

Equality Information and Objectives Policy 2018-2021

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. This document also complies with our funding agreement and articles of association.

In formulating and applying this policy, the School Committee and Staff of our Catholic School seek to promote and implement in relevant ways the aims and intentions of our Mission Statement, *'Praise the Lord in Work, Play and Prayer'*.

We are committed to taking all possible steps to positively promote equality of opportunity for all members of our School community, whatever their age, gender, ethnicity, disability, attainment, background and any person who shares a protected characteristic. We regularly review the relevant plans we have in place regarding access for pupils, staff, parents, carers and visitors with any disability to all aspects of the life of our School.

This policy will be available to staff, pupils and parents and will be promoted among them.

1. Aims and Values

Our School aims to meet its obligations under the public sector equality duty by having 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 – between people who share a protected characteristic and people who do not share it

As a Catholic School we understand that

"All human beings are created in God's image; they have the same nature and origin and, being redeemed by Christ they enjoy the same divine calling and destiny... forms of social or cultural discrimination in basic personal rights on the grounds of sex, race, colour, social conditions, language or religion, must be curbed and eradicated as incompatible with God's design." (*Gaudium et Spes, 1965, para. 29*)

We do all we can to live Jesus' message to love and care and share with others both within the School community and beyond. Our Christian ethos pervades our School and guides how we deal with all those people we meet in our time here.

We seek to uphold the uniqueness of the individual in which each person is seen as made in God's image and ALWAYS loved by Him. We attach great importance to giving each pupil opportunity and encouragement to develop individual talents to the full. Members of the School Committee, together with all the staff, strive to overcome barriers to learning and to full participation in the life of our School community, so that all pupils are treated fairly. We try to ensure that everyone in our School community is given opportunities to value their own contribution and to have this noticed and valued by others.

We celebrate the diversity of culture, race and talents present in our School and in the local and wider community. In line with St Bernadette's status as a Catholic School, the majority of pupils and staff are members of the Catholic Church, yet we welcome and value those who join with other beliefs and backgrounds. We positively promote racial equality and good relations between everyone in the School and also within the wider community. We will be proactive in challenging, tackling and eliminating unlawful discrimination on grounds of race, disability or gender. In meeting the diverse individual needs of pupils we aim to prepare all pupils for living

and working in a multi-cultural society.

We recognise that it is important that our pupils have access to positive role models and are able to see a wide variety of people of both sexes and different racial backgrounds serving in positions of leadership and responsibility.

Key Responsibilities

2.1 Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

2.2 Responsibilities of the School Committee

- I. The School Committee is committed to fulfilling obligations under current legislation, including compliance with:
 - the School's duties under legislation concerned with race relations, sex discrimination, special educational needs and disability discrimination.
 - Fostering better personal, community and race relations as highlighted in the *Macpherson Report*.
 - Government policies aimed at raising educational standards, such as target setting by schools and promoting the inclusion of pupils with special needs or a disability;
 - the promotion of an inclusive approach as demanded by the reviewed National Curriculum, when teachers interpret the educational objectives of the subjects and courses they provide.

Relevant legislation and guidance is listed at Appendix 2.

Where there is any doubt about the application of any part of the policy or the Law, guidance will be sought as appropriate from the Diocesan Schools Commission.

II. Communications

Members of the School Committee seek to ensure that terminology reasonably considered likely to be offensive to ethnic minorities or other sections of the population is not used either verbally, or in correspondence or other documents originating in the School.

III. Training

Members of the School Committee will undertake relevant training in relation to the law, school policy, their own personal liability under the law and the nature of discrimination to ensure that procedures are carried out with full regard to this policy within the resources available.

IV. Link Governor (School Committee Representative)

The equality link governor at St Bernadette's School is Professor Issaka Ndekugri

They will:

- Meet with the designated member of staff for equality annually, and other relevant staff members, to discuss any issues and how these are being addressed

- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

2.2 The Principal's responsibilities:

- Implementing this policy
- Ensuring all staff are aware of their responsibility under this policy and are given appropriate training and support
- Taking appropriate action in any case of unlawful discrimination,
- Ensuring relevant actions for promotion of this policy and monitoring of its outcomes are included annually in the School Improvement Plan
- Monitor success in achieving the equality objectives and report back to governors
- Meet with the equality link governor annually or termly if required to raise and discuss any issues and review the equality objectives action plan.

2) Other policies/schemes in place to support our equality objectives

This policy covers all aspects of equality of opportunity. Other, targeted policies or schemes are in place that link to this policy:

- Anti Bullying Policy
- Gender Equality
- Disability Equality Scheme
- Accessibility plan
- Risk assessment
- MAC Policy : Wearing of the Kirpan
- Supporting pupils with Medical Needs
- SEND Policy

I. Admissions policy:

The Directors' admission policy for St Bernadette's Catholic School and Nursery is subject to annual review. Our admissions policy is fair and transparent. In applying this policy School Representatives do not and will not give preference on grounds of sex, race, ethnic origin or ability, to any application for admission. The Committee will give priority to admitting baptised Catholic children. This is in conformity with the School's remit and with relevant legislation. The School Committee will comply with legal duties to admit children with a Statement of Special Educational Needs or an Education, Health and Care (EHC) plan that names St Bernadette's Catholic School and Nursery, and to give the required priority to applications from 'Looked After' children who seek admission.

III. Gifted and talented pupils:

A separate policy is in place to guide staff in providing for the needs of gifted pupils and those with special talents in particular areas of learning.

IV. Special Educational Needs

The School Committee ensures that the Special Educational Needs Policy (currently embedded within the Inclusion Policy) is regularly updated and underpins appropriate provision for pupils with special educational needs.

V. Other policies:

When any policy is formulated or reviewed, we carefully consider and analyse the impact of the policy on equality and the possible implications for pupils with protected characteristics. This is part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster

good relations. Relevant mention of aspects of equality of opportunity will be included to reflect this commitment.

4. Race Equality:

We see promotion of race equality as being integral to our mission as a Catholic School. The School Committee, Principal and staff are committed to

- ensuring that all pupils and staff are encouraged and enabled to achieve their full potential.
- respecting and valuing diversity of cultures, faiths, languages and beliefs.
- preparing pupils for life in a diverse society.
- acknowledging the existence of racism and taking steps to prevent it.
- promoting good relations between different racial groups within the School and within the wider community.
- being proactive in tackling and eliminating unlawful discrimination.

5. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Principal where necessary. All incidents are reported to the Principal and racist incidents are reported to the School Committee and local authority on a termly basis.

5.1 What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

5.2 Types of discriminatory incident

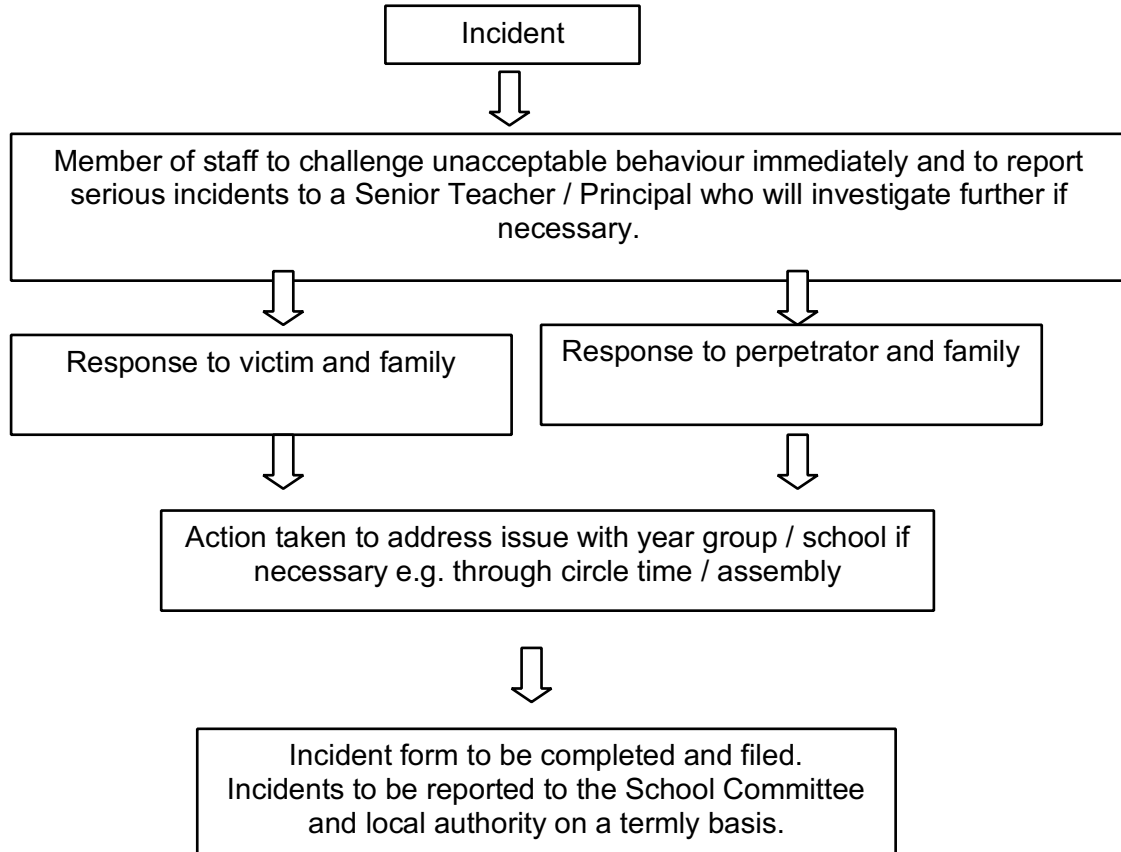
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

5.3 Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our School procedure for responding and reporting to discriminatory incidents:



6. Fostering Good Relations

St Bernadette's School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community and wider community (e.g Synagogue and Mosque visits annually)
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within our School and MAC. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the School's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- We pursue opportunities to build wider contacts with cluster groups, MAC peers and colleagues and other academies and schools.

7. Implementation of this policy:

7.1 With regard to pupils:

7.1.1 Monitoring of pupils' progress and development

The School has equally high expectation of all pupils and is committed to encouraging and enabling all pupils to achieve high standards. We see careful monitoring and evaluation of the academic progress, personal development and attendance of each child as essential, to aid in identifying any child who may be missing out, difficult to engage, or feeling in some way to be apart from what the School seeks to provide. We recognise that commitment to equality does not mean treating all pupils in the same way. Rather it means that we will equitably take account of pupils' varied life experiences and needs. We will pay particular attention to the provision made for and the achievement of different groups of pupils, including

- girls and boys;
- minority ethnic and faith groups, Travellers, asylum seekers and refugees;
- pupils who need support to learn English as an Additional Language (EAL);
- pupils with special educational needs;
- gifted and talented pupils;
- children “looked after” by the local authority, adopted or post –looked after
- children with disabilities, medical or mental health needs; young carers;
- children from families under stress or working with agencies on Early Help, CP, CIN plans.
- pupils in receipt of Pupil Premium (DfE defined as ‘Disadvantaged’)
- any pupils who are at risk of disaffection and exclusion.

7.1.2 Aims for curricular provision

To provide an environment where all children can develop in the love of Jesus and understanding of the Catholic Faith.

To provide a broad and balanced curriculum so that each child is given opportunities to encounter and develop knowledge, skills and understanding which meet his or her own needs.

In planning the curriculum to take account of relevant analyses of the performance of different groups of pupils (for instance of boys and girls), and to ensure that the learning experiences offered to all pupils are thoughtfully planned to meet the differing needs of such groups and to support their progress.

To select curriculum content so as to promote pupils' awareness, understanding, interest and respect for different environments, societies and cultures.

To take into account the varying needs of different groups, for instance boys and girls, when planning learning experiences, in considering teaching and learning styles, and in choosing themes and topics.

7.1.3 Teaching and Learning

All areas of the curriculum promote positive attitudes towards diversity and difference. Steps are taken to ensure all pupils have access to mainstream curriculum.

Resources and displays portray positive images of people from diverse traditions.

Our curriculum actively promotes Gospel values and fundamental British values including individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Role models from a range of different racial, age, disability, gender and faith groups are used to share a wide range of skills and experience.

Books and other learning resources in our School have been checked to ensure that they do not give a stereotypical or over-simplified view in terms of culture, race, gender or disability.

In choosing new learning materials and resources, we seek to reflect the diverse and multiracial nature of our society and to avoid bias and stereotyping. When choosing new materials, we will look for balance so that minorities and sexes are depicted in positive roles in stories and settings.

Teaching takes account of pupils' cultural backgrounds, linguistic needs and different learning styles.

Different cultural traditions are valued in their own terms and made meaningful to pupils. Teachers challenge any instances of stereotypes, bias and racial discrimination.

7.1.4 Accommodation

The School Committee will, whenever possible, make provision for specific mobility or other needs so that each child receives their entitlement of access to the curriculum. The School Committee have surveyed the buildings and adopted a disability access plan. This identifies improvements desirable to aid access for all parents, staff and children. Disability access is improved in accordance with this plan, as and when funding can be identified within the budget or obtained as specific grants.

7.1.5 School and Classroom Organisation

School lists will be organised in year groups by alphabetical order rather than by sex, unless this information is required for a particular purpose.

In the case of Nursery age children, pupils will be listed according to their date of birth.

Children will be grouped by classes when coming in to the School (for example after playtime) or to assembly.

Equality of opportunity needs to be considered when grouping children for activities. At times some activities may involve children of a single sex working together.

Staff will group children as they judge appropriate to ensure that every child has the opportunity to fully participate, for instance in decision making and in gaining 'hands on' experience.

Each child is given opportunities to exercise responsibility within the classroom or School, with care taken so that stereotyping of roles and expectations does not occur. At St Bernadette's we see both boys and girls as carers and leaders.

7.1.6 Pastoral Care, Relationships, Personal Development and Behaviour

Personal support takes account of religious, socio-economic, disability and ethnic differences.

We promote good relationships and perceptions of equality between all children.

The School enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand these. Our curriculum enrichment map ensures world faiths are studied, respected and understood. This includes visits to places of worship and visits from faith leaders in our diverse community to talk with our pupils as part of their study.

We help children to understand that name calling, bullying or biased attitudes and behaviour are not acceptable either in our School community or in the world beyond. We use our Catholic Values and Virtues programme in all we do to actively promote fundamental values.

We challenge discrimination in any form. Appropriate support is given to victims of racism and racial harassment. In lessons, children are regrouped for specific tasks so that different individuals have opportunities to join together in co-operative activities.

The School's procedures for disciplining pupils and managing behaviour are fair and equitable to all pupils. All staff operate consistent systems of rewards and sanctions. Exclusions will always be based on our Behaviour Policy and in line with DFE statutory guidance. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

8. Implementation with regard to staffing and employment matters:

8.1 Introduction

At St Bernadette's, the Governors' are responsible for equal opportunity matters in employment. Within St Bernadette's, the School Committee implements Board policies and, consistent with their obligation to secure, preserve and develop the religious character of the School, undertakes

to ensure that no job applicant or employee shall receive less favourable treatment because of his or her sex, colour, nationality, national origin, ethnic origin, or disability.

Our staff are our greatest resource. Each member of staff, teaching and non-teaching, is valued for the unique contribution each makes to the life and work of the School. Access to opportunities for continual professional development is monitored to ensure equality of opportunity for all staff with a protected characteristic and those without a protected characteristic.

The School bases its employment practices on the concept of equality of opportunity and a spirit of justice and universal brotherhood in accordance with the message of the Gospel and the teaching of the Catholic Church. This policy is designed to promote and facilitate equality of opportunity, and to consolidate and develop existing practices and objectives with regard to matters of staffing and employment.

8.2 Policies relating to Employment

8.2.1 Pay and Personnel Policies

The School Committee implements the Pay Policy and other Personnel Policies.

8.2.2 Recruitment Procedures

It is seen as essential that persons responsible for appointments, when short-listing or interviewing applicants, should seek to appoint the most suitable person for the position. During this process there is no place for discrimination on the basis of assumptions that individuals possess characteristics which would make them unsuitable for employment, because of their sex, race, colour, ethnic or national origins, nationality, or disability.

All those involved in recruitment and selection are trained to avoid discrimination.

Applicants for vacancies shall be given information about posts through advertisements, person and job specifications in order to enable them to assess their own suitability for the post.

Information about the posts shall be prominently displayed to ensure the full implementation of this policy.

In accordance with the terms of delegation, The Directors of the MAC are responsible for appointments to fill any vacancy for Principal or Deputy Principal

The School Committee will decide whether other posts will be advertised internally within the School or externally or both, but will normally advertise on as wide a basis as possible to attract suitably qualified and experienced candidates. They will decide in which publications advertisements will be placed.

All applicants shall be informed that the School operates an Equal Opportunities Policy. Such information shall be conveyed on all post information details.

Requirements or conditions will not be set which have a disproportionately adverse effect on any applicants other than those which are justified for the preservation of the religious character of the School.

Persons making appointments will endeavor to conduct interviews on an objective basis and deal only with the applicant's suitability for the job and ability to fulfil the job requirements.

Where there is doubt about a disabled candidate's suitability for employment because of the nature of the disability and where in particular, those doubts are the sole inhibition on the offer of a post, further advice should be sought from the HR advisors to the MAC.

9. The responsibilities of employees

All employees will be expected to co-operate with measures operated by the School Committee to ensure there is equality of opportunity and no discrimination in staffing procedures and appointments. This responsibility will apply to all staff, not only to those with managerial responsibilities, since everyone shares the duty, in a Catholic School, to promote as far as is possible fair and just treatment of all within the community. All staff are expected to

- Follow the School guidance and flowchart to report & deal with any discriminatory incidents that may occur in the School
- identify and challenge racial and cultural bias and stereotyping
- support pupils for whom English is an additional language
- embed principles of equality and diversity into all aspects of their work.

9.2 Complaints

The School Committee will take seriously claims by individuals that they are encountering prejudice or discrimination in their work and will not dismiss them as over-sensitivity. In applying disciplinary procedures, consideration will be given to the possible effect of prejudice or communication difficulties or differences in the background on an employee's performance.

Where it appears on complaint to the Clerk to the School Committee that this Equal Opportunity Policy is not being followed, the circumstances will, in the first instance, be investigated by the Principal and a report sent to the School Committee. Disciplinary action will be taken if appropriate. These arrangements will not, however, detract from a complainant's right to take action under relevant legislation. It is also open to the complainant to seek advice from the Equal Opportunities Commission, Commission for Racial Equality or, in the case of an existing employee through the Grievance Procedure operated by the School if this is their preference.

9.3 Training

All staff will be given suitable training and support in relation to

- School policy and procedures,
 - the nature of discrimination,
 - the law and their own personal liability under it,
 - requirements regarding the positive promotion of equality,
- to ensure that they are aware of their responsibilities and are able to carry them out.

10. Monitoring & Review of this Policy

The School Committee will ensure that systems are in place regarding:

- Monitoring educational outcomes for different groups of pupils, including monitoring pupils' attainment and progress by ethnicity to identify patterns of under-achievement).
- Monitoring pupils' attendance with comparison analysis of specific groups and national data
- Monitoring incidents of harassment and discrimination
- Making provision for children, staff and visitors who may be disadvantaged by physical disabilities
- Monitoring educational provision and outcomes for any other groups or individuals in potentially disadvantageous circumstances.
- addressing any inequalities through development planning and in submitting funding bids for new initiatives.

Members of The School Committee will monitor the application of this policy on an ongoing basis through their informal contacts with the School.

The Principal will include mention in the termly report to the School Committee of successes or difficulties encountered in the implementation of this policy.

10.2 Review of this Policy:

Unless and until a relevant policy is determined by the Governors, this policy will be reviewed at least once every three years as part of the School Committee's cycle of policy review, to ensure that it is effectively underpinning inclusive practice and provision for equality of opportunity in all aspects of the life of the School. It may be reviewed at any time at the recommendation of the Principal, or if School Representatives, staff, parents or pupils request this.

Appendix 2

Useful references and further reading

1. Gaudium et Spes, (papal encyclical) 1965
2. The Equality Act 2010 (Specific Duties) Regulations 2011
3. Department for Education (DfE) guidance: The Equality Act 2010 and schools.
4. Equal Pay Act (1970), and Equal Pay (Amendments) Regulations (1983);
5. The Race Relations Act 1976 and the Race Relations (Amendment) Act
6. Codes of Practice issued by the Commission for Racial Equality (April 1984) and the equal Opportunities Commission (1985) pursuant to the above Acts.
7. The Stephen Lawrence Inquiry: the Macpherson Report
8. Learning for All - pub Committee for Racial Equality
9. The Employment Rights Act 1996,
10. The Employment Relations Act 1999 and The Employment Act 2002
11. DfEE Circulars 11/96, 12/96 and 3/97 (About the Implications of the Disability Discrimination Act).
12. Disabled Persons (Employment) Acts 1944 and 1958, the Disability Discrimination Act 1995 and the Guidance Code issued by the Manpower Services Commission (October 1984).
13. The Sex Discrimination Act 1975,
14. The Employment Equality (Sexual Orientation) Regulations 2003
15. The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000,
16. The Employment Act 2002 (Dispute Resolution) Regulations,
17. The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002,
18. The Employment Equality (Age) Regulations 2006
19. section 60(5) of the School Standards and Framework Act 1998
20. Regulation 7 of the Employment Equality (Religion or Belief) Regulations 2003,
21. School Governance (Procedure) (England) Regulations 2003,
22. 'Anti-discrimination Legislation Relating to Religion and Sexual Orientation'. published November 2003 by Archdiocese of Birmingham Diocesan Schools Commission and available at <http://www.bdes.org.uk>