



Gunnersbury Catholic School

EQUALITY INFORMATION AND OBJECTIVES 2019 - 2023

1. Introduction

The School is a Roman Catholic School which is committed to treating everyone with equality of esteem, respect and dignity, and aims to prepare its pupils to serve as witnesses to the moral and spiritual values of the Gospels and to recognise and value the enrichment which flows from diversity of age, gender, racial, national and social origins, abilities, culture and religion. The School is committed to discouraging all forms of unlawful discrimination, both direct and indirect, on the grounds of age, race, colour, nationality, ethnic origin, gender, marital status, sexual orientation, disability, political views and religious or similar philosophical beliefs. The School reserves the right to give preference in employing Catholic teachers and staff and in admitting Catholic pupils in accordance with its published admissions criteria.

This policy is part of the School's commitment to treating everyone with equality of esteem, respect and dignity and to promoting equal opportunities for staff and pupils with the protected characteristics outlined above.

2. Implementation

- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- We actively promote British values such as “mutual understanding and respect” and equality between girls and boys, supporting ideals such as democracy, respect and tolerance for all races, cultures, faiths and beliefs.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.

The school has due regard for the Equality Act 2010 and its duty under the Education and Inspections Act 2006 to promote community cohesion. The school is also committed to narrowing the gaps in achievement which is emphasised in the Ofsted Inspection framework, which affects such groups as:

- pupils from certain cultural and ethnic backgrounds;
- pupils who belong to low-income households and pupils known to be eligible for the pupil premium;
- pupils who are disabled;
- pupils who have special educational needs.

3. Responsibilities

The Governing Body of the School is ultimately responsible for ensuring that the School complies with its obligations under the relevant legislation and with the commitments set out in this policy.

The Governing Body is responsible for:

- drawing up, publishing and implementing the school's equality objectives ;
- making sure the school complies with the relevant equality legislation;
- monitoring progress towards the equality objectives and reporting annually.

The equality link governor is Mr John Boniface. The link governor will:

- Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will be responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents;
- enabling reasonable adjustments to be made, in relation to disability, in regard to pupils, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The designated member of staff for equality is Mr Parker (Deputy Headteacher). The designated member of staff will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- make any necessary arrangements for teaching and non-teaching staff of the School to receive appropriate training in all manner of equality issues covered under the Equality Act 2010;
- ensure that all new members of staff are made aware of the School's Equality Policy and, where appropriate, receive induction training in relation to the School's commitment to the promotion and implementation of this policy;
- ensure that pupils receive information (through the curriculum, pastoral system, religious education programme or directly) in relation to this policy and the School's commitment to it;
- monitor complaints of unlawful discrimination made by members of staff and pupils;
- make recommendations to the Headteacher regarding general steps which should be taken by the School to promote the objects of this policy.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

4. Eliminating discrimination

At Gunnersbury Catholic School we are aware of our obligations under the Equality Act 2010 and comply with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Autumn.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

The following are suggestions only and will need to be adapted depending on your school's circumstances.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ+ pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils and staff to pray at prescribed times)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The following are suggestions only and will need to be adapted depending on your school's circumstances.

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities,

such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The following are suggestions only and will need to be adapted depending on your school's circumstances.

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: Seek to close the gap (level up) between Black Caribbean Students at KS4 and the whole school

Why we have chosen this objective: There has been relative underperformance by Black Caribbean Boys in their KS4 outcomes in 2018 and 2019

To achieve this objective we plan to: Closely monitor the learning of these students, providing both academic intervention and pastoral support as indicated necessary

Work closely with the families of underperforming pupils to identify and resolve barriers to learning

Objective 2: Raise the academic performance of Pupil Premium Pupils to be in line with all pupils

Why we have chosen this objective: Whilst Pupil Premium Students have on average achieved Progress 8 scores above national in 2018 and 2019 their performance remains below that of their peers who are not pupil premium

To achieve this objective we plan to: Closely monitor the learning of these students, providing both academic intervention and pastoral support as indicated necessary

Work closely with the families of underperforming pupils to identify and resolve barriers to learning

Objective 3: Ensure all staff are aware of the challenges faced by individuals and their rights in the context of Equality and Diversity.

Why we have chosen this objective: The integrity and value of each individual is fundamental to our tenets as a Catholic School

To achieve this objective we plan to: Provide yearly Equality and Discrimination Training for all staff