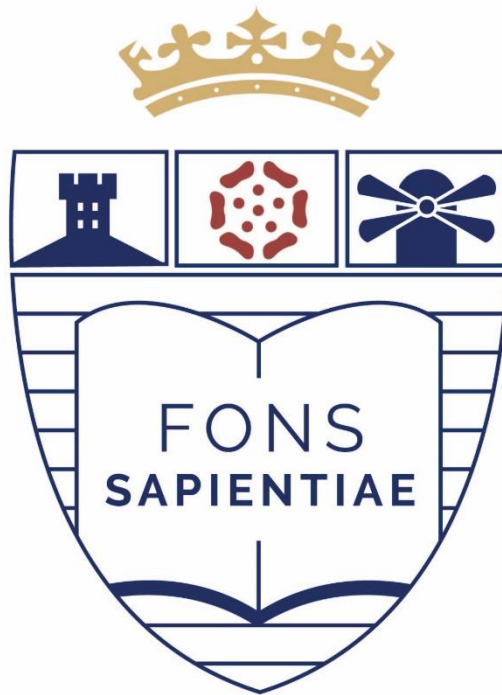


SAINT BEDE'S CATHOLIC HIGH SCHOOL  
LYTHAM



# Single Equalities Policy

## 1. STATEMENT OF PRINCIPLES

The policy outlines the commitment of the staff, pupils and governors of Saint Bede's Catholic High School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Saint Bede's Catholic High School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Our school's Mission Statement states that:

*"We aim to reflect the true Christian values proclaimed in the Gospel and seek to provide a caring community in which young people can grow as balanced individuals, morally, intellectually and spiritually, and so participate fully in the real world".*

Our work is recognised by a wide range of stakeholders including an excellent judgement in our OFSTED Section 48 Denominational Inspection which noted that 'the Catholic ethos of the school pervades all it does, with a culture of faith, hope and love'.

*Inspection found that pupils readily bear witness to the ways in which they are supported and cared for by senior leaders, the whole staff team, and each other. They appreciate the distinctive Catholic nature of their school, speak warmly of it, and value being part of the St Bede's family. This sense of belonging has an impact on their confidence and aspirations.*

- Catholic School Inspection 2023

*The pupils we spoke with placed great emphasis on the school's culture, to 'Be a Bede'. They say that it helps to secure an inclusive, safe and aspirational community for all pupils at the school.*

- OFSTED Inspection 2018

## 2. SCHOOL IN CONTEXT (September 2023)

There are currently 396 boys and 429 girls on the school roll.

The ethnic make-up of the pupils registered at the school is as follows:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
<b>Any other Asian background</b>	0	0	0	1	0	1
<b>Any other White background</b>	14	17	10	10	5	56
<b>Any other ethnic group</b>	0	0	0	0	1	1
<b>Any other mixed background</b>	4	1	1	2	1	9
<b>Bangladeshi</b>	0	0	0	2	0	2
<b>Black - African</b>	0	1	0	1	0	2
<b>Indian</b>	2	0	0	0	0	2
<b>Refused</b>	0	1	3	3	0	7
<b>Traveller of Irish heritage</b>	0	2	0	0	0	2
<b>White - British</b>	137	143	143	138	152	713
<b>White - Irish</b>	1	1	1	1	1	5
<b>White and Asian</b>	3	0	3	3	3	12
<b>White and Black African</b>	1	2	2	1	3	9
<b>White and Black Caribbean</b>	1	2	0	1	0	4
<b>Total</b>	163	170	163	163	166	825

*The school has a significantly above-average number of learners who are identified as requiring SEND support 22% (including pupils on the school's monitoring list), compared to National Secondary 11.5% and a slightly higher-than-average number of students with an EHCP at 2.8%, compared to National Secondary 2%*

- SEND Review 2022

*Pupils say that bullying is rare. Inspectors scrutinised school records and found that any incidents, including any examples of racist or homophobic bullying, are resolved.*

- OFSTED Inspection 2018

*Staff strongly support and enthusiastically contribute to the mission. This is evident in the powerful sense of welcome that visitors, new staff, students, and parents experience, and the clear value placed on each person. Vulnerable students and those from other backgrounds and cultures speak highly of the attention given to their needs. Personal testimony from students underlines the effectiveness of the well-organised and well-resourced pastoral care team. Excellent relationships with outside agencies and parents promote progress, with a particular care for those who have suffered disadvantage.*

- Catholic Schools Inspection 2023

## **ETHOS AND ATMOSPHERE**

- At Saint Bede's Catholic High School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an openness of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils 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 assemblies, classroom based and externally based activities.

## **4. POLICY DEVELOPMENT**

This policy applies to the whole school community. Its development was through a synthesis of existing policies such as the Disability Equality Policy, which already included consultation with stakeholders.

## **5. MONITORING AND Review**

Saint Bede's Catholic High School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

The principal source of information is the vulnerable pupil report provided by Lancashire County Council which enables all pupils to be analysed by the various categories covered in this policy.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying (See Appendix 2)
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Saint Bede's Catholic High School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff. For each vacant post within school, analysis of applicants' race, disability and gender is undertaken. A record of all teaching and support staff training is kept to enable training needs to be identified. Learning walks are completed and feedback is provided in a caring and supportive way. The findings are discussed at Subject Leaders' autumn review meeting with the Senior Leadership Team and subsequent line management meetings with other members of the Senior Leadership Team throughout the year. Performance Development records are kept for staff and are used to inform on staffs' pay performance.

All information collected is treated as highly confidential and only accessible to authorised staff.

Due regard is given to the promotion of equality in the School Improvement Plan. This is expressly stated through our target to ensure that 'no child is left behind' and through our promotion of the BEDE culture and ethos. The person responsible for the monitoring and evaluation of the policy and action plan is Mr R Gabrasadig, Deputy Headteacher.

Mr. Gabrasadig's role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions.
- Work with the governing body on matters relating to equality and wellbeing.
- Support evaluation activities that moderate the impact and success of this policy.

## **6. DEVELOPING BEST PRACTICE**

### **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, through teaching and learning we will:

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the whole curriculum covers issues of equality and diversity.
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extended learning opportunities that involve all pupil groups.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources and training that support staff development.

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school should place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The school must provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

## **Curriculum**

At Saint Bede's Catholic High School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.
- The Personal Development programme, Careers Activities and educational visits ensure pupils have access to the community outside school.

## **Resources and Materials**

The provision of good quality resources and materials within Saint Bede's Catholic High School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society.
- Reflect a variety of viewpoints. Social situations and family dynamics.
- Show positive images of males and females in society.
- Include non-stereotypical images of all groups in a global context.
- Be accessible to all members of the school community.

## **Language**

We recognise that it is important at Saint Bede's Catholic High School that all members of the school community 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 accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

## **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from Year 7.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

## **Provision for EAL and Bi-lingual Pupils**

We undertake at Saint Bede's Catholic High School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language.
- Pupils who are new to the United Kingdom.
- Gypsy, Roma and Traveller Children.
- Advanced bi-lingual learners.
- Use first language effectively for learning.

## **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.



## **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- Access to opportunities for professional development is monitored on equality grounds.

## **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- All temporary staff are made aware of policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However, this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

## **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties.
- Members of the local community are encouraged to join in school activities.
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

## **7. ROLES AND RESPONSIBILITIES**

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Deputy Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

## **8. COMMISSIONING AND PROCUREMENT**

Saint Bede's Catholic High School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

## **9. THE MEASUREMENT OF IMPACT OF THE POLICY**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

## **10. PUBLISHING THE POLICY AND PLAN**

This policy is available on our school's website: [www.stbedeslytham.lancs.sch.uk](http://www.stbedeslytham.lancs.sch.uk).

## **11. ANNUAL REVIEW OF PROGRESS**

Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

**EQUALITY OBJECTIVES: 2023-26**

**Target:** To ensure due regard is given to the needs of those members of the school community with protected characteristics. The protected characteristics are: age, disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender, sexual orientation (the Act also considers the needs of young carers)

OBJECTIVES	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	ACTIONS	Success Criteria	Timescale	Monitoring	Who
For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils	To include appropriate modules in the PSHE programme and to include other academic opportunities to explore these issues in the curriculum.	Pupils will be able to articulate their rights in a measured and rational manner; they will understand that rights are linked to responsibilities	2023-24	Use of Year and School Council meetings to discuss the level of progress in this objective  To be discussed under a standing item "Equalities and Diversity"	HT/DHT  Year Leaders  School Council
Ensure the number of incidences of inappropriate or discriminatory language and behavior continue to reduce.	All pupils and staff	Identify opportunities to tackle this issue explicitly in school within the Catholic ethos of the school's mission statement.  Utilise assemblies, tutor time, PSHE lessons and other areas of the curriculum to educate pupils on these issues.  Ensure any curriculum opportunities are exploited to support and reinforce this.	Inappropriate and prejudicial language will continue to be viewed as unacceptable in the school community and pupils will feel confident to correct each other when it occurs or to report it to an adult when necessary	2023-24	Behaviour Manager will continue to report regularly to SLT and on to Governors where such incidences have occurred.	ESLT HHO  DHT/AHT PLA  Pastoral Team
To better understand the needs of, and extent of young carers in the school community	Pupil carers	Investigate a manner of identifying and supporting all young carers in our school community  Continue to develop strong links with external agencies and understand the network of support available to these pupils and their families	Staff will know which pupils are young carers and will be able to personalise support for these young people	2023-24	Year Leaders will ensure that this information is regularly updated	DHT  SENCO  Pastoral Team
To better understand the needs of those members of our school community with protected characteristics.	Pupils and staff	Half-termly pupil voice survey and the introduction of an annual parent voice survey.  Through this ascertain any specific actions required and begin to amend policies and practice.	Pupils with protected characteristics will know that school listens and responds to their specific concerns or issues raised.	2023-24	Year Councils/School council and pupil survey To be discussed under a standing item "Equalities and Diversity" Information collated from wider Pastoral team including form tutors	HT/DHT  Year Leaders

Date: September 2023

Date of next Review: September 2024

