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# Single Equality Scheme

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<b>Policy Name</b>	<b>Single Equality Scheme</b>
<b>Policy Group</b>	<b>Administration</b>
<b>Policy Produced By</b>	<b>M McKendry</b>
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<b>Linked or Related Policies</b>	
<b>Named Persons in this policy</b>	<b>None</b>



# St Bernard's Catholic High School

## EQUALITY POLICY STATEMENT

The Single Equality Scheme (SES) brings together St Bernard's Catholic High School's approach to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and are able to participate fully in school life.

We have taken an organisational approach and have ensured that all equality strands are woven into the everyday working of our school, particularly in relation to formulating policy and practice around both delivery of our service and employment.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St Bernard's Catholic High School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The SES sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

This Scheme extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families), Children Looked After and those with Child Protection plans.

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such the Scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, the Scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership



# St Bernard's Catholic High School

The Equality Act 2010 has required schools to meet a single Public Sector Equality Duty which encompasses 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics.

This SES and Action plan covers a three year period from 2016 to 2019 and will inform our School Development Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives
- Inform the overall evaluation of our effectiveness in our self-evaluation for future Ofsted inspections

## **Our Equality Objectives**

- To increase pupil, staff and governor awareness of legal and human rights and the responsibilities that underpin society
- To improve displays and other images in the school to reflect and promote diversity in terms of the equality groups
- To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping
- To improve the attainment of pupils eligible for free school meals



# St Bernard's Catholic High School

## **PART 1- SINGLE EQUALITY SCHEME**

### **Aims of the Single Equality Scheme**

- To articulate this school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

### **Purpose of the Equality Scheme**

This Equality Scheme is our school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see Appendix A). It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity

This Equality Scheme sets out how we will:

- develop and review the Scheme and Action Plan (See Appendix B)
- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular group of pupils.

### **Planning to Eliminate Discrimination and Promote Equality of Opportunity**

This Scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An Action Plan linked to our objectives accompanies this Equality Scheme which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need.



# St Bernard's Catholic High School

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come or may come to our school.

The action plan is reviewed annually and progress towards the equality objectives within it is reported on regularly to the Governing Body. Equality objectives have been identified through consultation with key stakeholders including pupils, parents, Governors, staff and others in the community.

This action plan is understood and implemented by all staff and is available on request. It will be made available in different formats and in different languages on request to the school office.

## **Roles and Responsibilities for Implementing the Single Equality Scheme**

### **The Governing Body will:**

- ensure that the school fulfils its legal responsibilities
- ensure that this scheme and its related procedures and strategies are implemented, monitored and review

### **The Head teacher will:**

- ensure that this scheme is communicated and made readily available to staff, parents and guardians
- ensure this scheme is implemented
- ensure staff are aware of their responsibilities
- ensure staff are given appropriate training and support
- ensure appropriate action is taken in any cases of unlawful discrimination
- ensure there is a staff member responsible for coordinating work on racial equality and dealing with reported incidents of racism and discrimination.

### **All Staff and Other Adults involved with our School will:**

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- keep themselves up-to-date with relevant legislation and attend school organised training and information events;
- make known any queries or training requirements;
- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of our school's Equality Scheme and its Equality Objectives;



# St Bernard's Catholic High School

- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination.

Pupils will:

- be involved in the development of the Scheme and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;

## **School Aims Statements**

### **Staffing and Employment**

St Bernard's Catholic High School complies fully with legislation which protects all our staff and other adults working in our school, from discrimination based on the protected characteristics. To do this we will:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.



# St Bernard's Catholic High School

## **Pupils' Attainment and Progress**

St Bernard's Catholic High School expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

## **Curriculum Development and Delivery**

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

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families;
- use self-assessment as a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- seek to involve all parents and carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning;



# St Bernard's Catholic High School

## **Pupil Welfare and Pastoral Care**

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- develop and continually review a Health, Safety and Welfare Policy document;
- ensure that the details of this Scheme are shared with all staff;
- expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Whole School Behaviour Policy and are provided with relevant support to consider and modify their behaviour;
- ensure that guidance and support for pupils is delivered in a way that does not discriminate against pupils with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments;
- ensure that appropriate and discreet facilities are available for those pupils who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Senior Leadership Team relating to their health, safety and welfare by promoting well-being strategies among staff as a whole and in their respective groups.





# St Bernard's Catholic High School

## The Quality of Provision – Curriculum and Other Activities

**We aim to provide an appropriate curriculum for pupils of all backgrounds. To do this we will:**

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;

## Behaviour and Attendance

St Bernard's Catholic High School expects high standards of behaviour from all pupils as appropriate for their developmental level, all staff and others who are working or connected with the school. Details of these expected standards are set out in the Whole School Behaviour Policy.

In order to ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour. Our schools takes this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour;
- have clear procedures in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies;



# St Bernard's Catholic High School

- ensure that all staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme. Adults in school take care to lead through example, demonstrating high expectations of all pupils;
- will take steps to ensure that pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- provide information and advice on attendance and exclusion to parents/carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy pupils whilst they are on the roll of the school.

## **Partnership with Pupils, Parents, Carers and the Wider Community**

St Bernard's Catholic High School have established good links with our local and wider community. We welcome them into our school. From them, we learn about quality issues outside school and can establish mechanisms for addressing them within school.

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible whilst recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. To do this we will:

- involve stakeholders including pupils, staff, parents/carers and other users of the school in relation to all equalities duties;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this Country;



# St Bernard's Catholic High School

- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all;
- progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information;
- parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified;
- ensure that any informal events which we may hold are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;
- ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community.

## **Leadership and Management**

St Bernard's Catholic High School have a clear admissions policy and procedures which are in line with those issued by Cumbria LA. Our aim is to ensure that our admission process is fair and equitable to all pupils. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- not discriminate against a disabled pupil in the arrangements we make for determining admission;
- admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children;
- gather comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body
- will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;



# St Bernard's Catholic High School

- ensure that staff training continually highlights equality issues. Equality is incorporated into the induction programme for new staff;
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy;
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

## **Linguistic Diversity**

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;

## **Gender Equality**

St Bernard's Catholic High School is committed to combating sex discrimination and sexism and promoting the equality of women and men. We welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;
- ensure the rights, under the Gender Recognition Act 2003, of transgender people (who have Gender Recognition Certificates).



# St Bernard's

## Catholic High School

### **Admissions and Exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Whole School Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these. In addition, we will:

- monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.



# St Bernard's Catholic High School

## PART 2

### St Bernard's Catholic High School – Single Equality Scheme Objectives

#### 1. Our School Profile

St Bernard's Catholic High School is a Roman Catholic Secondary School. We are a Voluntary Aided School where Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. Our strong Christian ethos develops the whole child.

The number on roll is currently 716 pupils.

In the term prior to starting school in September, all children who have applied to the school for a place are invited to a two day visit to the school. This allows them to settle into the school environment and allows the form tutors time to get to know the pupils and form relationships prior to the start of the new school year. We also hold a parents evening to share information about the school day, the various roles and procedures in school to support parents and pupils. Staff are also available on the night to offer advice and guidance. A member of staff visits each pupil at their primary school to understand their needs prior to them joining St Bernard's which allows the school to plan their curriculum etc., for the coming September. Due to the current pandemic, this approach will be reviewed in the Summer term.

Our catchment area takes in pupils from Ulverston, Millom, Dalton in Furness, Barrow in Furness and several other small rural villages. Our pupils come from a range of financial backgrounds; there are 4.1% of pupils from ethnic minority groups and 1.8% of pupils with English as an additional language.

We have a number of vulnerable groups including those with special educational, learning and medical needs.

- 13.75% of our pupils have special educational needs.
- 20.97% of our pupils are eligible for free school meals (FSM)
- 28.47% of our pupils meet the criteria for Pupil Premium
- 1.66% of our pupils have English as an additional language

In the South Lakes area we have difficulties attracting staff in the core subjects of Mathematics, English and Science which is in line with the National trend however we currently have a full teaching staff complement.

As a Voluntary Aided School, St Bernard's deals with admissions to the school and the administration of the admissions is completed by the Local Authority. When we are made aware of pupils who are joining the school with disabilities, we make arrangements to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the pupil starting school. The school has sufficient ramped access enabling access to all curriculum areas by any wheelchair user. Our reception area is accessible to disabled people. We have a disabled toilet in all of our school buildings and an adjustable medical bed for use by those pupils who need personal care whilst at school.

Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request.

Recruitment procedures are transparent, fair and inclusive. The school will ensure that no employee receives less favourable treatment and that appropriate support is provided so that all employees attain their full potential to the benefit of the School and themselves. The school seeks to achieve an ability-based workforce which is in line with the working population mix in the relevant local labour market.



# St Bernard's Catholic High School

It is our understanding under the Equality Act we are required to publish information in relation to our school community and by protected characteristic. However, in doing so, the Data Protection Act 1998 will apply. Therefore, where deemed inappropriate we will not publish information which enables individual pupils or members of staff to be identified.

## Part 2

### What impact have we already had on race equality in our school?

Within the curriculum

- Pupils will have opportunities to study issues relating to intolerance, prejudice, discrimination and racism
- The curriculum will reflect the ethnic, cultural and religious diversity of the school, and of society locally, regionally and nationally. Resources will portray members of all ethnic and cultural groups in ways which are positive and stereotypes are not reinforced
- Accurate information will be kept about the ethnic origin, first language and religious affiliation of all pupils
- All our curriculum and extra-curricular activities will be available to all pupils regardless of their background
- Languages other than English will be valued and promoted
- Members of all ethnic and cultural groups will be welcomed and valued
- Members of all ethnic and cultural groups will be encouraged to play an active role in school life
- To promote race equality and provide positive role models, greater use will be made of visits and visitors
- As far as is possible, staffing will reflect the ethnic and cultural diversity of society locally, regionally and nationally

### Recruitment and Retention of disabled staff

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for members of staff. All disclosures will be treated sensitively and confidentially.

### Disability and special educational needs

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

### Within our school

Children with disabilities / special needs / learning difficulties....

- will have complete access to all the facilities and resources available in the school



# St Bernard's Catholic High School

- are fully integrated with non-disabled pupils
- are educated alongside non-disabled pupils
- will receive additional support to ensure that their needs and aspirations are met in full
- will be given extra help and support to ensure that they fulfil their potential
- will be provided with an education appropriate to their age, aptitude and ability
- will have access to the same broad, balanced and relevant curriculum as other children
- will be provided with the opportunity to meet, interact and learn alongside other children of their own age
- will be involved in decisions being made about their care and education

## **What impact have we already had on disability equality in our school?**

- Data is kept of the academic progress being made by disabled pupils
- Every effort will be made to ensure that disabled children are not bullied
- Throughout the curriculum, staff use opportunities to explore how people can challenge stereotypes about disabilities
- Staff take part in regular training about disabilities/special needs/learning difficulties
- Staff work in partnership with parents and primary carers to ensure that disabled children benefit fully from their time spent in school
- Resources are targeted and utilised effectively and efficiently to ensure that disabled pupils fulfil their potential
- The school is committed to early identification of pupils with emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
- The school is committed to early intervention, target-setting and regular monitoring of disabled pupils

## **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Make improvements to the physical environment of the school to increase access
- Increase access to the curriculum
- Make written information accessible to pupils in a range of different ways





# St Bernard's Catholic High School

- We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has to make reasonable adjustments.

## **Complaints**

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.



## Part 3 – Equality Objectives/Action Plan – 2020 - 2023

### Equality Objectives/Action Plan for :

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
All aims of duty	All	To increase pupil, staff and governor awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To increase awareness of the School Single Equality Scheme across all groups within school and how it affects each individual	Senior Leadership Team, staff and Governors	September 2020 – August 2020	Pupils, staff and Governors are aware of the school's objectives and action plan (age appropriate)
All aims of duty	All	Improve displays and other images in the school to reflect and promote diversity in terms of the equality groups	For pupils to have positive visual images throughout their education which show and promote diversity	All staff, pupils and visitors	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity  Ensure curriculum promotes role models and heroes that young people can identify with, which reflects the school's diversity in terms of the equality groups.	All staff	April 2020 – on-going	More diversity reflected in school displays across all year groups. Increase in pupils' participation, confidence and achievement levels
Advance equality of opportunity	Gender	To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Positive changes in options around work experience opportunities and diplomas	Year 10	Provide activities that allow pupils/students to explore gender stereotyping in careers  To ensure that diplomas meet the needs of boys and girls	Careers Co-ordinator	September 2020 – Ongoing	Pupils feel more confident about choosing options which are not stereotypical  Rise in alternative work placements
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group  Inter-school working to identify proven strategies to improve attainment of this group	SLT	September 2020 – August 2021	Improved attainment levels of pupils eligible for free school meals

**Date Action Agreed:**

St Bernard's Catholic High School | Single Equality Scheme 2020

**Date Agreed for Review:**

Page 18 of 20



# St Bernard's Catholic High School

## Key Legislation

### Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides changes particular to Schools.

The Act protects staff, pupils and others from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender
- Race
- Age (staff only)
- Religion and belief
- Sexual orientation
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity

This relates to:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

### Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions.

The purpose of the Equality Duties are not to be process driven and bureaucratic but rather an outcome based method of ensuring that schools are best meeting the needs of all their pupils. Prior to April 2011 maintained schools and Academies were bound by the three public sector equality duties to promote disability, race and gender equality.

The Equality Act 2010 introduces a single equality duty on public bodies. The single equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard to the need to:



# St Bernard's Catholic High School

- Eliminate conduct that is prohibited by the Act,
- 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.

## **New Protection in Schools**

Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.