

ST. BEDE'S CATHOLIC JUNIOR SCHOOL
celebrates life and learning

EQUALITY DUTY STATEMENT 2022 -2025

MISSION STATEMENT

St. Bede, patron of our school, wrote:

"It was always my delight to learn and to teach".

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

We journey together so that we

"Might have life - life in all its fullness".

John 10:10

St. Bede's Catholic Junior School is committed to equality both as an employer and an education provider. We carry out our day to day work through our mission statement and values:

1. We try to ensure that everyone is treated fairly and with respect.
2. We want to make sure that our school is a safe, secure and stimulating place for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
4. We recognise that for some pupils extra support is needed to help them to achieve and be successful.
5. We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council and House Captains.
6. 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 set our Accessibility Plan objectives for a three year period and review the progress annually.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. Furthermore, we welcome the emphasis, in the Ofsted Inspection Framework, on the importance of diminishing the difference in achievement which affect, amongst others:

1. pupils from certain cultural and ethnic backgrounds
2. pupils who belong to low-income households and pupils known to be eligible for free school meals
3. pupils who are disabled, or who are in the process of being diagnosed as disabled
4. pupils who have special educational needs
5. boys in certain subjects, and girls in certain other subjects.
6. vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

Whilst these groups are not protected characteristics under the Equality Act 2010, as a school we are committed to meeting the needs of all.

In addition to this short statement, we also have a full school policy on Equal Opportunities and Equality & Diversity for School Staff.

THE EQUALITY ACT 2010

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

1. **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

At St. Bede's Catholic Junior School we have rigorous and robust systems for monitoring standards and challenging any under-achievement and/or under-attainment; our responsibility in this equality duty is scheduled as part of this rigorous process.

Schools and Local Authorities have two sets of specific duties:

- to publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty (see above);
- to prepare and publish objectives which they will pursue over the coming years to achieve the three aims.

In line with the Act, the following statement demonstrates the school's commitment to providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community.

Part 1: Information about the pupil population and their achievements compared to National where available

Number of pupils on roll at the school: 307 (as at 01.09.23)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’.

Disability: The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’

Number of pupils with disabilities: 59, including 5 EHCP (SEN register September 2022)

There are pupils at our school with different types of disabilities and these include:

1. Physical Disability, including hearing or sight impairment
2. Attention Deficit Disorder
3. Autism Spectrum Condition
4. Global Learning Delay
5. Diabetes or Asthma
6. Attachment Disorder

At St. Bede’s we are committed to ensuring equality of education, opportunity and treatment for all employees, pupils and any others involved in the school community, particularly those who share relevant protected characteristics. We aim to ensure that they are not treated less favourably in any procedures, practices or service delivery, while also developing a culture of inclusion and diversity in which people feel free to disclose their needs and participate fully in school life. The achievement of all groups will be monitored and we shall use this data to raise standards and ensure inclusive teaching. We shall make reasonable adjustments to ensure that the school environment is as accessible as possible.

At this school we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Currently we have 161 boys and 147 girls:	BOYS	GIRLS	TOTAL
Year 3	31	44	75
Year 4	39	34	73
Year 5	28	49	77
Year 6	46	36	82
	144	163	307

The very great majority of them are from a White British heritage and of Catholic (93.8%) / Christian background . The proportion of other (Not White British) ethnic groups is low 8.7% (Figures accurate at 11/2022).

HOW WE ACHIEVE THIS:

- Identify groups (who share a protected characteristic) within our school community;
- Actively engage and consult with our school community;
- Ensure all staff and Governors are aware of the Equality Act and the school's Equality Statement and duty;
- Promote positive role models throughout school life and delivery of the curriculum;
- Gather data on the achievement and attainment of pupils who share protected characteristics;
- Embed Equity, Diversity and Inclusion in our school ethos;
- Regular monitoring of progress against objectives set; fully integrate equality into School Development and Management;
- Systematically assess the impact across all school policies and practices to ensure they comply with the Equality Act;
- Ensure equality requirements are built into procurement contracts where necessary;
- Make reasonable adjustments, where possible, to ensure quality of access to the same standard of education and working life.

EQUALITY - ACTION PLAN

General Duty:

- to eliminate discrimination, harassment, victimisation and any other conduct which is prohibited by or under the Act
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- to foster good relations between persons who share a relevant characteristic and persons who do not share it

RACE, RELIGION AND ETHNICITY: WE ARE COMMITTED TO A CURRICULUM WHICH EMBRACES AND CELEBRATES CULTURAL DIVERSITY AND THE INTERNATIONAL DIMENSION THROUGH A RICH RANGE OF EXPERIENCES, BOTH IN AND BEYOND THE SCHOOL		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>School fosters a sense of belonging through its mission, ethos, uniform, assemblies and international days.</p> <p>We deliver a curriculum which is underpinned by the school's mission statement</p> <p>We provide good quality training for our staff on cultural diversity.</p> <p>We promote positive links with our International partners</p> <p>Liaising and working in partnership with a number of professional organisations from diverse backgrounds.</p> <p>Celebration of International Mother Language Day</p>	<p>Our school admissions criteria which welcomes all pupils.</p> <p>Regular communication with international partners</p> <p>Shared learning experiences</p> <p>We enable all pupils to learn about the experiences of all people and the discriminatory attitudes they often experience.</p> <p>We ensure that the curriculum and resources we use have positive, non-stereo-typical images of all races, religions and ethnic groups.</p>	<p>RE; SMSC programme; SCARF for PSHE; LYFTA</p> <p>Mother Tongue day; Anti-Bullying Week; Unconscious Bias CPD; Prevent Duty</p> <p>NEXT STEPS 2022 – 23</p> <p>Catholic Social Teaching</p>
		<p>NEXT STEPS 2023 -24</p>
		<p>NEXT STEPS: 2024 - 25</p>

DISABILITY: WE ARE COMMITTED TO WORKING FOR THE EQUALITY OF PEOPLE WITH & WITHOUT DISABILITIES		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We set challenging targets to ensure our children with disabilities make good progress.</p> <p>We provide good quality training for our staff on inclusion.</p> <p>When required we gain external advice and support for many different professionals</p> <p>We promote positive links with our parents/carers.</p> <p>There is a designated Governor for SEND.</p> <p>Specific targeted support where appropriate.</p> <p>Annual reviews</p> <p>Liaising and working in partnership with a number of professional organisations.</p> <p>A wide range of resources stored in an easily accessible central location</p> <p>Adaptations are built into everyday teaching and learning as well as in enrichment and extra-curricular</p>	<p>Our school admissions criteria which welcomes all pupils.</p> <p>We work with the Infant School ensuring transfer into Year 3 is effective & as smooth as possible</p> <p>We liaise with special schools in the LA and beyond regarding effective provision</p> <p>Regular meetings with parents/carers.</p> <p>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.</p> <p>We ensure that the curriculum and resources we use have positive images of disabled people.</p>	<p>EHCPs naming school</p> <p>Transition programme</p> <p>Regular meetings</p> <p>Non-Teaching SENDCo and designated Governor</p> <p>EHCP reviews</p> <p>PEP, PSP and IIPs in place</p> <p>Work with PLN/Catholic Cluster re: disadvantage/SEND</p> <p>Liaise with LA SEND team</p> <p>NEXT STEPS 2022 – 23</p> <p>Expert Teacher CPD</p>
		<p>NEXT STEPS 2023 -24</p>
		<p>NEXT STEPS: 2024 - 25</p>

ETHNICITY & RACE INCL EAL LEARNERS: WE ARE COMMITTED TO WORKING FOR THE EQUALITY OF ALL ETHNIC GROUPS

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>Initial assessments are completed promptly for new pupils and learning plans are put into place, these may include targeted intervention.</p> <p>We identify appropriate provision and then monitor its impact.</p> <p>A supportive network: we use a variety of strategies to support our EAL families.</p> <p>Children are buddied up with a child within their class</p> <p>We set targets to improve the attainment and progression rates of particular groups of pupils.</p> <p>We identify and address barriers to the participation of particular groups in learning and other activities.</p>	<p>We use ICT to support translations</p> <p>An informal open-door policy: staff are available at the start and end of the day.</p> <p>We are revising the curriculum to ensure it explicitly supports all pupils to understand, respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p>	<p>Documentation translated as required; baseline assessments to ascertain learning and language barriers; identified barriers addressed through IIP (inclusion); SMSC/Lyfta. International School and International days; School of Sanctuary Award</p> <p>NEXT STEPS 2022 – 23</p> <p>Catholic Social Teaching across the curriculum</p> <p>Diversity in subject areas.</p> <hr/> <p>NEXT STEPS 2023 -24</p> <hr/> <p>NEXT STEPS: 2024 - 25</p>

GENDER: WE ARE COMMITTED TO WORKING FOR THE EQUALITY OF BOTH SEXES		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We monitor the attainment and progress of all our pupils by gender.</p> <p>We take a “Which boys? Which girls?” approach to address underachievement: neither boys nor girls are treated as homogeneous groups.</p> <p>We set targets to improve the attainment and rates of progress of particular groups of boys and girls.</p> <p>The School Council ensures both boys and girls views are equally represented.</p> <p>Sports teams: these are equally represented by boys and girls.</p> <p>Our pupil Curriculum Committee has both boys and girls.</p> <p>We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.</p> <p>We promote positive role models of different genders to all pupils.</p> <p>Careers day explores varied jobs/careers and pays diligence to gender stereotyping.</p>	<p>We support all our children in their interests of running extra-curricular clubs which are interest led, not gender led</p> <p>We try to ensure we include positive, non-stereotypical images of men & women in the curriculum</p>	<p>Attainment of boys/girls in RWM extended to other subjects such as Art.</p> <p>Commitment to fair representation</p> <p>Targeted boys in English and girls in STEM</p> <p>NEXT STEPS 2022 – 23</p> <p>School groups, such as House Captains, Ambassadors, Working Parties to be fairly represented.</p> <p>Further work on bias</p>
		<p>NEXT STEPS 2023 -24</p>
		<p>NEXT STEPS: 2024 - 25</p>

VERSION 1: September 2022: Draft and ratified

VERSION 2: August 2023: Review by F. Tiernan