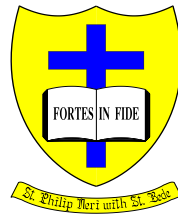


Diocese of Nottingham
working in partnership with
The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document



BME & Equality Policy 2019 - 2020

Approval

Approved by	Approval Date	Review Date
Head Teacher	November 2019	November 2020

SCHOOL MISSION STATEMENT

“We put Christ at the centre of our lives.”

The whole school community aims to:

1. Following Christ's example at all times and grow in love, awe and wonder of Him.
2. Make everyone aware that through Christ we take our own place in society acknowledging that our actions affect the lives of others.
3. Give everyone the opportunity to develop their full potential within an atmosphere of mutual respect.
4. Ensure that within a balanced and broadly based curriculum everyone will be given the opportunity:
 - To develop enquiring minds, with the ability to question, argue and think rationally and independently.
 - Use number and language effectively.
 - Develop physical abilities and aesthetic appreciation.
 - Acquire knowledge and skills relevant to adult life, society and employment in a fast changing world.
5. Enrich the spiritual life of the individual through a varied and meaningful liturgy.

“This is what the Lord asks of you: only this, that you act justly, love tenderly and walk humbly with your God” (Micah 6:8)

St Philip Neri with St Bede Catholic Voluntary Academy

Introduction

The school is committed to ensuring equality of opportunity for all its employees, pupils and any others involved in the school community. These duties reflect international human rights standards. All children are provided with opportunities to learn in creative and encouraging learning environments which embrace a range of teaching styles.

- **Learning and Teaching Policy Page 6.**

Specific Duties

To publish information to show compliance with the Equality Duty.

To publish Equality objectives at least every 4 years which are specific and measurable.

General Duties

Duties set out in the Equality Act 2010 prevent discrimination against pupils because of their sex, race, disability, religion or belief, gender reassignment, sexual orientation, or pregnancy or maternity.

Duties under the Education and Inspections Act 2006 are to promote community cohesion.

Duties also reflect international human rights standards as expressed in the UN convention on the rights of the child and the UN convention on Rights of People with Disabilities, and the Human Rights Act 1998.

Aims

- Eliminate discrimination, harassment and victimisation that is unlawful under the Equality Act 2010 including: disability, sex, race or ethnicity, sexual orientation and religion or beliefs.
- Recognise all learners are of equal value, whether or not they are disabled, whatever their age, ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual identity.
- Recognise, respect and value difference.
- Promote positive attitudes and mutual respect between groups and communities.
- Foster a shared sense of cohesion and belonging where all members of the school and wider community are able to participate fully in the life of the school.
- Work to raise standards for all pupils, especially the most vulnerable.
- Ensure equality in policies and procedures related to the recruitment, promotion and continuing professional development.

Elimination of Discrimination, Harassment and Victimisation

The school policies and education for personal relationships (EPR) programme provide a basis for children within which they can grow in confidence as people and become informed, thoughtful responsible, healthy and safe members of society.

The EPR programme encompasses PSHE and Citizenship as well as Sex and Relationship Education, drugs education, bullying awareness, safety, civic right, duties and responsibilities and developing thinking skills.

It seeks to educate the whole person: spiritually, intellectually, morally, emotionally, psychologically, and physically towards Christian maturity.

The school:

- Takes account of equality issues in relation to admissions and exclusions
- Carries out their Reasonable Adjustment duty for disabled pupils and provide access for pupils to facilities and services.
- Promotes equality and diversity through the curriculum.

Admissions

Admissions arrangements are fair and transparent and do not discriminate on the grounds of sex, race, disability, sexual orientation, gender reassignment, pregnancy or maternity. As a Catholic Academy, priority may be given on the basis of faith in cases of oversubscription in accordance with the Admissions Code. (Admissions Policy).

Employment

Employment equality is promoted to ensure that no one is discriminated against when it comes to employment, promotion or training. As a Catholic Academy, the school Standards and Framework Act, 1998 states that preference may be given in connection with the appointment, remuneration or promotion of teachers whose religious practice is in accordance with the Catholic Faith. This applies to the Assistant Head and Head Teaching Roles.

Behaviour, Exclusions and Attendance

The Behaviour Policy takes full account of the new duties under the Equality Act. Reasonable, appropriate and flexible adjustments are made for pupils with a disability. Data is closely monitored on exclusions and absence from school for evidence of over-representation of different groups and action is taken promptly to address any concerns.

Prejudice and Bullying

All forms of prejudice and prejudice-based bullying are challenged. These include prejudice around:

- Disability and SEN
- Race, religion or belief
- Gender and sexual orientation

The school Anti-Bullying Policy outlines the strategies in place to minimise bullying of all pupils.

A record of any anti-bullying or prejudice-related incidents is kept by the Head Teacher. A report is provided to the governors about the numbers, types and seriousness of prejudice-related incidents and how they have been dealt with.

Advancing Equality of Opportunity between Different Groups

The school:

- Collects and analyses data in order to inform planning and identifies targets to achieve improvements
- Collects data and monitors progress and outcomes of different groups of pupils and uses this data to support school improvement.
- Collects, analyses and publishes data: on the school population by gender and ethnicity; on the % of pupils identified as having a special educational need and / or disability and by their principal need or disability; by year group - in terms of ethnicity, gender and proficiency in English; on inequalities of outcomes and participation, related to ethnicity, gender and disability and proficiency in English.
- Monitors standards reached by different groups on a termly basis and publishes this analysis on a yearly basis.
- Ensures equality of access for all pupils to a broad and balance curriculum, removing barriers to participation where necessary.
- Implements an Accessibility statement which lists the access arrangements for disabled pupils. (Appendix 3).

Fostering Good Relations

The school:

- Prepares pupils for life in a diverse society and ensures there are activities across the curriculum that promote spiritual, moral, social and cultural development
- Teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through RE, PHSE and citizenship across the curriculum.
- Uses materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- Promotes a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

Governing Body

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.

Senior Leaders

The Head Teacher and SLT are responsible for implementing this 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 lawful discrimination.

Teaching Staff

Should:

- Promote an inclusive and collaborative ethos in classrooms.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that occur.
- Provide resources in their teaching that give positive images in terms of race, gender, and disability.
- Promote positive messages about equality to visitors through displays, assemblies and whole school events.

Development of the Policy

Pupils, staff governors and carers will be consulted regarding this policy and have opportunity to influence its development.

Developing a Voice for Pupils, Staff and Parents/ Carers

Parents and pupils have the opportunity to meet regularly to discuss progress and concerns with staff.

Any pupils, staff and community members can raise issues through the line management system, pupil voice (School Council) and by contact with the Head Teacher. Issues will be passed to the Governing Body who will respond with recommended action within one term.

Urgent issues can be raised at any time with the Head Teacher, other school staff or one of the governors.

Appendices

Appendix 1 – Checklist of key equality considerations

Appendix 2 – Equality Action plan

Appendix 3 – Access Statement

Appendix 1

Checklist of Key Equality Considerations

Checklist for School Staff and Governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans, and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy, Action Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when the trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- A senior member of staff (AHT) has responsibility for co-ordinating the implementation of the policy and monitoring outcomes.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and makes a positive contribution, e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussion and class assemblies.

Appendix 2

Action Plan

Aim	Action	Timescale	CPD Resources	Progress
All pupils to make at least 2 levels progress across KS1-2 in English and Maths	<ul style="list-style-type: none"> • Termly review of data to monitor progression and identify intervention required. • Termly assessment meetings with staff to discuss the success of interventions 	To complete.	Staff training on SPTO. Assessment Meetings – HT/ DHT	Interventions monitored by staff and SLT.
Increase participation of children classed as pupil premium in extracurricular activities	<ul style="list-style-type: none"> •Provision of a gardening club. •Review further provision with extended schools provision. 	To complete.	Gardening Club, Mad Science.	Raise achievement amongst Pupil Premium pupils
Provide opportunities to develop a pupil voice throughout the school (a learning voice)	<ul style="list-style-type: none"> •Ensure pupil voice is apparent throughout the school. •Ensure pupils suggestions, interesting ideas and key questions are displayed in classrooms and around the school. •Children contribute to reviews, surveys, consultation, etc 	To complete.	SENCO SLT monitoring of planning	Pupil Voice us apparent throughout the school – website, assemblies, display, Eco Council. Pupil Voice included in every review.

Appendix 3

Access Statement

Ramped access is available at the rear of the school and in the Foundation Unit. There is a clearly marked disabled parking space available. The school is totally accessible on the ground floor. However, there are no lifts to allow access to the first floor classrooms.

Disabled toilet facilities for adults or children are available in the entrance of the school building.

Children will be accompanied by a familiar member of support staff and given full support as per their individual needs. Adults, staff or visitors, will be given appropriate assistance on request.

A pedestrian gate and safety rail is in place at the entrance of Foundation Stage, FS2 and Year 2.