

BISHOP ULLATHORNE CATHOLIC SCHOOL



Equality information and objectives

2022 - 2025

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The Equality Information and Objectives Policy has been approved and adopted by the Governing Body in October 2022 and will be reviewed in October 2025

School Mission Statement

Our Mission is to be an active Christian community of love and service where all feel they belong and are valued.

We will help each other to recognise the gift of God within us, to search for excellence and foster the development of our true self.

1. Aims

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

2. Legislation and guidance

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.

3. Roles and responsibilities

The governing body will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents, and that they are reviewed and updated at least once every three years
- delegate responsibility for monitoring the achievement of the objectives to the Headteacher

The equality link governor is Mr R Ridley. He will:

- meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- ensure they are 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.

The Headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and students
- monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality is Mr C Billings. He will

- promote knowledge and understanding of the equality objectives amongst staff and students
- meet with the equality link governor every term to raise and discuss any issues
- identify any staff training needs, and arrange/ deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting actions.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- publish attainment data each academic year showing how students with different characteristics are performing
- analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

6. Fostering good relations

The 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, CPSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will 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
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council and Chaplaincy has representatives from different year groups and is formed of students from a range of backgrounds. All students 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. Our prefect system ensures students from a range of backgrounds can be seen as role models for our values.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays
- is accessible to students with disabilities
- has equivalent facilities for boys and girls

These considerations are recorded as part of our risk assessment when planning school trips and activities. The risk assessment is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To improve the outcomes for boys and therefore reduce the gender gap.

Objective 2

To improve the outcomes for disadvantaged students and by reducing the gap between disadvantaged and non-disadvantaged.

Objective 3

To improve the outcomes of those students who have mental health issues, such as anxiety, and to put in place support measures e.g. group sessions on dealing with anxiety and mindfulness sessions etc.

Objective 4: Increase the representation of teachers from local black and minority ethnic communities over a 3 year period.

Objective 5

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the Chair of Governors at least every 3 years.

This document will be approved by Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment