

Brentwood Ursuline Convent High School Policy



Equality Information and Objectives

Authorised by Resolution of the Governing Body of the Brentwood Ursuline Convent High School

Date: 26th February 2020

Signature:

Effective date of the policy: 26th February 2020

Review date of policy: February 2024

This policy is written in the light of the school mission statement.

The Governors' policy on Equality reflects the school's legal obligation and duty to devise Equality Schemes for Disability, Race and Gender.

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1. Aims and Values

THE SCHOOL & CONTEXT

Brentwood Ursuline Convent High Catholic School is an 11-18 comprehensive school of approximately 1080 students, situated in mid Essex. The percentage of students eligible for free school meals is rising but lower than average at 4% (Autumn 2019 Census – Appendix A). We provide an increasingly diverse curriculum which both addresses basic skills and challenges the breadth of learner abilities.

The school is committed to the principle of inclusion. It is partially adapted for physically disabled students, staff, parents and visitors and attracts an increasing percentage of students from ethnic minority groups.

**The mission of our School is
to create a Christian environment
in which each student can grow
in personality, relationships, knowledge and skill
towards a full realisation of their potential.**

Every person has individual needs and gifts and is a unique gift from God.

All members of staff, governors and teaching assistants accept responsibility for all students and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. This is an essential, integral part of the spiritual development of the whole school community.

Brentwood Ursuline Convent High School is a welcoming, friendly and inclusive school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We seek to be a community that places learning at the centre of all its activities and a school that offers achievement, success and recognition of worth to all its members. We are a school that provides students with an awareness of the global dimension and a respect for other cultures. Brentwood Ursuline Convent High is a school that fosters integrity, fairness and respect.

We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximize their potential regardless of age, gender, race, colour, religion, disability or sexual orientation.

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

Please refer to BUCHS Equality Statement at Appendix B.

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, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will, in conjunction with the senior leadership team:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents of victimisation caused by perceived differences;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society and challenges bias and stereotyping;
- promote equality and good relations and avoid discrimination against anyone;
- keep up to date with Equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Students are responsible for:

- supporting the school's equality ethos
- sharing concerns or issues with a member of staff

Parents/Carers are responsible for:

- supporting the school's equality ethos
- sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

- following our expectations regarding equality.

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 minutes.

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. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Analyse attainment data for students with different characteristics to determine strengths and areas for improvement
- Evaluate evidence identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

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, 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, 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 organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council 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.

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 is accessible to students with disabilities

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on these areas where we have agreed to take action to improve equality and tackle disadvantages.

Objectives – What will be done?	Strategies – How are we going to do it?	Responsibility	Timescale	Evidence of impact
Ensure a good understanding of equality issues within the school community.	PSHE programme. Student Council. Parental feedback. Staff CPD	HoYs Deputy Head SLT FPS/SLT	Ongoing	SoW Minutes Survey results CPD records Staff Wellbeing feedback
Use of regular central assessment data to scrutinise equality performance throughout the year and make appropriate interventions.	Distributed responsibility for SISRA analysis. QA cycle. Differentiation in class Support sessions	AKW/HoDs/Line Managers Ditto FPS/EMC/HoDs/Line Managers FPS/EMC/HoDs/Line Managers	Termly ongoing	Line management meetings SLT Reviews Results QA documentation Lesson observation/QA/results Timetable/results
Ensure, within resource limits, that students entering Y7 have equal access to a broad curriculum.	Screening via special induction days Good communication with parents prior to joining	SENCO/EMC	Ongoing	Timetables in place Support sessions organised Student feedback via 'passports'
Apply the teachings of the Catholic Church sensitively, respectfully and with regard to individual circumstances, as well as our responsibility as a Catholic school	Ensure that staff are well-informed and know when to refer cases on for advice. Liaise with Diocese as necessary. Scrutinise policies/procedures with regard to ethos	HT/Foundation Govs/SLT	Ongoing	Feedback from staff and students positive about the care provided by the school, particularly in challenging situations.

9. Monitoring arrangements

The Governing Body will update the equality information we publish every year.

This document will be reviewed by Governing Body at least every 4 years.

This document will be approved by the Governing Body.

10. Links with other policies

This document links to the following policies/documents:

- Accessibility plan
- Risk assessments

Appendix A

Autumn 2019 Census Information

97% of the student population are female;

3% of the student population are male;

78.5% of the school staff are female and 21.5% are male;

0% of the student population are physically disabled;

0.36% of students in Years 7-13 have an Education, Health and Care Plan (EHCP);

10.8% of the school population speak English as an additional language.

5.4% of the student population are eligible for free school meals

Appendix B

BUCHS Equality Statement

Brentwood Ursuline Convent High School is a community which aims to live according to Jesus' commandment to 'love one another as I have loved you'. To this end every member of our community must be treated with justice and respect thus reflecting our equal worth as children of God.

As a community of students, staff, parents and governors our mission is:

1. To show that we are part of a Catholic Christian community and that our starting point is guided by Christian principles, tolerance and understanding.
2. To acknowledge in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.
3. To recognise the uniqueness, the gifts and the needs of all members of the school community so that they feel affirmed and encouraged to continue learning and find fulfilment.
4. To ensure that all members of the school community respect the gender, ethnic group, religion and culture of each individual.
5. To ensure that students have the opportunity to consider the causes of inequality and prejudice on the basis of stereotyping by race, gender, disability, age, sex, religion and culture and are better equipped to recognise and deal with the issues.
6. To offer all students, at all levels of ability, a challenging curriculum which promotes the development of the whole person and enables each to fulfil their potential and to gain a sense of achievement.
7. To ensure that the teaching methods, student groups, assessment methods, presentation and extra curricular activities encourage the fullest participation and achievement of all students.
8. To encourage the development and maintenance of a positive self image in all members of our community.

This policy should be reflected in all aspects of the School Community.

The key words in its implementation are **consultation**, **communication** and **consideration**.