

# Brownedge St. Mary's Catholic High School

## Single Equality Plan

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The totality of our Single Equality Duty is rooted in our mission as a catholic school in which the dignity and unique value of each member of the community is protected under the inclusive nature of our Mission Statement to *Let Your Light Shine*.

### ***Let Your Light Shine***

*If we love others, we live in the light.* 1 John 2:10

Inspired by our Gospel Values we have a shared responsibility to

- create an environment of welcome, love and respect for **each member** of our learning family.
- develop the **unique gifts** and talents of all, striving for excellence in everything we do.
- live out our commitment to love, service and **justice** in the local and global community.
- nurture the journey of faith and discovery for all
- celebrate and reflect on the love of God which is at the heart of all we are.

### **Equality Policy Statement**

Brownedge St. Mary's is committed to equal opportunities and aims to consider the needs of the individual in the School community. Equality of opportunity is central to the ethos of the School as outlined in our Mission Statement with a focus on love, respect, justice and equality.

At Brownedge St Mary's we take our approach to Equality very seriously and in accordance with this we set out these objectives, which we strive to meet:

- The school's Equality Objectives should be read in conjunction with the Accessibility Policy, the Equal Opportunities Policy and the Disability Equality Scheme.
- We strive to create an environment of welcome for all, respecting all regardless of ethnic origin, faith, sexual orientation, gender identity, disability or ability.
- We aim to promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our local community.
- We monitor and promote the increased involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities.
- We aim to actively close gaps in attainment and achievement between students and all groups of students; especially disadvantaged students, students with special educational needs and disabilities, looked after children, and students from minority ethnic groups.
- We work to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
- We endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.
- We strive to reduce the incidence of the use of homophobic, transphobic, sexist and racist language in the school.

## Monitoring and Evaluation

The monitoring and evaluation of our compliance with The Single Equality Plan is embedded within the monitoring and evaluation cycle of the school conducted through Governor Committees as set out in the plan. The plan is reviewed annually and reported to Governors.

### Summary Report on our Equality Duty

#### 1 Ethos and Atmosphere

At Brownedge St Marys Catholic High School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

This requires us to:

- speak the **WORD** of God
- **WELCOME all** with equal fellowship
- promote the **WELFARE** of **each** single member of the community using all resources to reduce barriers which prevent children from flourishing
- Respecting and catering for diversity in how we **WORSHIP**
- Encourage the strong to support the weak in bearing **WITNESS** to the Christian message

As a Catholic School with a clear, inclusive Christian Mission

- There should be an 'openness' of atmosphere which **welcomes** everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

How Monitored	Evaluation Measure
Pupil and Parent Surveys; Observation of Form and Assembly Time Governors' Ethos Committee	Pupil and Parent satisfaction is high Visitors to school regularly comment on the friendly and inclusive atmosphere of the school capture the culture diversity of society Our annual Inter Faith week selects representatives from diverse religions School has been identified as a centre of excellence for how it combats homophobia

#### 2 Curriculum

The school seeks to ensure that its curriculum is personalised to the needs and aspirations of all pupils. This is reviewed annually by the Curriculum Committee. Our curriculum is published on the school website. Setting is in place to help teachers match learning more readily to learners and is configured to allow pupils to move sets as appropriate without detriment to other subjects.

Expectations for all pupils will be appropriately high so that self esteem in those who experience disadvantage is nurtured at all times. The rights of the weakest in our academic sets are the same as the brightest in our higher sets. Staff will reinforce this right in the language they use.

How Monitored	Evaluation Measure
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Pupil Outcomes	The gap between the performance of pupils in receipt of the Pupil Premium continues to narrow. The performance of pupils who are disabled or who have SEN compares well with national measures The curriculum offer for KS4 pupils has been extended to open wider access to vocational courses which are accessed irrespective of gender, ethnicity etc.
Appraisal	Lesson Observations reveal a positively inclusive approach to teaching with lessons adapted to pupils' needs.
Pupil Views	Pupil views in relation to setting in some subjects have highlighted practice which suggests that some pupils feel moving down sets is punitive
Governors' Curriculum and Standards Committee	This committee evaluates the impact of all curriculum decisions and assists the school in ensuring that decisions are always made in the interests of each child and not for improvements in school league tables.

### 3 Rewards and Sanctions

All pupils will be able to access rewards starting with verbal praise, moving through merits and leading to school prizes. The merit system is designed to reward good effort and improvement as well as attainment thus allowing all pupils, whatever their starting points to acquire praise and reward.

Sanctions, when they are issued, will always be issued in the spirit of justice and fairness. (See Rewards and Sanctions Policy)

How Monitored	Evaluation Measure
Pupil data on exclusion and behaviour records in SIMS and PARS	Rewards are accessed fairly and inclusively by pupils and are open to all pupils. Data confirms this. If anything they are skewed more in the direction of more disadvantaged pupils (sometimes at the annoyance of non-disadvantaged pupils)
Governors' Pupil Welfare Committee	

### 4 Bullying (To be read in conjunction with the school's Anti-Bullying Policy)

All pupils are entitled to an education in **"an environment of welcome, love and respect for each member of our learning family"** (Mission Statement 1).

This duty of WELFARE means that we will take every step to ensure all children and young people:

- are safe (and happy)
- can participate, enjoy and succeed
- learn how to enter employment and lead full fulfilling lives as caring citizens

and that also all members of staff:

- are safe, happy, with an improving work-life balance
- can lead, participate, enjoy and succeed

Part of the education will be about learning and engaging with individuals who are different and realising that difference is to be celebrated.

Where pupils are singled out and harassed because of their difference this will be interpreted by school as a form of bullying and will be centrally recorded in line with the latest DfE regulations. Staff are equally entitled to the same protections. Harassment of staff/workplace bullying is completely contrary to the ethos of the school. (See Staff Code of Conduct and Whistle blowing Policies)

How Monitored	Evaluation Measure
Bullying Record Pupil, Parent and staff views	Levels of all kinds of bullying remain low. They are reported to Governor Committee and analysed by group. There appear to be no patterns of a discriminatory nature. Pupils and parents report regularly that bullying is very low and dealt with very effectively when it occurs. Staff attendance is high and wellbeing reported termly as positive by teacher union rep

### 5 Racial Equality (To be read in conjunction with the school's Anti-Racism Policy)

How Monitored	Evaluation Measure
Record of Racist and Homophobic Incidents	A rise in racist language was recorded in 2011-12 and formed part of the school improvement plan in 2012-13. Recorded incidents have fallen and the Learning for Life programme further strengthened. School has been proactive in combating any incidents of homophobia through assemblies and displays. It has been commended for its work by the Catholic Education Service

### 6 Employment of Staff

The Governors are equal opportunity employers and are committed to ensuring that, within the framework of the law, the School is free from unlawful or unfair discrimination on the grounds of colour, race, nationality, ethnic or national origin, sex, marital status, sexual orientation (including gender re-assignment), religious belief or disability.

The Governors aim to ensure that all staff can achieve their full potential and that all employment decisions are taken without reference to irrelevant or discriminatory criteria. Within the following we set out how to achieve these aims.

How Monitored	Evaluation Measure
Governor monitoring of recruitment of staff	All Appointments follow fair application of criteria which is free of any form of discrimination with the exception (within Law) of appointments which require the candidate to be a practising Roman Catholic: Head Teacher, Deputy Head teacher, Head of RE and Chaplain

### 7 Appointments

Recruitment and employment decisions will be made on the basis of fair and objective criteria. Selection procedures will be reviewed from time to time to ensure that they are appropriate for achieving the School's objectives and for avoiding unlawful discrimination.

Advertisements and job specifications will all carry a statement that this School is an Equal Opportunities employer. People with disabilities will be offered facilities at interviews to enable

them to demonstrate their suitability for employment. The requirements of job applicants and existing members of staff who have, or have had, a disability will be reviewed to ensure that whatever possible reasonable effort will be made to ensure that disabled staff can participate fully. Person and job specifications shall be limited to those requirements which are necessary for the effective performance of the job. Interviews will be conducted on an objective basis and personal or home commitments will not form part of employment decisions. Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment.

How Monitored	Evaluation Measure
Governor monitoring of recruitment of staff	Appointments have followed fair application of criteria. Governors oversee the appointment of all permanent staff and follow transparent procedures. All internal appointments and promotions are advertised and the best candidate appointed against public criteria. The appointment of a pregnant new member of staff is a good example of this. The school wants the best for its children.

### 8 Staff Development

All staff have the right to equality of opportunity. All staff have a duty to implement this policy. All employees should have equal chances of training, career development and promotion. All recruits to the School will be offered induction training, which will include a reference to the School's equal opportunities policy.

Staff development opportunities will be monitored and information presented to the governors as requested. Appropriate training will be provided, where necessary, to enable staff to implement and uphold this commitment to equality of opportunity.

Training needs will be assessed as part of the normal annual personal development review process. Working patterns will be reviewed, when necessary, so as to enable flexible working by staff with carer and/or childcare responsibilities, where this is possible. Where necessary, special provision will be made for training staff returning to work following a break for domestic reasons.

How Monitored	Evaluation Measure
Records of training/CPD	<p>Training consisted of a weekly compulsory internal CPD programmed, external training (incl. National Leadership programmes) and NQT programme of support. All training closely tracked the School Improvement Plan, Faculty Development Plans, individual Appraisal training needs and through observations of teaching.</p> <p>Our entire workforce was involved in training including HTLAs, TAs, admin and side staff.</p> <p>The <b>impact</b> of training received has been evaluated to ascertain if it was effective, value for money and contributed to the improvement of our school's provision and performance.</p>

### 9 Pupils and their Learning (See Report for Curriculum above)

Pupils will have equal access to the curricular programmes of study throughout each Key Stage, and non-compulsory courses, according to aptitude and ability. **All pupils, irrespective of the teaching sets they are in will have high expectations from staff in terms of work and behaviour.**

Analysis of attainment, progress and (behaviour) of pupils will be at pupil level and will seek to identify **and remedy** the under-performance of particular groupings within school such as gender, their ethnic origin, their home language, their special educational needs and their level of disadvantage determined by eligibility for Free School Meals.

School behaviour rules for students will clearly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religion, gender, sexuality and ability/disability or any other category listed at the top of this Plan. This equally applies to staff who, through the Whistleblowing Policy, have a duty to report occasions where the Code of Conduct in this respect has been broken. Positive attitudes and awareness development for equality of opportunity will be fostered through the PSHE, RE Assemblies, and tutor programmes.

### **Language (See Report for Ethos above)**

We recognise that it is important at Brownedge St Marys Catholic High School that all members of the school community will use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g Inuit rather Eskimo, Native Americans rather than Red Indians.
- Use first language effectively for learning

### **Personal Development and Pastoral Guidance**

- Pastoral staff will take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils will be encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All pupils/staff/parents/carers will be given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models will be used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis will be placed on the value that diversity brings to the school community rather than the challenges.
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<b>How Monitored</b>	<b>Evaluation Measure</b>
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Line Management of Learning for Life, Citizenship and Form Time	All pupils experience a full range of career information with no instances of discriminatory actions. Aspirations have been raised through the employment of an intervention officer and through the visits of a blind inspirational speaker and para-olympic athlete.
Benedict Room Records	Victims of discrimination (such as through bullying) experience programmes of support as do perpetrators who access counselling support and who follow restorative programmes.
Pupil Welfare Committee	The percentage of our students transferring successfully to college, apprenticeships or training is very high.