



ST. BEDE'S COLLEGE

EQUAL OPPORTUNITIES POLICY

St. Bede's College is a Catholic Independent Co-educational 3 – 18 Grammar School, founded in 1876 by Cardinal Vaughan, which endeavours to transmit the message of the Gospel rooted in the teachings of Jesus Christ.

St. Bede's College welcomes Catholic and non-Catholic pupils. Every pupil should experience educational excellence and exhibit values through the unique contribution each member makes to the rich diversity of the College community.

St. Bede's dedication to the pursuit of learning and his search for knowledge of the Lord is an inspiration to us all.

Introduction

- 1.1 Our College 's aims statement values the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This Equal Opportunities Policy extends to adults: staff, parents and carers
- 1.2 This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this College provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

2 Aims and objectives

- 2.1 We aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination – within both our College and our community.
- 2.2 We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, level of educational need or background.
- 2.3 We aim to promote the principle of fairness and justice for all through the education that we provide in our College. We recognise that doing this may entail treating some pupils differently.

2.4 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the College.

2.5 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.

2.6 We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.

2.7 We aim to challenge personal prejudice and stereotypical views whenever they occur.

2.8 We value each pupil's worth, celebrating the individuality and cultural diversity of our College community, and showing respect for all minority groups.

2.9 We are aware that prejudice and stereotyping are often caused by poor self-image and also aware of the relationship between that and ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

In our College

3.1. We will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups;
- seek to educate pupils in a manner which promotes community cohesion in a multicultural society.

3.2 We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with College Behaviour Policy.

3.3 We endeavour to make our College and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the College.

3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs. Each January pupils will reflect on the impact of the Holocaust.

4 Disability non-discrimination

4.1 Some children in our College may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the College. All reasonable steps are taken to ensure that these children are not disadvantaged compared with nondisabled children.

4.2 The College will take all reasonable steps to ensure that the College environment properly accommodates people with disabilities.

4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

4.4 St Bede's College has an ongoing action plan which is reviewed regularly and this accessibility policy which states:

- We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- St Bede's College plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the College.
- An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated regularly.

5. Gender equality

5.1 We recognise that nationally, there is an unacceptable discrepancy in the achievement of boys and girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our College.

5.2 The Achievement Centre had been put in place to support pupils if they appear to be not working at their expected level.

5.3 Pupil tracking data is closely monitored to ensure there are no gender issues with achievement.

6 The role of the class teacher

6.1 Class teachers recognise the possibility of their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

6.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls. All staff ensure that the language they use does not reinforce stereotypes or prejudice.

6.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history, Black History Month is celebrated each October.

6.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents draw them to the immediate attention of the Head of Year.

7 The role of the Headteacher

7.1 It is the Headteacher's role to:

- ensure that the College 's policy on Equal Opportunities is implemented effectively;
- ensure that all staff are aware of the College policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;
- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;

- promote respect for other people in all aspects of College life; in College assemblies, for example, respect for other people is a regular theme, as it is also in displays around the College. Respect is of the key Christian values adopted by the College.
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

8 The role of governors

8.1 In this policy statement, the governing body has set out its commitment to equal opportunities and accessibility, and it will continue to do all it can to ensure that all members of the College community are treated both fairly and equally.

8.2 The governing body collects, analyses and evaluates a range of College data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving. To do this we monitor:

- Admissions
- St. Bede's College Equal Opportunities and Accessibility Policy
- Attainment
- Exclusions
- Rewards and sanctions
- Parents' and pupils' questionnaires

8.3 The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our College. The governors welcome all applications to join the College, whatever background or minority group a child may come from.

8.4 The governing body shall take all steps that are reasonable to ensure that no physical aspect of the College environment shall place a disabled person at a substantial disadvantage when compared with a non-disabled person.

8.5 The governing body ensures that no child is discriminated against whilst in our College on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum.

9. Monitoring and review

9.1 It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the College;
- monitor the staff appointment process, so that no one applying for a post at this College is discriminated against;
- require the Headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;

- monitor the College 's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every three years or sooner if it is considered necessary.

10. Accessibility plan

This Accessibility part of this policy and the accessibility plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. College Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This policy should be read along with SEN policy We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. St St Bede’s College plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the College

An Accessibility plan will be drawn up to cover a three-year period.

The plan will be updated annually.

- The Accessibility plan will contain relevant actions to: Improve access to the physical environment of the College, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the College for pupils, staff, parents and visitors, and provision of physical aids to access education. Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils; (If a College fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning as well as access to the wider curriculum of the College such as participation in after College clubs, leisure and cultural activities or College visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the College and College events.

Authorised by	Chair of Governors and Governing Body
Date	May 2017
Effective date of the policy	May 2017, May 2019, May 2020
Review Date	May 2021