



**BISHOP CHALLONER CATHOLIC
FEDERATION OF SCHOOLS**

EQUALITIES STATEMENT

2019

Status: Approved

Date agreed by Governing Body: 4 February 2019

Date of next review: March 2021

Bishop Challoner Catholic Federation of Schools: Equalities Statement

Principles of the Statement

As a fully comprehensive organisation, Bishop Challoner Catholic Federation of Schools educates students from a wide range of backgrounds, ethnicities and faiths. Students at the school also have a range of 'additional educational needs', including, Special educational needs and English as an additional language. The school employs seventy eight support staff and one hundred and twenty two teachers, all of whom also come from a variety of faiths and backgrounds.

To ensure equality of access and treatment for all of its students and staff, the school will be guided by the Equality Duty April 2011 (also referred to as the PSED).

Aims

The PSED will be fully integrated into the school's policy and practice, thus informing day to day practice in carrying out the school's functions. In line with the PSED, the Governors and Executive Headteacher of the School will have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

The PSED lists nine 'Protected characteristics'.

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

These 'protected characteristics' encompass the entire staff and student body across the federation, and any person associated with the student, including siblings or those with parental responsibility.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

In order to meet the general equality duty, the school will undertake the two specific duties as defined in the Equality Duty 2011:

1. To publish information to demonstrate how the School is complying with the equality duty.
2. To prepare and publish one or more specific and measurable equality objectives.

Implementation

The 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.

Roles and Responsibilities of Staff

The Governors, The Executive Headteacher, Deputy Headteacher Staffing and Assistant Headteacher Inclusion will ensure that this is an active policy and fully integrated into the day to day practice of the school. The school SENCO, EAL Co-ordinator, 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.