

Bishop Challoner Catholic School Equality Information and Objectives Statement

Bishop Challoner Catholic School educates students from a wide range of backgrounds, ethnicities and faiths. As a Catholic school we hold Christ's teachings about equality and dignity at the heart of our mission. Students at our school also have a range of 'additional educational needs', including special educational needs and English as an additional language. The school employs support staff and teachers from a variety of faiths and backgrounds.

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

Aims to Eradicate Discrimination

Bishop Challoner Catholic School will:

- Operate a fair recruitment policy: vacant positions will be advertised and equal access given both to internal and external applicants.
- Publish pay, appraisal and professional development policies, to be applied equitably to all staff.
- Publish a code of conduct and disciplinary procedure, to be applied consistently to all staff.
- Within legal constraints, and taking account of the school's context and staffing needs, make reasonable adjustments to staff working hours: for example, approving applications for flexible or part time working hours.
- Admit a comprehensive intake of students.
- Set specific targets for the progress of identified groups, including, for example, students with SEN or those learning English as an additional language.
- Allocate resources, for instance staffing, teaching spaces and learning resources, to ensure that the needs of vulnerable students and targets for their progress can be met.
- Make reasonable adjustments to ensure that all students are enabled to participate in the full range of school activities, including day to day curricular activities, sports and school visits.
- Track the progress of identified groups of vulnerable students and systematically and proactively intervene to secure their progress.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.
- We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.
- Dealing with prejudice and celebrating diversity

Awareness of what Constitutes Discriminatory Behaviour.

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught:

- That all in our school are loved, needed and made in God's image
- To be understanding of others.
- To celebrate diversity
- To be eager to reach their full potential.
- To be inclusive.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.
- The school's employees will:
 - Promote diversity and equality.
 - Encourage and adopt an inclusive attitude.
 - Lead by example.
 - Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days and months.
- Inviting appropriate guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and Dignity in the Workplace;

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Selection criteria, including job descriptions and postholder specifications, are kept under review to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.

More than one person is always involved in the short listing and the selection interview. All staff involved in the recruitment process will receive relevant training.

Under-represented groups are encouraged to apply for training and employment opportunities within the school. Recruitment to all jobs is strictly on merit. Efforts are made to identify and remove unnecessary and unjustifiable barriers and to provide appropriate facilities and conditions of service to meet the needs of under-represented groups.

Diversity and Representation

Our school is committed to educational inclusion, with pupils given equal access to the curriculum and non-compulsory courses according to aptitude and ability. Positive attitudes and awareness of equal opportunity issues are actively promoted through PHSE and in assemblies.

Meeting venues take account of the needs of all participants and the school makes every reasonable effort to enable access for everyone, including those with physical disabilities.

The school will collect and record information about the age, disability, gender, ethnicity and religion and other beliefs. It will also offer the opportunity for parents/carers/pupils to provide information about gender recognition and sexuality.

Prejudice is not tolerated at Bishop Challoner and we are continuously working towards a more accepting and respectful environment for our school community. The school is committed to eliminating all forms of bullying. Where staff encounter incidents involving bullying of any member of one of the protected characteristic groups they must report these to a senior member of staff.

The Governors, The Headteacher, and the SLT will ensure that this is an active policy and fully integrated into the day to day practice of the school. The school SENCO, EAL Coordinator, and Literacy Co-ordinator also have direct responsibility for identifying and planning for the needs of identified groups of vulnerable students.

However, all students, staff and members of the school community have a responsibility to adhere to this policy and should play an active part in its application and development.

Monitoring, Evaluation and Review

The School will keep abreast of developments in national policy, taking account of any changes or revisions to the PSED and equality legislation. The Governing Body will review the Equalities Statement every two years, or in response to national changes, and assess its effectiveness and implementation.