

PUBLIC SECTOR EQUALITY STATEMENT

BLESSED HUGH FARINGDON SCHOOL

Welcome to Equalities at Blessed Hugh Faringdon School.

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Clause 1929 Social justice can be obtained only in respecting the transcendent dignity of men and women. The person represents the ultimate end of society, which is ordered to him or her [Pope John Paul II]:

What is at stake is the dignity of the human person, whose defence and promotion have been entrusted to us by the Creator, and to whom the men and women at every moment of history are strictly and responsibly in debt

Clause 1930 Respect for the human person entails respect for the rights that flow from her dignity as a creature. These rights are prior to society and must be recognized by it. They are the basis of the moral legitimacy of every authority: by flouting them, or refusing to recognise them in its positive legislation, a society undermines its own moral legitimacy [Pope John XXIII]. If it does not respect them, authority can rely only on force or violence to obtain obedience from its subjects. It is the Church's role to remind men of good will of these rights and to distinguish them from unwarranted or false claims.

Clause 1931 Respect for the human person proceeds by way of respect for the principle that "everyone should look upon his/her neighbour (without any exception) as 'another self,' above all bearing in mind his life and the means necessary for living it with dignity [Gaudium et Spes, 27]. No legislation could by itself do away with the fears, prejudices, and attitudes of pride and selfishness which obstruct the establishment of truly fraternal societies. Such behaviour will cease only through the charity that finds in every man a "neighbour," a brother or sister.

- Our admissions policy follows the criteria set by the Diocese of Portsmouth.
- Curriculum visits – financial assistance is made available to all pupils on the basis of individual need.
- Extra-curricular activities are made available for all pupils
- Foods from different cultures feature as part of International School status.
- Mixed tutor groups promote active integration.
- The school promotes a strong anti-bullying ethos
- There are robust systems (including online reporting) for logging/reporting any incident based on prejudice or harassment. These are monitored and reported several times a year to governors
- All staff and pupils are made fully aware of the nominated SLT member of staff to contact regarding any incident involving prejudice or harassment and are aware of the school's Confidential Reporting policy.
- Pupil voice has representatives from the full range of pupils within the school including those with protected characteristics.

- All roles/appointments within school are open to all with appropriate skills and abilities.
- There are fair and transparent recruitment procedures for staff.
- Curriculum options are available for all pupils KS3-4.
- Equal opportunity is promoted within all subjects.
- Data is analysed and interventions put in place to reduce the gaps between subgroups
- There is a full range of PE activities for all, for example girls take part in football and rugby
- Support and encouragement are given to those pupils who find difficulty in adapting to life in a large comprehensive school for example via the peer supporters scheme.
- A purpose-built ASD unit enables pupils to settle into school and integrate effectively.
- There are numerous activities across the curriculum designed to promote pupils' spiritual, moral, social and cultural development.
- The school takes part in national projects and award schemes, for example: The Princess Diana award for anti-bullying and peer mentoring..

Equality Objectives

- To ensure that all Governors and staff are aware of current legislation surrounding equality and diversity
- To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities.
- To promote mental health awareness and develop appropriate interventions where necessary.
- Actively close gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- Monitor the incidence of the use of homophobic, sexist and racist language by students in our academies.
- To continuously review and revise the KS3-5 curriculum so that it represents a diverse culture and society and encourages tolerance and respect

Monitoring Arrangements

- The Governing Body will receive regular updates on progress towards meeting equality objectives.
- Trust will update the equality information we publish, at least every year.
- This document will be reviewed and approved by the Governing Body at least every two years.

Review of 2019-21 equality work

To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

- Careers Leader has been employed to work with students standing in need of bespoke guidance, including students from protected or otherwise vulnerable groups where guidance needs to be tailored
- A Whole school Co-ordinated approach to providing high quality education for students with special needs.
- Continuing our partnership with a school in Slovakia to emphasise European cultural integration. New School Ambassadors will be appointed to work on developing this link with the view of pupils visiting Slovakia in the future.

To improve the quality of pupil voice through the Student Council with particular reference to equality and diversity issues.

- Student Leadership roles have been established throughout the school creating opportunities for pupil voice and contribution to the school community. Approximately 10% of students now occupy a leadership role and the ethnic and gender breakdown is monitored.

To promote cultural development and understanding, through a rich range of experience, to include all ethnic and religious groups within our school community.

- Celebration of world faiths and religious festivals is promoted in school, taking in to account our diverse community.

What we said we would do:

Undertake an analysis of recruitment data and trends regarding race, gender and disability and report on this to the staffing and pay sub-committee of the governing body.

- We have trained all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data has shown that 100% of those who attended have a good understanding of the legal requirements.
- We now Include the 'Two Ticks' positive about disabled people symbol on all job adverts, application forms and information to help address the under-representation of disabled people in the school workforce.
- We conduct exit interviews and share relevant content with Governors
- We have a new Anti-Racism Lead Practitioner, (an Assistant Headteacher} who also leads pan-Reading
- We have introduced a mentoring programme for a number of our BAME students which has improved engagement