewed	Policy & Objectives: Spring 2021 How the school is meeting its aims under its Equality Duty: Spring 2024
Date of next review	Policy and Objectives: Autumn 2024 How the school is meeting its aims under its Equality Duty: Spring 2025

### Policy Approval:

Signature of Headteacher		Date	02.03.2021
Signature of Chair/Vice-Chair of C&P Committee:		Date	02.03.2021

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## **Contents**

- 1- [Foreword from Rochdale MBC](#)
- 2- [Introduction](#)
- 3- [Local and School Context](#)
- 4- Specific Equality Areas:  
Definition / Our Commitment / Our achievements / Our aims and objectives –
  - [Disability](#)
  - [Gender](#)
  - [Gender Reassignment](#)
  - [Pregnancy and Maternity](#)
  - [Race](#)
  - [Religion or Belief](#)
  - [Sexual Orientation](#)
- 5- [Community Cohesion](#)
- 6- [Equality Impact Assessment](#)
- 7- [Consultation and Information](#)
- 8- [Publishing and raising awareness](#)
  - Specific Duties
- 9- [Monitoring](#)
- 10- [Links with other school policies](#)
- 11- [Roles and Responsibilities](#)
- 12- [Breaches of the policy](#)
- 13- [Action Plan](#)
14. [Action Plan Monitoring](#)

## 1. Foreword

[Back to Contents Page](#)

Rochdale MBC aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in the delivery of services and employment. This single Equality, Diversity and Community Cohesion Policy for Cardinal Langley RC High School and other schools in the borough reflects this ambition and outlines the activities which will deliver this.

Equality of opportunity and social inclusion issues will ensure that all school communities can truly benefit from and contribute to the improvements that are being made, which will bring long-term and positive benefits for Rochdale Borough. Therefore, the school's Equality, Diversity and Community Cohesion Policy will require ownership by Governors, senior leaders, all staff, the school community and the pupils in order to succeed.

This policy serves essentially two purposes:

1. To set out our school's overall commitment to equality, diversity and community cohesion in one central document for past, present and prospective pupils. The policy therefore contains the school's approach to all relevant protected characteristics of: **Disability, Gender, Gender reassignment, Pregnancy and Maternity, Race, Religion or Belief, Sexual Orientation;**
2. How the school will manage, plan and include its Equality, Diversity and Community Cohesion Policy within its day-to-day work.

**Schools also have obligations as employers and a service provider against the protected characteristics of Age and Marriage and Civil Partnerships.** These obligations are not covered in this framework as this policy is concerned with a school's obligations to its pupils (mainly present and prospective pupils and where relevant former pupils and staff). Separate policy guidance covering recruitment and employment is available from the Schools' Personnel Team at the Local Authority.

This single Equality, Diversity and Community Cohesion Policy will help schools ensure that they focus more on the outcomes that matter to pupils, the community and the people who use their services; and that their services are more accessible and are delivered effectively. This policy provides a framework for the school to **eliminate prohibited conduct, advance equality of opportunity and foster good relations** in a proactive way.

This single Equality, Diversity and Community Cohesion Policy is based on the Equality Act 2010.

Much of what is required of schools is already being carried out by them. The main new provisions in the Equality Act 2010 are:

- New disability discrimination provisions (direct disability discrimination, indirect disability discrimination and discrimination arising from disability)
- New protected characteristics
- New positive action provisions

Schools also have a "specific duty" to publish information around their equality objectives in an accessible manner.

Finally, as schools are already aware, avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. Furthermore, Equality, Diversity and Community Cohesion is an important part of OFSTED inspections through the Quality of Teaching judgement (Spiritual Moral Social & Cultural element) and need to be considered at all times.

### For more information, contact

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## 2. Introduction

[Back to Contents Page](#)

There were a number of statutory duties that the school was required to meet prior to the Equality Act 2010. As such, with the implementation of this act and the harmonisation of previous legislation, this policy will refer to the Equality Act 2010 and its various provisions as the legislative framework through which this single Equality, Diversity and and Community Cohesion Policy will operate.

In the development of this policy, Cardinal Langley RC High School has moved from a focus on an individual response to an approach that builds on **disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation** considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We will demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This policy will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil, irrespective of the protected characteristics, is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced representation of the local and wider community. We believe that this will provide good role models for pupils from all backgrounds.

This policy will be linked to a joint action plan which sets out how we intend to implement the policy over the next three years.

Cardinal Langley RC High School sees this policy as a living document and we will continuously review the action plan in consultation with pupils, staff, parents, carers, governors and all other stakeholders where possible. We believe that they need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the policy and action plan to ensure that we meet the needs of people from different backgrounds.

At Cardinal Langley RC High School, we seek to value everyone, and our school is committed to equality in practice. We welcome our legal duties to eliminate discrimination, and to promote community cohesion.

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 2010;
- Advance equality of opportunity between people who share a protected characteristic (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation) and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act brings together previous legislation concerned with Race, Gender and Disability and aims to ensure that:

- All adults and children treat each other with respect;
- Great effort is made so that all groups of pupils make good progress, and so that employment practice is also fair;
- Cardinal Langley RC High School is a school committed to producing good citizens – locally, nationally and globally.

### 3. Local and School context

[Back to Contents Page](#)

#### Population:

Rochdale Borough population on Census day 2011 was estimated to be 211,699; 49% Male and 51% Female.

- The breakdown of age population is; 21% are under 16, 64% are between the ages of 16 and 64, and 15% are 65 & over. There are 136,100 residents of work age population (16 to 64).
- Older people aged 65 & over represent 30,816 of the Borough's population; 3,800 are aged 85 & over and 1,200 are aged 90 & over.
- There are 87,552 households across Rochdale Borough and 7,931 are occupied by lone parent households with dependent children. Pensioners make up 5,671 households, representing 6.5% of all households in Rochdale.
- 5,311 households are occupied with no adults in employment with dependent children.
- There are 26,609 households with one or more person with a limiting long-term illness (30.4%)

#### Ethnicity, Identity, Language & Religion:

- The ethnic breakdown of the Borough currently has a majority of 78.6% White British, with the second largest population being Asian or Asian British Pakistani, representing 10.5%.
- Rochdale has the second largest population of Kashmiri residents across England & Wales, occupying 1,658 residents, with Luton UA being the largest.
- 5% of residents do not identify with having any UK national identity, this compares to 8% in England & Wales.
- Rochdale has 3,402 households (3.9%) where no people in the household have English as a main language, similar to Oldham (4.5%) and Bolton (4.6%).
- The largest groups for Religion in Rochdale are 60.6% Christianity, 13.9% Muslim and 18.9% reporting no religion.

#### Health:

- 2% of Rochdale residents categorised their health as 'very bad', which is greater than regional and national comparators.
- There are 44,359 residents reporting a long-term health problem or disability and 23,981 are of working age (16 to 64).
- 10.7% of residents reported their day-to-day activities as being 'limited a lot' (22,630 residents).
- 23,260 carers across Rochdale provide unpaid care, with 6,105 providing 50 or more hours per week.

#### Education & Qualifications:

- 56% of pupils achieved a good level of development at the end of the early year's foundation stage (age 5).
- In 2012, 77% of pupils left Primary School attaining national standards (Level 4 & above in English and maths).
- 52% of pupils achieved 5+A\*-C including English and maths in 2012 when leaving secondary school.
- Over 31% of the Borough's population aged 16-74 years reported Level 3 or Level 4/5 qualifications, which is an 11% improvement from the previous Census in 2001 (Census 2011).

## Labour Market & Out of Work Benefits

- From the population aged 16 to 74, the 2011 Census reported 101,003 residents economically active and 51,739 economically inactive. There are 9,334 unemployed people and from that number 1,614 have never worked.
- In 2012, 62.5% of the Work Age Population (WAP) was in employment, fewer than local (68.8%) and national (70.7%) comparators, although greater proportion of economically inactive residents ‘wants a job’.
- There were 7,368 JSA claimants in April 2013; twice the number of males compared to females. This figure represents 5.2% of WAP for Rochdale, compared to 4.2% regionally and 3.7% nationally.
- There are 27,740 total benefits claimants in Rochdale Borough (Nov 2012), representing 20.4% of WAP. ESA and incapacity benefits have the largest number of claimants (13,030).

\* Figures based on snapshot data obtained from 2011 Census

## School Context:

Cardinal Langley RC High School is situated in North Middleton and has approximately 1120 pupils on roll, aged between 11 and 18. It is part of the Middleton Township within the Rochdale Borough and lies on the outskirts of Rochdale. The school takes pupils from the Middleton area as well as children, Roman Catholic in particular, from the Borough’s other Townships and the neighbouring Borough of Manchester.

## Student Population:

In the 2001 Census of Population, the school was located in the North Middleton ward.

The table below shows the percentage of students living in the local wards for whom we have been able to match pupil data with their home postcodes.

Rochdale Local Authority				
	Oct 2019	Oct 2020	Nov 2021	Feb 2023
Middleton M24	74.35%	74.14%	73.68%	74.77%
Heywood OL10	1.81%	1.85%	2.4%	2.65%
Castleton OL11	12.35%	12.34%	12.25%	11.08%
Rochdale OL12	0.26%	0.59%	0.75%	0.5%
Rochdale OL15	0.09%	-	0.08%	-
Rochdale OL16	0.69%	0.92%	0.75%	0.74%
Oldham				
OL1	-	0.08%	0.17%	0.08%
OL2	-	0.17%	0.17%	0.25%
OL5	-	-	-	0.08%
OL9	0.26%	0.50%	0.58%	0.5%
Lancashire				
BB4	0.17%	0.17%	0.17%	0.41%
BL1	0.09%	-	-	-
OL13	-	0.08%	0.08%	-

Manchester				
	Oct 2019	Oct 2020	Nov 2021	Feb 2023
M3	-	-	-	0.08%
M7	0.09%	0.17%	-	-
M8	0.69%	0.50%	0.58%	0.5%
M9	6.48%	6.38%	6.37%	6.45%
M22	0.09%	-	-	-
M23	0.09%	-	-	-
M28		0.09%	-	-
M35	-	-	-	0.08%
M40	2.16%	2.02%	1.82%	1.65%
M45	0.09%	0.08%	0.17%	0.17%
M46	0.09%	-	-	-
Other				
SK6	0.09%	-	-	-

### Ethnic Background (Students):

	Oct 2019	Oct 2020	Nov 2021	Feb 2023		Oct 2019	Oct 2020	Nov 2021	Feb 2023
White British	78.41%	75.90%	74.17%	71.55%	Mixed - White/Asian	0.60%	0.67%	0.58%	0.58%
Black African	8.89%	8.56%	8.77%	8.93%	Indian	0.26%	0.25%	0.5%	0.58%
White - Other	4.66%	6.21%	7.12%	8.35%	Pakistani	0.35%	0.34%	0.33%	0.41%
Black - Other	2.25%	2.60%	2.81%	2.73%	White Irish	0.26%	0.25%	0.41%	0.33%
Mixed - Other	1.21%	1.51%	1.57%	1.90%	Chinese	0.09%	-	-	0.17%
Mixed – White/ Black African	0.43%	0.84%	1.08%	1.32%	Bangladeshi	-	-	-	0.17%
Mixed - White/ Black Caribbean	1.30%	1.43%	1.16%	1.08%	Traveller (Irish Heritage)	0.09%	0.08%	0.08%	0.08%
Ethnic - Other	0.35%	0.59%	0.58%	0.91%	Black Caribbean	-	-	-	0.08%
Asian - Other	0.86%	0.67%	0.75%	0.74%	Refused	-	0.08%	0.08%	0.08%

### First Language:

	Oct 2019	Oct 2020	Nov 2021	Feb 2023
English/ believed to be English	91.02%	90.34%	90.48%	89.83%
Other/ believed other than English*	8.98%	9.66%	9.52%	10.01%
Not recorded	-	-	-	0.17%

\*Languages include Italian, Polish, Portuguese, Spanish, Chinese, Sinhala, Ndebele, Yoruba, Urdu, French, Swahili/Kiswahili, Romanian.

### Additional Needs:

	Educational Healthcare Plan		SEN Support	
Oct 2019	36	3.11%	152	13.13%
Oct 2020	40	3.36%	153	12.85%
Nov 2021	42	3.48%	204	16.89%
Feb 2023	45	3.72%	186	15.38%

Figures include Sixth Form

## Teaching Staff

	Male	Female	Disability	Maternity	Pregnant	White British	White Irish	White Other	Asian/ Asian British	Refused
Oct 2019	49%	51%	4	1	1	85.37%	8.54%	1.22%	3.66%	1.22%
Oct 2020	47%	53%				83.13%	12.05%	-	3.61%	1.20%
Feb 2022	41%	59%		2		88.2%	8.2%	1.2%	1.2%	1.2%
Feb 2023	41%	59%				87.95%	7.23%	2.4%	1.2%	1.2%

## Governing Body

	Male	Female	Vacancies	Notes
October 2019	6	8	4	
October 2020	7	8	3	
February 2022	7	9	0	Reconstitution of the Board to 16 members
February 2023	7	6	3	

## Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to Cardinal Langley RC High School in respect of the protected characteristics in both education and service provision.

Recruitment and employment issues with regard to staff may be referenced but these will be covered in more detail under separate policy.

Therefore, we have set out below:

- The definitions in respect of each of the protected equality characteristics
- Our commitment for each of the protected equality characteristics
- Our headline achievements, aims and objectives for each of the protected equality characteristics

We have then set out our key approaches and tools to help us achieve these aims including:

- Our consultation and involvement strategy
- Our commitment to Equality Impact Assessments
- Our accountability processes for the policy
- Our commitment to publication and public access
- Our monitoring and review processes



## 4. Specific Equality Areas

Disability [Back to Contents Page](#)

### What do we mean by Disability Equality?

We recognise that a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

### Our commitment

Cardinal Langley RC High School is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation directed at anyone because of their disability.

This policy incorporates our commitment and actions regarding disability equality. It demonstrates our commitment to addressing disability equality in our decision-making and the delivery of education.

We are committed to promoting equality of opportunity for pupils with disabilities, staff and other users of our services so they can have equal access to all our school and its services. This policy is a statement of our commitment and shows clearly how we will work over the next three years to achieve our goal.

We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability. By also building this into our curriculum, working and procurement processes, we will expect others to do the same.

### Our achievements

- Disability-accessible toilet facilities are available in school for adults and children
- Lifts provide access to all teaching blocks throughout the school
- Disability access by way of ramp at front entrance
- Door exit buttons are situated at low levels
- Disability-accessible changing facilities and changing bed available.
- Designated car parking for persons with disabilities

### Our Aims and objectives

We have identified a number of specific actions designed to promote positive attitudes towards disability. We have committed to:

- Reviewing marketing and communication to ensure that positive images of persons with disabilities are used in our promotional material and publications
- Including curriculum-based activities to raise awareness and improve understanding of disability issues amongst pupils and staff
- If a child needs assistive technology, we apply to the authority for an assessment
- Any pupils with disabilities will have full access to all trips, including Savio House
- Any auxiliary aids that are required are purchased to ensure that pupils with disabilities have fair access to lessons
- Strategies to attract and assist those with disabilities to be represented on a range of partnership bodies, including the governing board, senior management team, etc.
- There are equal opportunities for employees with disabilities

## Gender

[Back to Contents Page](#)

Cardinal Langley RC High School is not a single-sex school.

### What do we mean by Gender Equality?

We recognise that a person's gender refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.

### Our commitment

Cardinal Langley RC High School is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their gender.

We recognise that stereotypes exist for both genders and some can lose opportunities because of these stereotypes and welcome the requirements of the Equality Act 2010 with specific provision for Gender Equality and we will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of gender, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

### Our achievements

- All aspects of school in terms of curricular access open to all students.
- Gender issues are analysed each year when analysing results.
- Gender issues are considered in pupil progress meetings.
- In the school council there is a mix of boys and girls.

### Other points related to staff

- The school works closely with the authority and within the authority guidelines for with regards to pay and grading.
- Flexibility for staff re part-time working.
- Parental Leave for parents of children under 5 years old (18, if with a disability).

### Our Aims and objectives

We have identified a number of specific actions designed to promote positive attitudes towards disability. In relation to Gender Equality we have committed to:

- Recruitment - guaranteeing that all fair recruitment procedures are followed in relation to any advertised posts

**What do we mean by gender reassignment?**

We recognise that a person may express their gender in a way that differs from, or is inconsistent with, the physical gender that they were born with.

**Our commitment**

Cardinal Langley RC High School is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because they propose to undergo, are undergoing, or have undergone gender reassignment.

We understand gender reassignment does not necessarily require a medical process to be undertaken and that a person will be protected because of gender reassignment if they:

- Make their intention known to someone at the school
- Start to behave or dress according to the gender they identify with
- Undergo treatment such as surgery or hormone therapy
- Have already received gender recognition under the gender recognition act 2004

The school will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

**Our achievements**

There is a specific prohibition contained within the Equality Act 2010 which prohibits discrimination of staff who are absent from employment as a result of gender reassignment.

**Our aims and objectives:**

- To respect the confidentiality of those seeking gender reassignment and to provide a supportive environment within our school community.

**What do we mean by pregnancy and maternity?**

Treating a woman (or a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

**Our commitment**

Cardinal Langley RC High School is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their pregnancy or maternity.

We will also seek to make arrangements for female pupils or staff to ensure that they are not treated less favourably because they are pregnant or breastfeeding.

We will not discriminate against pupils or staff in absences related to pregnancy and maternity.

The school supports, and fully complies with, Rochdale Teachers' Maternity Scheme and the Rochdale Teachers' Adoption Scheme. These same principles are also afforded to support staff.

**Our achievements**

- Comprehensive risk assessments carried out regularly for staff or students who are pregnant and on their return to work.

**Our aims and objectives**

- To continue to seek ways in which to eliminate prohibited conduct, advance equality of opportunity and foster good relations.
- Staff are able to return to work for 10 'keeping in touch days' days before their official return date.
- Any returning teacher who is still breast feeding must be made provision for.
- Any parent or visitor who needs to breast feed in school will be given a private place to do so.

### What do we mean by Race Equality?

The school adopts the definition of Race as outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

### Our commitment

Cardinal Langley RC High School is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We recognise that race discrimination, harassment and victimisation may be experienced by all in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

The School also recognises that Black, Asian and Minority Ethnic pupils and staff may experience discrimination on the basis of race, colour, nationality and ethnic origin. This discrimination can manifest itself in all areas of their lives and can have serious consequences in terms of damaging people emotionally and physically and limiting life choices and opportunities.

The school and governing body does not tolerate any form of race discrimination which it recognises is unacceptable, discriminatory and unlawful, and is proactive in ensuring that people, whatever their race, are treated fairly. This commitment is consistent with the significant progress that the school has already made in this area.

We will comply with the requirements of the Equality Act 2010 with regard to Race Equality.

### Our achievements

- All recruitment follows the LA fair and safer recruitment and selection process.
- Children of parents seeking asylum are given immediate assistance from the LA's equalities team. Immediate support is given in the form of uniform, shoes, coats etc. Support is also sought from the ethnic minority achievement team at the LA to assist the children and parents settle quickly into school life and provide strategies to overcome any language barriers.
- We report any racist incidents on a termly basis.
- We track the progress of children in school from ethnic minority backgrounds to ensure they make the same amount of progress.

### Our aims and objectives

- To continue to monitor and promote equality through recruitment and retention.
- Tackling unlawful discrimination by:
  - Keeping accurate records of all ethnic groups, their backgrounds and needs and how the school responds to them.
  - Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken.
  - Encouraging dialogue between pupils of different racial groups.
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups.
- To work in partnership with different racial groups to:
  - Promote the active participation of different communities in shaping the future of school.

- Ensure that school staff (both permanent and temporary), pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.
  - Expand access across all communities and in all areas of school activity.
- To promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families.
- Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life.
- Countering myths and misinformation that may undermine good community relations.

## Religion or Belief

[Back to Contents Page](#)

### What do we mean by Religion or Belief equality?

A Religion or belief refers to a religious and/or philosophical belief including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism)

### Our commitment:

***Cardinal Langley RC High School is a Roman Catholic school and therefore this provision does apply as the school has a specific religious character.***

**What do we mean by sexual orientation equality?**

The school uses the definition as outlined in legislation as sexual orientation meaning a person's sexual orientation towards:

- persons of the same sex
- persons of the opposite sex, or
- persons of either sex

The school extends the definition of this protected characteristic of sexual orientation to include:

- references to a person who is of a particular sexual orientation, or
- references to persons who share the same sexual orientation

**Our commitment**

Cardinal Langley RC High School is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their sexual orientation.

The School will combat discrimination faced by lesbians, gay and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across our curriculum provision, services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

The school recognises the need to protect pupils and staff from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation). We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of our Equality Impact Assessment processes.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

**Our achievements**

Relationship and Sex Education Policy and guidance to support teachers to deal honestly and sensitively with sexual orientation issues and questions is available on the staff shared area.

All staff are aware through this policy and the school's other equality-linked policies, as well as the LA Dignity at Work (Anti-Bullying & Harassment) Policy, that homophobic bullying and harassment will not be tolerated.

**Our aims and objectives**

At Cardinal Langley RC High School, we will deal with issues as they arise.

## 5. Community Cohesion

[Back to Contents Page](#)

### What do we mean by Community Cohesion?

Cardinal Langley RC High School adopts the Department for Education definition of community cohesion to mean working towards a society in which:

- There is a common vision and sense of belonging by all communities; the diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all, and
- Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

### Our commitment

For a number of years, we have been committed to promoting community cohesion as part of the response to the legal duties outlined in previous legislation.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new communities and existing communities to adapt and integrate with one another.

The school will promote community cohesion within a number of dimensions including:

- The school community
- The community within which the school is located
- The community of Britain
- The global community.

### Our achievements

#### Teaching, learning and curriculum

Pupils are encouraged to respect others and value diversity, to develop their skills to take responsible action. Curriculum planning across all subject areas has highlighted opportunities to promote community cohesion.

Cardinal Langley RC High School has Healthy School status and through the School Council encourages healthy eating and lifestyles.

We participate in anti-bullying week. We believe that everyone in our school has the right:

**To be respected, to learn and to be safe.** We promote rights and responsibilities throughout school.

The curriculum provides a broad range of experiences that contribute well to pupils' achievement and to their spiritual, moral, social and cultural development. The principles of British values are inherent in what we do. At Cardinal Langley RC High School, SMSC values are taught within RE and throughout the wider curriculum. The religious nature of our school helps in this respect and gives a great deal of attention to aspects of fairness; tolerance, especially of others' views, and showing pride and respect for being part of British society.

Our pupils engage in the 'Big Questions' about the purpose and meaning of life, where they come from, where they are going. This enables them to challenge their place in the world and their contribution to it.

We encourage our children to act in a moral manner such as following the example of Jesus by encouraging pupils to make decisions based on what God would want us to do. This enables them to become British citizens who are guided by their moral conscience.



The children at Cardinal Langley RC High School acknowledge that they have an opportunity to make a positive contribution to society. This provides our children with opportunities to put their faith into action by fundraising for charities. The whole school community also contributes to charities such as CAFOD, St Joseph's Penny and Local Food Banks.

The pupils learn about their own Roman-Catholic culture: E.g. teaching pupils the ways in which we do things as Catholics, the rites, rituals, customs and practices. The children also learn about other faiths such as Islam, Judaism, Hinduism and Sikhism. This has an impact for our children as they know why they can command respect for their own faith and they in turn respect the culture of others in society.

Through pupils' SMSC development, we demonstrate that we are actively promoting the fundamental British values of: Democracy, through our School Council which is democratically elected each year and members are encouraged to develop their skills of debating in school council meetings; the rule of law through our school/classroom rules, and school behaviour policy; individual liberty through our encouragement for pupils to be independent in their learning; developing mutual respect for and tolerance of those with different faiths and beliefs: This is emphasised in RE and PSCHE lessons that every person is unique and "created in the image of God".

### **Equality and excellence**

School actively promotes equality and excellence, we strive to ensure all have opportunities to reach their full potential, and remove variations in learning outcomes from different community groups.

### **Engagement and extended services**

Cardinal Langley RC High School aims to identify strategies to encourage learners to mix with other learners from different backgrounds. For example, we have links with the Good Life Orphanage in Kenya and other Lasallian schools within our international community. This provides opportunities for our students to exchange information about their school, local and national communities.

### **Our aims and objectives**

- To continue to build on what we are already doing – creating a sense of shared values.
- To develop an understanding in pupils that they all have a responsibility to their shared future.
- To emphasise mutual respect and honesty between different groups including young people and adults.
- Through the curriculum, make visible to the whole school community the necessity of fairness and trust.

We will evidence our effectiveness for OFSTED by demonstrating:

A widely shared sense of the contribution of different communities to a shared vision:-

- A strong sense of individual rights and responsibilities within the school community.
- That all children and parents/carers feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- We have strong and positive relationships.

### **Safeguarding & Building Resilience**

Cardinal Langley RC High School is fully committed to safeguarding the welfare of all children and young people by taking all reasonable steps to protect them and build resilience in accordance with the DfE guidance.

This commitment is in line with our school's current Safeguarding and Child Protection Policy and Procedures and applies to all adults, including volunteers, working in or on behalf of the school.

## Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our School is committed to:

- Establishing a single point of contact in terms of safeguarding.
- Assess risk of students being drawn into terrorism.
- Develop an action plan to reduce the risk.
- Train staff to recognise radicalisation and extremism.
- Refer vulnerable people to Channel.
- Prohibit extremist speakers and events.
- Manage access to extremist material- ICT filters.
- Be confident about British Values.

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times, and that some may cause offence or harm to others.

We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by:

- Providing a safe environment for children and young people to learn and develop in our school setting, and
- Identifying children and young people who are particularly vulnerable to extreme views & radicalisation, and taking appropriate action in accordance with the schools Child Protection and Safeguarding Policy and Procedures with the aim of making sure they are kept safe both at home and in our school setting.
- Making appropriate referrals to the Local Authority for early intervention and support where necessary.
- Ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings.
- Letting staff, parents, carers and pupils know how to voice their concerns.
- Responding to any allegations appropriately in accordance with appropriate school policies and procedures.

## 6. Equality Impact Assessment

[Back to Contents Page](#)

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under the Equality Act 2010.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake Equality Impact Assessments (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA will decide whether a policy or service has a "positive, negative or neutral impact" on some sections of our school and local community. It will also be used to test future policies or services. The impacts will enable us to take into account the needs of different groups of people who share one or more of the protected characteristics defined by legislation.

We will consult with the local authority where necessary and our staff and Governors who are responsible for carrying out these assessments have attended relevant training or will be attending future training as part of their role.

Cardinal Langley RC High School is committed to ensuring Equality Impact Assessments are carried out on all policies new and old to ensure they meet the duties set out under the Equality Act 2010. These include:

- *Admissions and transfers*
- *Attendance and punctuality*
- *Exclusions*
- *Curriculum*
- *Uniform requirements*
- *Every Child Matters (ECM) objectives*
- *National Healthy School Status*
- *Behaviour for Learning, rewards and discipline*
- *Sports*
- *Anti-bullying, harassment and discrimination*
- *Domestic violence and pastoral support*
- *School trips*

## 7. Consultation and Information

[Back to Contents Page](#)

The school will use a variety of ways to collect data and views for the review of its single Equality, Diversity and Community Cohesion Policy:

- Questionnaires
- Comments from website
- Staff meetings
- Parents' meetings
- Monitoring and evaluation data
- Results and assessment data
- School council
- Governing board and IEB meetings

All equality objectives for this policy have been agreed after consultation with the Governing Board. All future objectives will be agreed after consultation with the pupils, parents, carers staff, community groups and other appropriate agencies.

## 8. Publishing and raising awareness [Back to Contents Page](#)

We recognise that our Equality and Community Cohesion Policy is a public document that should be available to any interested stakeholder.

### Specific Duty

Under the Equality Act 2010, we recognise that from April 2012, as a school, we also have a “specific duty” to:

1. Publish sufficient information to demonstrate compliance with the general equality duty every four years, with an action plan review on at least an annual basis. This can include information on the effect that our school policies and practices have on protected groups.

We will also:

2. Prepare and publish equality objectives in an accessible manner, to meet one or more aims of the general equality duty, and supporting the local authority in publishing relevant information to demonstrate compliance where necessary.

We recognise that our Equality, Diversity and Community Cohesion Policy is a public document that should be available to any interested stakeholder. We will promote and publish our policy by:

- Placing it on our website
- Making it available on request
- Providing a summary in our prospectus, including our vision and key priorities
- Pointing new parents to the policy on entry
- Include the policy within the induction process for new staff

## 9. Monitoring and evaluating the Equality, Diversity and Community Cohesion Policy Action Plan [Back to Contents Page](#)

We will regularly monitor and evaluate the implementation of our Equality, Diversity and Community Cohesion Policy Action Plan. We will report annually on our progress and performance. Our annual report will be shared with Governors and our School Improvement Partner. Both will explain how the full report can be obtained. We will inform staff and pupils of our progress.

The findings of our annual report will be used to update the Equality, Diversity and Community Cohesion Policy Action Plan and inform subsequent Equality, Diversity and Community Cohesion Policies

We want this policy to be a ‘whole organisational’ document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Action Plan is an integral part of our School Improvement Plan, and as such, our progress will have regular oversight by the senior leadership team and the governing body.

Information and data, both quantitative and qualitative, will be used to monitor and evaluate the implementation of the action plans including information on the school population, workforce recruitment, retention and progression, special initiatives, progress at key stage levels and targets and future plans will be reported on to ensure effective monitoring.

We will formally review, evaluate and revise this policy and action plan every four years, to set new priorities and identify new actions. This process will again involve staff, pupils, parents and governors who reflect the full diversity of the school community.

The school has a procedure in place for recording, reporting and responding to racist incidents. The school will continue to comply with the Local Authority procedure for monitoring racist incidents so that the information can be analysed. This procedure is outlined fully in the *guidelines for schools in combatting and recording racist incidents*.

## 10. Links with other school policies [Back to Contents Page](#)

School policies that link with, and have informed this Single Equality and Community Cohesion Policy include:

- SEND policy
- Anti-Bullying Policy
- Admissions Policy

## 11. Roles and responsibilities [Back to Contents Page](#)

The Governing Board intends to monitor the implementation of the School's Equality, Diversity and Community Cohesion Policy and Action Plan.

The Governing Board will ensure that all members of staff understand the importance of the policy and their role in delivering it.

The Governing Board will link the school's Equality Policy to the School Improvement Plan.

This Equality, Diversity and Community Cohesion Policy and Action plan outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting equality and preventing discrimination, victimisation and harassment is the responsibility of the whole school staff, including support staff. All who are associated with the school have a responsibility for promoting equality and community cohesion, and avoiding unfair discriminatory practices.

### **The Governing Board will:**

- Ensure sure the school complies with all current equality legislation.
- Monitor the implementation of the Equality, Diversity and Community Cohesion Policy and Action Plan to check progress and assess impact on staff, pupils and parents/carers.
- Ensure that all governors are aware of their legal responsibilities under equality legislation.
- Monitor achievement of equality targets.
- Check that implementation of the Policy and action plan achieves improved outcomes for equality and community cohesion and people who share an aspect of their identity in relation to the protected characteristics of disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.
- Support the Head teacher in implementing any actions necessary.
- Inform and consult with parents/carers about the policy.

### **The Head teacher will:**

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation.
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Equality, Diversity and Community Cohesion Policy, their roles and responsibilities in implementing it, and receive training and support in carrying these actions out.
- Monitor to ensure effective implementation of the policy action plan.
- Provide regular reports for governors on progress and performance.
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy.
- Assess and monitor the impact of the policy through developing the action plan.
- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it.
- Taking appropriate action in any cases of victimisation, harassment and discrimination in line with the school and LA guidance.

- Report racist incident monitoring information to the LA on a termly basis.
- Produce a report on progress for governors on an annual basis.

**The Senior Leadership Team will:**

- Drive forward implementation of the Equality, Diversity and Community Cohesion Policy and Action Plan.
- Support staff to carry out their role in implementing this policy.
- Provide effective leadership on equality, inclusion and community cohesion.
- Ensure the policy is successfully promoted.
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, victimisation or harassment.
- Assist in implementing reviews of the policy as detailed in the School Improvement Plan.
- One member of the senior management team will be identified as the co-ordinator for equality and community cohesion and will be involved in action planning, policy development and monitoring and evaluation.

**All Staff will:**

- Recognise that they have a role and responsibility in their day-to-day work to:
  - Promote equality, inclusion and good community relations
  - Challenge inappropriate language and behaviour
  - Tackle bias and stereotyping
  - Respond appropriately to incidents of discrimination, victimisation and harassment and report these.
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.
- Promote an inclusive curriculum and whole-school ethos which reflects our diverse society.
- Contribute to reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted.

**All Staff will also ensure that pupils are encouraged to:**

- Recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
  - Promote equality, inclusion and good community relations
  - Challenge inappropriate language and behaviour
  - Tackle bias and stereotyping
  - Work to promote anti-bullying strategies
  - Respond appropriately to incidents of discrimination, victimisation and harassment and understand the action needed to report these.
- Work within the Rights and Responsibilities framework we have adopted, as a Rights-Respecting School.

**Administrative, Ancillary, Supervisory and Support Staff**

- All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

**All our Pupils are responsible for:**

- Treating others kindly and fairly without prejudice, discrimination, victimisation or harassment.
- Attending and engaging in their own learning as well as helping other pupils to learn.
- Learning to treat each other with respect and report incidents of discrimination to an adult.

- Working within the Rights and Responsibilities framework we have adopted, as Rights-Respecting School.

**All our Parents and Carers are responsible for:**

- Supporting our school in its implementation of this policy.
- Following the school policy through their own behaviour.
- Ensuring their children attend and engage in the learning.
- Inform staff about any prejudice-related incidents that occur.

**Visitors and contractors are responsible for:**

- Following our equality-related policies.

**12. Breaches of the Policy** [Back to Contents Page](#)

Breaches of policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Board.

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their age, disability, gender, gender reassignment, marital status, pregnancy or maternity, race, religion or belief or sexual orientation, they should report this without fail through the School’s complaints procedure.

Complaints by staff will be dealt with under the Grievance Policy and Procedure or Dignity at Work Policy, as appropriate. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring this Equality, Diversity and Community Cohesion Policy.

**Document history**

Date	Amendments
October 2016	Updating the Policy to ensure that it is LA compliant
February 2019	Updates to ensure that correct terminology is being used
March 2021	Policy Review (carried forward from Autumn 2020)
November 2021	School context & data updated
February 2022	Annual review of how the school is meeting its aims under its Equality Duty
February 2023	Annual review of how the school is meeting its aims under its Equality Duty
	School context & data updated
February 2024	Annual review of how the school is meeting its aims under its Equality Duty

**Equality & Community Cohesion Policy Action Plan Template 2020-24**

[Back to Contents Page](#)

Key Area	Objective	Lead Person	Target Date	Monitoring and Review
<b>Accessibility</b>	<ul style="list-style-type: none"> <li>Increasing the extent to which pupils with disabilities can participate in the curriculum</li> <li>Improving the physical environment of schools to enable pupils with disabilities to take better advantage of education, facilities and services provided</li> <li>Improving the availability of accessible information to pupils with disabilities</li> </ul>	Headteacher & SLT	March 2025	Annual basis in line with School Improvement Plan
<b>Disability</b>	<ul style="list-style-type: none"> <li>Reviewing marketing and communication to ensure that positive images of persons with disabilities are used in our promotional material and publications</li> <li>Further curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff</li> <li>Ensure pupils with disabilities have full access to all trips, including Savio House</li> <li>Ensure pupils with disabilities have fair access to learning (If auxiliary aids are required then they are purchased to support access)</li> <li>Attract and assist persons with disabilities to be represented on a range of partnership bodies, including the governing board and committees, senior management team, etc.</li> <li>Ensure equal opportunities for employees with disabilities</li> </ul>	Governors Headteacher & SLT Class Teachers	March 2025	Annual basis in line with School Improvement Plan
<b>Gender</b>	<ul style="list-style-type: none"> <li>Recruitment - guaranteeing that all fair recruitment procedures are followed in relation to any advertised posts</li> <li>To respect the confidentiality of those seeking gender reassignment and to provide a supportive environment within our school community</li> </ul>	Governors Headteacher	March 2025	Annual basis in line with School Improvement Plan
<b>Pregnancy and maternity</b>	<ul style="list-style-type: none"> <li>To continue to seek ways in which to eliminate prohibited conduct, advance equality of opportunity and foster good relations</li> <li>Provide a quiet area for any person (including visitors) who wishes to breast feed</li> <li>Support staff returning from maternity leave by providing the opportunity to take up to 10 KIT (keeping in touch days) days before their official return date</li> </ul>	Governors Headteacher	March 2025	Annual basis in line with School Improvement Plan



Key Area	Objective	Lead Person	Target Date	Monitoring and Review
<b>Race</b>	<ul style="list-style-type: none"> <li>• To embed the school Equality Charter developed by students.</li> <li>• To continue to monitor and promote equality through recruitment and retention.</li> <li>• Tackling unlawful discrimination by: <ul style="list-style-type: none"> <li>○ Keeping accurate records of all ethnic groups, their backgrounds and needs and how the school responds to them.</li> <li>○ Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken.</li> <li>○ Encouraging dialogue between pupils of different racial groups.</li> </ul> </li> <li>• Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups.</li> <li>• To work in partnership with different racial groups to: <ul style="list-style-type: none"> <li>○ Promote the active participation of different communities in shaping the future of school.</li> <li>○ Ensure that school staff (both permanent and temporary), pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.</li> <li>○ Expand access across all communities and in all areas of school activity.</li> </ul> </li> <li>• To promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families.</li> <li>• Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life.</li> <li>• Countering myths and misinformation that may undermine good community relations.</li> </ul>	<p style="text-align: center;">Governors Headteacher &amp; SLT Teachers</p>	<p style="text-align: center;">March 2025</p>	<p style="text-align: center;">Annual basis in line with School Improvement Plan.</p>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>• Promote the Equalities Group with staff and students and encourage attendance</li> <li>• Take part in national campaigns to promote equality e.g. rainbow laces</li> </ul>	<p style="text-align: center;">Governors Headteacher</p>	<p style="text-align: center;">March 2025</p>	<p style="text-align: center;">Annual basis in line with School Improvement Plan  As issue arises.</p>

Key Area	Objective	Lead Person	Target Date	Monitoring and Review
<b>Community Cohesion</b>	<ul style="list-style-type: none"> <li>To continue to build on what we are already doing – creating a sense of shared values.</li> <li>To develop an understanding in pupils that they all have a responsibility to their shared future.</li> <li>To emphasise mutual respect and honesty between different groups including young people and adults.</li> <li>To strengthen our link with the Good Life Orphanage and our international partners.</li> <li>Through the curriculum, make visible to the whole school community the necessity of fairness and trust.</li> </ul>	Governors Headteacher & SLT	March 2025	Annual basis in line with School Improvement Plan
<b>Preventing Radicalisation</b>	<ul style="list-style-type: none"> <li>Providing a safe environment for children and young people to learn and develop in our school setting.</li> <li>Identify children and young people who are particularly vulnerable to extreme views /radicalisation, and take appropriate action in accordance with the schools safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.</li> <li>Making appropriate referrals to the Local Authority for early intervention and support where necessary.</li> <li>Ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings.</li> <li>Letting staff, parents and pupils know how to voice their concerns.</li> <li>Responding to any allegations appropriately in accordance with appropriate school policies and procedures.</li> </ul>	Governors Headteacher & SLT Teachers	March 2025	Annual basis in line with School Improvement Plan

Key Area	Objective	Lead Person	Target Date	Monitoring and Review
<b>Pupil Achievement</b>	<ul style="list-style-type: none"> <li>All pupils are assessed, monitored and tracked through SISRA</li> <li>Under-achievement is identified and appropriate intervention is applied.</li> <li>Pupils are able to participate in a full range of extra-curricular opportunities.</li> </ul>	Headteacher & SLT Teachers	March 2025	Termly basis in line with Pupil Progress Meetings & School Improvement Plan
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li>Pupils respect one another.</li> <li>Pupils feel safe and valued.</li> <li>Pupils, staff and parents know that misconduct and gross misconduct will be challenged.</li> </ul>	Headteacher & SLT Teachers	March 2025	Annual basis in line with School Improvement Plan
<b>Teaching</b>	<ul style="list-style-type: none"> <li>All pupils experience 100% 'good or better' lessons.</li> </ul>	Headteacher & SLT Teachers	March 2025	Termly basis in line with Assessment and Monitoring Planner & School Improvement Plan
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>The staff and governing board reflects the diversity of the school community.</li> <li>No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</li> <li>A nominated member of the SLT, Mrs Williams, is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li> </ul>	Headteacher & SLT	March 2025	Termly basis in with LA termly deadlines
<b>Headteacher</b>	<ul style="list-style-type: none"> <li>Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</li> <li>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.</li> <li>Ensure that staff have appropriate skills to deliver equality, including pupil awareness.</li> <li>Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</li> </ul>	Headteacher	March 2025	Annual basis in line with School Improvement Plan
<b>Senior Leadership Team</b>	<ul style="list-style-type: none"> <li>To support the Headteacher achieve the objectives above.</li> <li>Ensure fair treatment and access to services and opportunities.</li> <li>Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</li> </ul>	SLT	March 2025	Annual basis in line with School Improvement Plan

Key Area	Objective	Lead Person	Target Date	Monitoring and Review
Teaching Staff	<ul style="list-style-type: none"> <li>Help in delivering the right outcomes for pupils.</li> <li>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</li> <li>Design and deliver an inclusive curriculum</li> <li>Ensure that they are aware of the school's responsibility to record and report prejudice related incidents.</li> </ul>	Teachers	March 2025	Annual basis in line with School Improvement Plan
Support Staff	<ul style="list-style-type: none"> <li>Support the school and the governing board in delivering a fair and equitable service to all stakeholders.</li> <li>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.</li> <li>Support colleagues within the school community.</li> <li>Ensure that they are aware of the school's responsibility to record and report prejudice related incidents.</li> </ul>	Support staff	March 2025	Annual basis in line with School Improvement Plan
Parents	<ul style="list-style-type: none"> <li>Take an active part in identifying barriers in the school community and in informing the governing board of actions that can be taken to eradicate these.</li> <li>Take an active role in supporting and challenging the school to achieve the commitment given to school community in tackling inequality and achieving equality of opportunity for all.</li> </ul>	Parents	March 2025	Annual basis in line with School Improvement Plan
Pupils	<ul style="list-style-type: none"> <li>Support the school to achieve the commitment made to tackling inequality.</li> <li>Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.</li> </ul>	Student Council	March 2025	Annual basis in line with School Improvement Plan
Local Community Members	<ul style="list-style-type: none"> <li>Take an active part in identifying barriers in the school community and in informing the governing board of actions that can be taken to eradicate these.</li> <li>Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</li> </ul>	Community	March 2025	Annual basis in line with School Improvement Plan

[Back to Contents Page](#)

**EQUALITY IMPACT ASSESSMENT: PROFORMA** [Back to Contents Page](#)

Name of policy to be assessed:		Is this a proposed, new or reviewed policy?	
Department :		Staff Member Responsible:	
What equality groups have been considered in undertaking this EIA?	Disability <input type="checkbox"/>	Gender <input type="checkbox"/>	Gender Reassignment <input type="checkbox"/>
	Pregnancy & Maternity <input type="checkbox"/>	Race <input type="checkbox"/>	Religion of Belief <input type="checkbox"/>
	Sexual Orientation <input type="checkbox"/>		
		Date:	
1. Briefly describe the aims and purpose of the policy?			
2. Who is intended to benefit from this policy and in what way?			
3. What outcomes are wanted from this policy?			
4. What factors / forces could contribute / detract from achieving the outcomes?			
5. Who implements the policy, and who is responsible for the policy?			
6. What evidence or data has been collected and used to determine the impact on pupil equality groups? Have any data gaps been identified?			
7. Has previous consultation indicated any possible concerns or issues in relation to equality and diversity?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
8. Is there an opportunity to eliminate prohibited conduct, promote equality of opportunity or foster good relations more effectively by altering the policy, or by working with others?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
9. Are there concerns that the policy <i>could</i> have a differential impact on <b>disability</b> pupil groups?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			

10. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to <b>gender</b> ?		No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
11. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to <b>gender reassignment</b> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
12. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their <b>pregnancy / maternity</b> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
13. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their <b>race</b> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
14. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their <b>religion or belief</b> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their <b>sexual orientation</b> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
15. Could the differential impact identified in Questions 9-14 amount to there being the potential for <b>adverse impact</b> in this policy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
16. Can this adverse impact be <b>objectively justified</b> on the grounds of promoting equality of opportunity for one group? Or any other reason? ( <i>what are the grounds for objective justification</i> )	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
17. Should the policy proceed to a full impact assessment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
18. Date on which the Full EIA to be completed by.	Date:		

**EIA ACTION / IMPROVEMENT PLAN**

Key Findings	Actions / Recommendations	Resources	Completion Date	Lead staff
Signature 1 – Head teacher / SLT				Date:
Signature 2 – Policy lead staff				Date:

[Back to Contents Page](#)

**Equality & Community Cohesion Policy Action Plan Monitoring (February 2024)**

[Back to Contents Page](#)

Key Area	Objective	Progress
<b>Accessibility</b>	<ul style="list-style-type: none"> <li>Increasing the extent to which pupils with disabilities can participate in the curriculum</li> <li>Improving the physical environment of schools to enable pupils with disabilities to take better advantage of education, facilities and services provided</li> <li>Improving the availability of accessible information to pupils with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Personalised support in place for all students with EHC Plans</li> <li>Students with SEND support provided with a range of additional support, both internal and through external agencies, to ensure inclusion</li> <li>Investment in Evac chairs to ensure easy evacuation of pupils with disabilities. Staff training provided. (see Fire Safety Policy)</li> <li>Disabled toilets refurbished</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>Reviewing marketing and communication to ensure that positive images of persons with disabilities are used in our promotional material and publications</li> <li>Further curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff</li> <li>Ensure pupils with disabilities have full access to all trips, including Savio House</li> <li>Ensure pupils with disabilities have fair access to learning (If auxiliary aids are required then they are purchased to support access)</li> <li>Attract and assist persons with disabilities to be represented on a range of partnership bodies, including the governing board and committees, senior management team, etc.</li> <li>Ensure equal opportunities for employees with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Positive images included in prospectus and school information</li> <li>All students provided with support to attend Savio House</li> <li>Additional aids purchased / rented for students to access the curriculum</li> </ul>





Key Area	Objective	Progress
<b>Gender</b>	<ul style="list-style-type: none"> <li>Recruitment - guaranteeing that all fair recruitment procedures are followed in relation to any advertised posts</li> <li>To respect the confidentiality of those seeking gender reassignment and to provide a supportive environment within our school community</li> </ul>	<ul style="list-style-type: none"> <li>Fair recruitment procedures followed for all appointments</li> <li>Equalities Group has been promoted and is well attended</li> </ul>
<b>Pregnancy and maternity</b>	<ul style="list-style-type: none"> <li>To continue to seek ways in which to eliminate prohibited conduct, advance equality of opportunity and foster good relations</li> <li>Provide a quiet area for any person (including visitors) who wishes to breast feed</li> <li>Support staff returning from Maternity Leave by providing the opportunity to take up to 10 KIT (keeping in touch days) days before their official return date</li> </ul>	<ul style="list-style-type: none"> <li>Two members of staff currently supported whilst on maternity leave</li> <li>Breast feeding friendly areas provided for staff</li> </ul>

Key Area	Objective	Progress
<b>Race</b>	<ul style="list-style-type: none"> <li>• To continue to monitor and promote equality through recruitment and retention.</li> <li>• Tackling unlawful discrimination by: <ul style="list-style-type: none"> <li>○ Keeping accurate records of all ethnic groups, their backgrounds and needs and how the school responds to them.</li> <li>○ Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken.</li> <li>○ Encouraging dialogue between pupils of different racial groups.</li> </ul> </li> <li>• Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups.</li> <li>• To work in partnership with different racial groups to: <ul style="list-style-type: none"> <li>○ Promote the active participation of different communities in shaping the future of school.</li> <li>○ Ensure that school staff (both permanent and temporary), pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.</li> <li>○ Expand access across all communities and in all areas of school activity.</li> </ul> </li> <li>• To promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families.</li> <li>• Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life.</li> <li>• Countering myths and misinformation that may undermine good community relations.</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies to celebrate diversity delivered to all year groups</li> <li>• Black History Month celebrated</li> <li>• Appreciation Days held to celebrate student identity</li> <li>• Equality Charter visible around school</li> <li>• Racist incidents reported to Local Authority in line with school reporting responsibilities</li> </ul>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>• At Cardinal Langley RC High School we will deal with issues as they arise</li> </ul>	<ul style="list-style-type: none"> <li>• Any incidents of homophobic / transphobic abuse dealt with through the Behaviour for Learning Policy &amp; Exclusion Policy</li> </ul>

Key Area	Objective	Progress
<b>Community Cohesion</b>	<ul style="list-style-type: none"> <li>• To continue to build on what we are already doing – creating a sense of shared values.</li> <li>• To develop an understanding in pupils that they all have a responsibility to their shared future.</li> <li>• To emphasise mutual respect and honesty between different groups including young people and adults.</li> <li>• To strengthen our link with the Good Life Orphanage and our international partners.</li> <li>• Through the curriculum, make visible to the whole school community the necessity of fairness and trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Values of Mission Statement clear for all students</li> <li>• Close working relationship with outside agencies to support students and their families e.g. police, social services, school nurse etc.</li> <li>• Visit to Good Life Orphanage in Kenya is planned for 2025.</li> <li>• Wide range of charitable activities to support the wider community</li> </ul>
<b>Preventing Radicalisation</b>	<ul style="list-style-type: none"> <li>• Providing a safe environment for children and young people to learn and develop in our school setting.</li> <li>• Identify children and young people who are particularly vulnerable to extreme views /radicalisation, and take appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.</li> <li>• Making appropriate referrals to the Local Authority for early intervention and support where necessary.</li> <li>• Ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings.</li> <li>• Letting staff, parents and pupils know how to voice their concerns.</li> <li>• Responding to any allegations appropriately in accordance with appropriate school policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding Policy updated</li> <li>• Safeguarding training for all staff from the LA &amp; the Diocese of Salford</li> <li>• Judicium audit undertaken annually</li> </ul>

Key Area	Objective	Progress
<b>Pupil Achievement</b>	<ul style="list-style-type: none"> <li>All pupils are assessed, monitored and tracked through SISRA</li> <li>Under-achievement is identified and appropriate intervention is applied.</li> <li>Pupils are able to participate in a full range of extra-curricular opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Performance in public exams analysed for all key groups</li> <li>Internal assessment windows analysed for all key groups and intervention plans adapted accordingly</li> </ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li>Pupils respect one another.</li> <li>Pupils feel safe and valued.</li> <li>Pupils, staff and parents know that misconduct and gross misconduct will be challenged.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour, safety &amp; welfare judged 'Good' by Ofsted (May 2022)</li> <li>Analysis of behaviour data</li> <li>Introduction of HUB provision</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>All pupils experience 100% 'good or better' lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Quality of Education judged 'Good' by Ofsted (May 2022)</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>The staff and governing board reflects the diversity of the school community.</li> <li>No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</li> <li>A nominated member of the SLT, Mrs Williams, is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil premium strategy and impact report available on website</li> <li>Two Key Workers posts for CLA</li> </ul>

**Annual review of how the school is meeting its objectives under its Equality Duty - Approval/ratification:**

Signed (Headteacher)		Date:	27.02.2024
Signed (Link Governor)		Date	27.02.2024
Signed (Chair/Vice-Chair of C&P Committee)	J Entwistle	Date	27.02.2024

[Back to Contents Page](#)