

Blessed Hugh Faringdon Catholic School Equality Policy

All that happens in Blessed Hugh Faringdon Catholic School occurs within the context of the school's Mission Statement (in accordance with the Trust Deed for the maintenance and advancement of the Catholic religion).

Date Written: January 2015

Date Adopted: 12 January 2015

Equality Objectives (see Appendix) reviewed 27 September 2016

Persons Responsible: Head teacher and Full Governing Body

Report on Equality Objectives due: September 2017 Policy

Review Date: January 2018

Blessed Hugh Faringdon Catholic School is 'Committed to Gospel Values'. The Gospel of Jesus Christ invites all who follow its teaching to the fullness of life. Discipleship in the Gospel is a life-long journey of faith coming to complete fulfillment only in the presence of God in heaven. The entire life of a disciple is marked by learning and growth. We believe that Jesus is present in the day to day life of our school, that each member of our community has a divine origin and an eternal destiny. We believe that through his Incarnation, Jesus affirmed us as whole people and redeemed us through his resurrection. We believe therefore that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law. These beliefs underpin our approach and thereby commit us to encouraging all members of our community, staff and pupils alike, to grow towards human wholeness.

Blessed Hugh Faringdon Catholic School understands "equal opportunities" to describe an environment in which no child or adult is prevented from taking a full part in the life of the school as a result of:

- age
- disability
- Pregnancy and Maternity
- Marriage or civil partnership
- gender reassignment
- race (including ethnic or national origins, colour or nationality)
- religion or belief (including lack of belief)
- sex
- sexual orientation.

At our school, we benefit from the diversity of experience that our pupils bring. We welcome differences and celebrate culture, respecting the needs of the individual, the group and the school community as a whole. We seek to share the different cultures represented here to inform and enrich.

The Aims of the Policy

Our overall aim is to create an equal opportunities community in which all adults and young people feel valued, thrive and achieve their potential. We fully support the single public sector equality duty and the specific duties on public bodies introduced by the Equality Act 2010.

In carrying out our core purpose to educate our pupils, we will actively seek opportunities to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those that do not.
- Foster good relations between people who share a protected characteristic and those that do not.

The nine protected characteristics defined by the Act are:

- age (adults only)
- disability
- gender reassignment
- marriage and civil partnership status
- pregnancy and maternity
- race (including gypsy and Traveller groups)
- religion or belief
- sex
- sexual orientation.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination, harassment and victimisation.

Guiding Principles

The guiding principles of our equality policy are that:

- All learners are of equal value.
- Similarities and differences are recognised, respected and celebrated.
- We foster positive relationships and a shared sense of cohesion and belonging.
- We treat all candidates and staff equally in recruitment, retention and development.
- We work to reduce and remove inequalities and barriers that already exist.
- We consult and involve others in the development of our policies and educational provision.
- We actively address prejudice.

- We continually improve our practices by annually formulating and implementing equality objectives.

Teaching and Learning Strategies

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use data to inform the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender, disability and other identified OFSTED key groups and take action accordingly.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

We will monitor exclusions by ethnicity, gender, disability and other identified OFSTED key groups and take action accordingly.

Roles and Responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. This includes:

- Ensuring that the school meets the public sector equality duty.
- Making reasonable adjustments to the premises or employment arrangements if needed.
- Giving due regard to its own membership and the recruitment of new governors.
- Publishing the results of its annual monitoring.
- Setting equality objectives.

- Managing the school's finances to ensure that resources can be devoted to any special arrangements needed for pupils or staff.

The Head and senior leadership team (SLT) are responsible for:

- Formulating and implementing this policy.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Ensuring that all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents are treated with due seriousness.
- Ensuring the place of equal opportunities within the school improvement plan.
- Coordinating the curriculum in conjunction with subject leaders to ensure equality of opportunity is represented in all subjects.
- Ensuring that equal opportunities is covered within all subject policies and plans.
- Providing the opportunity for resources to be ordered to support this policy.
- Monitoring performance by groups of pupils and individuals.
- Ensuring that all appointment panels give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.

All staff are expected to:

- Understand and support the aims of this policy, the requirements of the Equality Act 2010 and our guiding principles.
- uphold public trust and maintain high standards of ethics and behaviour by:
- Treating all pupils and adults with dignity and building relationships rooted in mutual respect.
- Showing tolerance of, and respect for, the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways that might foster prejudice.
- Promoting equality and inclusion in the classroom, amongst pupils, colleagues and with visitors to the school.
- Dealing with any prejudice-related incidents that occur.
- Providing and analysing quantitative and qualitative data that supports better understanding of protected characteristic groups.
- Attending appropriate training to keep up-to-date with equality issues.

Review of progress and impact

This policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

In order to meet the statutory requirements we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Blessed Hugh Faringdon Catholic School Appendix to Equal Opportunities Policy

Equality Objectives pursuant to the Equality Act 2010

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) which applies to public bodies. The PSED extends schools' equality duties to all protected characteristics:

- *sex,*
- *race,*
- *disability,*
- *religion or belief,*
- *sexual orientation,*
- *gender reassignment, ☐ pregnancy or maternity, ☐ marriage.*

The duty came into effect in April 2011 and has three main elements. In carrying out their functions, the governing body are required to have due regard to the need to:

☐ Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it.

The PSED introduces a secondary legislation in the form of specific duties. The specific duties require schools to:

- Publish information to demonstrate how they are complying with the PSED. - Prepare and publish equality objectives.

It is a requirement under the Act that the Governing Body of Blessed Hugh Faringdon Catholic School publish at least one, or more, equality objectives. The equality objectives should help improve the experience of a range of different pupils.

Blessed Hugh Faringdon Catholic School's Equality Objectives for 2015-2019 are below together with progress made to 2016:

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

- The Spiritual, Moral, Social and Cultural (SMSC) audit has been in place for two years to track and audit SMSC across the curriculum. This ensures that each area of the curriculum for Key Stage 3-5 includes SMSC elements. This also forms an important part of lesson planning and teaching observations.
- The school has an inclusive agenda and meets the needs of a range of children with social and emotional difficulties. The Pastoral Support Team work with our inclusion areas to support children who are experiencing

extreme difficulties in their lives through for example, bereavement, child protection issues or mental-health related concerns. Support, guidance and a safe place are provided so that the children can have equal access to the curriculum.

- A comprehensive PSHE curriculum is delivered to each year group during Tutor Time each week. Each programme of study includes topics relating to the spiritual, moral, social and cultural development of every pupil.
- Year groups come together weekly for collective worship in assemblies and have an opportunity to attend mass each week in the Chapel. Whole school masses take place on occasions such as Blessed Hugh Faringdon Day and the Thanksgiving mass at the end of the school year.

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

- The School Council meet regularly and consists of a range of representatives from all year groups. They meet to discuss and address various issues and development projects around the school. These have recently included the development of the Canopy area in the Quad, Terrace Garden and the new catering contract. Members of the School council have recently represented the school on interview panels for key educational roles within Reading Borough Council.
- The Student Leadership group has been running in the Sixth Form for a number of Years. This has recently been set up in Year 11. The groups meet regularly and have been well attended.
- Blessed Hugh Faringdon School has student representation on the Youth Council in Reading.

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

- Each year, the International Schools Coordinator organises International Week where all subject areas include international themes and topics in lessons and various events around the school. This encourages pupils to learn about and celebrate the range of cultures and religions that make up our school community.
- The Religious Education curriculum includes studies of world religions such as Islam and Hinduism. At GCSE the Christianity paper allows for both Catholic and non-Catholic perspectives to be explored on various issues such as those within the following units: Marriage and the Family, Matters of Life and Death and Community Cohesion. The latter unit specifically looks at issues of

Equality and diversity, from the point of view of Britain as a Multi faith/ethnic society, and also racism and sexism.

- The PSHE curriculum includes topics directly related to cultural development, for example, culture and Identity, sexism and racism. PSHE Sessions have covered the EU referendum, covering democracy and equality of voice for all.

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

- school counsellor has been employed to work with individual pupils who require this service. This complements the pastoral care package already in place in the school.
- A partnership has been created with a school in Slovakia to emphasise European cultural integration. School Ambassadors have been 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.

Additional Measure, May 2017: 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.

- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.
- Include the 'Two Ticks' positive about disabled people symbol on all job adverts, application forms and information by January of 2018 to help address the under-representation of disabled people in the school workforce.