



## Bellerive FCJ Catholic College

### Single Equality Plan

*This policy will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school.*

#### Bellerive FCJ Mission Statement:

- To help everyone within a caring community to grow in faith
- To respect and value other cultures and faiths
- To make the most of every given ability
- To enjoy and achieve personal growth and academic excellence
- To prepare pupils for their adult life, playing a full part in a modern global society

#### History of Document

Issue No.	Author/Owner	Date Written	To Governors	Date Approved	Comments
1	N Howlett	May 2018	June 2018	June 2018	

Bellerive FCJ is a Catholic, Christian community dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we strive hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, mindful of the ethos of our FCJ values, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the pupils in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by Bellerive FCJ Catholic College Governing Body with the help of the Senior Leadership team, in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **Special Educational Needs policy, Admissions policy, Anti-bullying policy** and the **Behaviour Management policy**.

These policies are available on the school website.

Through the creation of this equalities plan, we have been able to develop an improved understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed every three years, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the College and nationally.

## **Roles and responsibilities**

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Head teacher has the day-to-day responsibility for coordinating the implementation of this scheme.

### **The governing body**

The governing body will:

- create and approve this policy with the help of the Headteacher and the Senior Leadership Team and ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation
- monitor and evaluate the effectiveness of the equalities plan annually and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the governing body

- ensure that parents are informed of any incident related to this scheme which could directly affect their child

## **The Head teacher and Senior Leadership Team**

The Head teacher, with the support of the rest of the Senior Leadership Team, will:

- promote the single equalities plan both within the College and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

## **Staff**

Bellerive staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **Behaviour Management and Anti-bullying policy**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their line managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

## **Pupils**

Pupils at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's **Behaviour Management and Anti-bullying policy**
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

## **Parents, carers, and visitors**

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- work with the school to resolve any incident relating to discrimination or victimisation that their daughter/son is involved in
- respect and follow our equality plan when visiting the school.

## **Key groups at risk**

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race**
- **Disability**
- **Gender and transgender**
- **Religion or belief**
- **Sexual orientation**

## **Promoting equality and social awareness in the school and within the local community**

### **Community cohesion**

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.

We raise funds regularly for local charities including the Nugent Good Shepherd Appeal and local Food Banks. We welcome young people from local schools and their parents to Resonate on a Tuesday afternoon and participate in a wide range of sporting activities with other schools across Liverpool and Merseyside. All of these activities support community cohesion and ensure that our students become responsible, caring citizens who are mindful of the needs of others.

### **Inclusion**

Promoting and practising inclusion in lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEND in the school's **SEND policy**.

## Pupil voice

Through our support of student voice, we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our pupils how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

## Recruitment

Bellerive FCJ Catholic College is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. Bellerive FCJ acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities, subject to the exceptions outlined for schools with a religious character. This is contained within the school's **Selection and Recruitment** policy which is available on request.

The Equality Act provides that for schools with a religious character, it will not be unlawful discrimination to do certain things permitted by the School Standards and Framework Act 1998. This means that for Catholic schools preference may be given in connection with the appointment, remuneration or promotion of teachers, to those whose religious beliefs or religious practice is in accordance with the tenets of the Catholic faith or who give or are willing to give religious education in accordance with the tenets of the faith.

Conduct that is incompatible with the precepts of the Church, or which fails to uphold its tenets, may be taken into consideration in determining whether the teacher's employment should be terminated.

The Bishop's Conference of England and Wales has set out its requirements to schools as follows: *'The preservation and development of the quality and distinctive nature of Catholic schools depends on the faith, practice and commitment of the teachers in the schools, working with their governing bodies'*

The Bishops' memorandum refers to the employment of Roman Catholic teachers as a high priority, whilst at the same time, recognising the contribution of teachers of other Christian Churches, other faiths and other teachers.

The Memorandum also requires that for most senior roles i.e. the positions of Headteacher, Deputy Headteacher and Head of RE the post must be filled by a baptised and practising Catholic.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

## Staff

### Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law, subject to the exceptions outlined for schools with religious character;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### Staff discipline and suspension

Bellerive FCJ Catholic College is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **Staff Discipline, Conduct, and Grievance policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The school's **Staff Appraisal policy** provides more information on how we monitor staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. We put great faith in all its employees, and hope never to have to discipline anyone as a result of misconduct. A copy of the Staff Code of Conduct is provided for all staff and input from staff on this was sought.

### Behaviour, exclusions and attendance

The school **Behaviour Management policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Read our College **Attendance, Behaviour Management and Exclusion policies** for more information on the processes surrounding these topics.

## **The curriculum**

Equality is explored in assemblies and as part of the PSHE curriculum. It is also discussed and explored in other curriculum areas as the topic arises.

## **Monitoring and review**

This single equality plan will be reviewed annually by the Governing Body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

### **Information will be gathered through:**

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements under GDPR, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- participation in extra-curricular activities;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

## **Outcomes**

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

## Objectives

- to increase understanding between religious groups;
- to encourage girls to consider non-stereotyped career options;
- to increase participation by girls in STEM subjects;
- continued analysis of vulnerable groups by identifying and planning provision for vulnerable groups;
- support and tailored provision for pupils displaying complex learning needs;
- to continue to monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils;
- to continue to raise levels of attainment in core subjects for vulnerable learners;
- to continue to monitor and support attendance of all groups of children at the School;
- to review levels of parental and pupil engagement in learning and School life, across all activities to ensure equity and fairness in access and engagement; and,
- to ensure the School's environment is as accessible as possible to pupils, staff and visitors.