

ST PETER'S SCHOOL BOURNEMOUTH



SINGLE EQUALITY POLICY SCHEDULE and PROCEDURES

THE PRINCIPLES OF OUR EQUALITY PROCEDURES

ALL LEARNERS AND EMPLOYEES ARE MADE IN THE IMAGE AND LIKENESS OF GOD and therefore deserving of equal respect and value and success irrespective of religion, ethnicity, national origin, ability, gender, socio-economic status, sexual orientation, gender reassignment and disability. Not only for the sake of the school community of St Peter's but also for the promotion of Gospel Values in society at large.

AS CHILDREN OF GOD OUR DIFFERENCES MUST BE RECOGNISED AND CELEBRATED. We should work toward providing all learners and employees with the same opportunities by removing or making adjustments for any barriers to learning and personal development.

WE PROMOTE A COMMUNITY BASED ON GOSPEL VALUES THAT PROMOTE A SENSE OF COHESION AND BELONGING, WORKING TOWARDS THE INCLUSION OF ALL IN THE KINGDOM OF GOD.

We work towards positive attitudes between groups of individuals such as disabled and non-disabled people, between genders, between groups of different ethnicity, culture, religious affiliation and towards an absence of animosity, fear and intimidation.

We ensure that the principles above apply also to the full range of our policies and practices, including those that are concerned with:

- staff recruitment, retention and professional development
- admissions and attendance
- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

St Peter's 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 aim to ensure that everyone feels that they are a valued member of the school community.

We will not tolerate any form of discrimination, harassment or victimisation directed at anyone. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on the grounds of gender, gender reassignment, disability, ethnicity, culture, religious affiliation, national origin, or sexual orientation will not be tolerated. The school and governing body do not tolerate any form of discrimination which it recognises is unacceptable and unlawful, and they are proactive in ensuring that people are treated fairly.

Through these actions the School aims to

- eliminate prohibited conduct
- advance equality of opportunity
- foster good relations

| <u>Policy Statements</u> | <u>Success Criteria</u> |
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| <p>Within the context of employment, admissions, educational opportunity, welfare, access and well-being the governors are committed to supporting the school in achieving the following:</p> | <p>The Governors consider that the following criteria is evidence of successful implementation of each of the policy statements:</p> |
| <ul style="list-style-type: none"> • Creating a climate of equality of opportunity which is supported by positive attitudes which encourages everyone within our school community to gain a positive self-image and high self-esteem. | <ul style="list-style-type: none"> • each curriculum area is developed in a culturally sensitive way, which promotes racial equality, avoids stereotypes, and prepares children for life in a multi-ethnic society • All students are properly prepared for a life in a world where they will encounter people from all cultures, religions, languages and ethnic backgrounds |
| <ul style="list-style-type: none"> • Having high expectations of everyone involved with the whole school | <ul style="list-style-type: none"> • the school follows procedures relating to the monitoring of equal opportunities by analysing examination results and pupil progress, rewards and sanctions, incidents of bullying and racial and homophobic abuse |
| <ul style="list-style-type: none"> • Ensuring that each person will be given fair and equal opportunities to develop their full potential with active regard to gender, ethnicity, cultural and religious background, sexuality or disability | <ul style="list-style-type: none"> • all school procedures and Governors' Policies recognise and are in line with all equal opportunity statutory requirements |

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|---|--|
| <ul style="list-style-type: none"> • Taking active measures to investigate, report and act on incidents of racial abuse | <ul style="list-style-type: none"> • Procedures in place for making complaints, investigating and recording racial incidents • Staff, pupils and visitors are aware of the schools policy and procedure for racial incidents |
| <ul style="list-style-type: none"> • Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. | <ul style="list-style-type: none"> • Appointment of an Equal Opportunities Governor to review the policies and procedures relating to the GB's direct responsibility |
| <ul style="list-style-type: none"> • Welcoming applications for all posts, (with the exception of the Head Teacher, Deputy Head Teachers and Head of RE who must be practising Catholics), from all communities. | <ul style="list-style-type: none"> • All applicants are considered thoroughly |
| <ul style="list-style-type: none"> • Developing a training strategy for Governors and Staff to enable them to Identify and remove all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all | <ul style="list-style-type: none"> • Governors and staff have access to appropriate training in the promotion of racial equality. • Governors and staff attended the equality training provided |

EMPLOYMENT OF STAFF

STAFF RECRUITMENT, RETENTION and PROFESSIONAL DEVELOPMENT

Policies and procedures are for the benefit of all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation*, national origin, national status or sexual orientation.
- whichever their gender

All applications are accepted and we undertake a careful, fair and equitable selection process.

Selection of staff shall comply with all relevant legislation such as The Equality Act 2010, The Equal Pay Act 1970, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002 and regulations relating to part time and fixed term employees.

Arrangements for the selection and appointment of staff ensure that account is not taken of a candidate's age, gender (unless a male or female is specifically required for the role), ethnicity or possible disability.

*The religious affiliation of the candidate will be considered for specific roles within the school.

The Governors' Pay Policy will also pertain.

SITE ACCESS

We are working towards an accessible site whereby disabled students, staff and visitors can have equal access to all our school and its services. On both sites there are disabled toilet facilities for adults and children and designated parking bays. In our new build there will be a lifts providing access to all levels. At Southbourne there is disabled access at the front entrance. We have a shared toilet facility for transgender students in the Sixth Form.

ADMISSIONS & EXCLUSIONS OF PUPILS

Decisions about admissions and exclusions are free from bias in the context of race, ethnic origin, gender, ability and sexual orientation. The school will comply with the current Admissions Code.

PUPIL CURRICULUM

As far as is practicable the curriculum offered to the pupils reflects their needs and abilities. All pupils have access to this curriculum according to their age, ability and aptitude. We aim to encourage dialogue between members of different racial and cultural groups, between students of differing abilities.

TEACHING AND LEARNING

All subjects consider ways in which their schemes of work and learning activities might promote ethnic awareness and cultural diversity. It is important that all pupils are exposed to the traditions and belief systems of other cultures.

Staff members need to be constantly aware that their own expectations affect the achievement, behaviour and self-esteem of each pupil. When relevant, staff develop strategies that counter prevailing stereotypes. Books, videos, digital, worksheets and other resources are chosen accordingly.

Written and spoken language is used in ways that do not assume stereotypes. The school values linguistic diversity and staff are aware of the language and dialect spoken by pupils and their families.

Names of pupils and staff are accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

ACHIEVEMENT

The Leadership Team and Department Leaders are accountable for the monitoring of pupil progress across the school. Such monitoring alerts staff to any significant differences in performance of pupils according to gender, ethnic origin and ability. Differences are then investigated and where appropriate steps taken to address any discrimination.

Steps are taken by all staff to ensure that pupils value the skills qualities and achievements of all and that pupils' efforts are never discouraged. Displays of pupils' work are used to demonstrate that all students are valued and expected to participate and achieve in all aspects of school life.

WELFARE

In line with the requirements of School Self-Evaluation, we conduct surveys of pupil and parental satisfaction. This information, which includes welfare and well-being.

- To use data on attainment and progress, broken down by disability, ethnicity and gender, to review the school's performance on an annual basis and over time, in comparison with other schools, in order to identify areas for improvement and development
- To use results from our annual satisfaction surveys and from analysis of sanction data (SLT detentions, conduct referrals and exclusions) broken down by disability, ethnicity and gender, to review the implementation of school policies and to identify areas for improvement and development
- To use attendance data broken down by disability, ethnicity and gender, to review the school's performance and in order to identify areas for improvement and development
- To use information from attendance at parents' evenings broken down by disability, ethnicity, pupil premium and gender to analyse the engagement of parents and carers
- To ensure that the results of auditing are reported to the Governing Body
- To use these measures to identify aspects of school life that discriminate against students or staff according to their disability, ethnicity or gender
- To take action to address any identified discrimination
- To continue to identify and meet Professional Development and In-Service Training needs or strategies to engage 'hard-to-reach' families

SANCTIONS

The school is opposed to all forms of prejudice

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with. The Senior Leadership Team and Pastoral Leaders will monitor the deployment of school sanctions by staff and incidents of pupil bullying, racial incidents and any other infringements of equality policy.

COMPLAINTS

We aim to deal with complaints of discrimination and harassment speedily and notify complainants of the outcomes and action taken. Where possible we will endeavour to encourage conciliation and understanding following disputes.

MONITORING & EVALUATION

WE ACCEPT AND MONITOR THE VIEWS OF ALL OUR STAKEHOLDERS ENSURING THAT WE INCLUDE:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

Our self-evaluation processes and the resultant School Improvement Plan should take account of these principles and ensure that equal opportunities are monitored as specified in the Governors Policy and action taken.

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity and culture and gender.

The Leadership Team and Pastoral Leaders will monitor the impact of this schedule on minority groups of pupils in terms of admissions, attainment and exclusions and using quantitative and qualitative data. Any significant trends in relation to gender, race and ethnic origin, will be investigated and where appropriate steps taken to address any discrimination

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 strategies are implemented.

A member of the governing body has a watching brief regarding the implementation of this schedule.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils for whom English is an additional language
- support pupils in their classes with disabilities and educational needs
- keep up-to-date with equalities legislation relevant to their work.

INFORMATION AND RESOURCES

We ensure that the content of this schedule is available through the normal information channels along with a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

EQUALITY OBJECTIVES ACTION PLAN 2015-2016

| OBJECTIVE | LEAD | DEADLINE |
|---|-------------|-----------------|
| Manage Sixth Form arrangements for transgender student | MN | Sept 2014 |
| Embed and initiate strategies to support Pupil Premium students | SP | Sept 2015 |
| Develop a new inclusion area as part of the refurbishment at Southbourne | DJT / EV | Sept 2015 |
| Plans ensure that DDA requirements are met in the new build and refurbishment | DJT / Govs | June 2015 |
| Develop a site accessibility plan in line with proposed new building developments | JLS / CCH | Dec 2015 |
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Ratified by Full Governing Body : 8 July 2015

Due for review : March 2018