

Equality and Diversity Statement

Notre Dame High School



Approved by:

Curriculum & Student Welfare
Committee

Date: June 2020

Last reviewed on:

Next review due by: June 2024

Mission

The Gospel values of our Mission Statement form the basis for our philosophy for equality and diversity:

Jesus said, "If you have love for one another, then everyone will know that you are my disciples"

(John 13:35)

Please see our full Mission Statement here: [Mission Statement](#)

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment.

The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race, colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Please note that faith schools such as Notre Dame High School have the following exception in regard to admissions:

Admissions 2.4 Schools with a religious character may give priority in admissions to members of their own religion. The Admissions Code provides that this may only be done when a school is oversubscribed –

schools subject to the Code are not permitted to refuse admission to pupils not of their faith if they have unfilled places.

Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

The Headteacher will:

- Be responsible for implementing the Policy and will ensure that all staff are aware of their responsibilities and are given appropriate support; and for taking any appropriate action in any case of unlawful discrimination.

The Headteacher and designated members of the Senior Leadership Team will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Promote knowledge and understanding of the equality objectives amongst staff and pupils

All staff will:

- deal with incidents of harassment or bullying;
- help to eliminate unlawful discrimination
- prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents / carers) that take account of the need to eliminate unlawful discrimination and harassment and promote equality and diversity.

Students and parents / carers have a proportionate responsibility to understand and act in accordance with the policy, as do visitors to the school.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies 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.

The school will not tolerate any form of harassment and bullying of pupils or our staff.

We will provide relevant training by using all suitable delivery methods including outside courses, school INSET days, Teaching and Learning Groups, subject and year group meetings.

Advancing equality of opportunity

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 gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. We are committed to recruiting and retaining a diverse workforce, taking reasonable adjustments into consideration.)
- Committing to cohesion and celebration of diversity (e.g. regular events in school to encourage interaction and raise awareness such as Black History Month activities spanning form time, staff briefings and the taught curriculum.)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing. We collect, analyse and use data in relation to achievement, broken down as appropriate according to Special Educational Needs, ethnicity, gender.
- 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

Fostering good relations

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 (PSHEE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, 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. We promote knowledge and understanding of different cultures and mutual respect and good relations between staff and students.

Equality considerations in decision-making

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:

- Is accessible to students with disabilities
- Has equivalent facilities for male and female students

All staff are expected to promote an inclusive and collaborative ethos in their classroom and to deal with any prejudice related incidents that may occur.

Our staffing is mixed with a balance of males and females in teaching and supporting roles.

The Senior Leadership Team consists of 4 female and 6 male staff.

Our governing body is gender representative.

Equality objectives

Objective 1: To advance equality of opportunity for all of our students.

To achieve this objective we plan to:

- Ensure that the curriculum is fit for purpose for our students providing depth and breadth of opportunity.
- Continue to monitor attendance of groups with lower than whole school attendance
- Continue to develop appropriate early interventions via assemblies, contact with parents, external agencies

Progress we are making towards this objective:

- Undertaking a review of the curriculum across all departments, Identifying and challenging, bias and stereotyping in the curriculum.
- Increased parental involvement in improving attendance
- Fixed Term Exclusions remain low. Regular progress and pastoral meetings are held to ensure that the educational and spiritual, moral, social and cultural needs of the students are being monitored and acted upon.

Objective 2: Students from all ethnic groups to perform in line with or above national expectations

To achieve this objective we plan to:

- Monitor all student progress through tracking information on termly basis
- Put appropriate interventions in place where appropriate eg student support, mentoring.

Progress we are making towards this objective:

- At GCSE all ethnic groups (of group size of 5 pupils or larger) made at least expected progress from KS2 – KS4.

Objective 3: Train additional members of staff involved in recruitment and selection on equal opportunities, safeguarding and non-discrimination

To achieve this objective we plan to:

- Continue to monitor the use of non-discriminatory language or terms in our documents and practices
- Always appoint on the basis of merit against objective, reasonable, realistic and necessary criteria
- Take all reasonable steps to avoid indirectly discriminating against individuals or groups within the Academy and the wider community.

Progress we are making towards this objective:

- The Senior Management Team will complete NSPCC training in safer recruitment.
- Being mindful of reasonable adjustments that may need to be made to meet the special needs of disadvantaged groups

- Ensuring all vacancies are brought to the attention of staff employed in the Academy, including temporary and relief staff; where appropriate advertising posts more widely. Not insisting unnecessarily on full time work and inviting job share where appropriate.

Monitoring arrangements

This document will be reviewed by the Curriculum & Welfare Committee at least every 4 years.

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Links with other policies

This document links to the following policies:

- Accessibility plan
- Safeguarding Policy
- SEND Policy
- Reasonable adjustments policy for disabled pupils