



BLESSED HUGH FARINGDON CATHOLIC SCHOOL

EQUALITY DIVERSITY AND INCLUSION POLICY

All that happens in Blessed Hugh Faringdon Catholic School occurs within the context of the school's Mission Statement (in accordance with the Trust Deed for the maintenance and advancement of the Catholic religion).

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Persons Responsible: Head Teacher and Governing Body

Committee: Curriculum and Personnel

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As a Catholic school, founded on, and committed to upholding the teaching of the Church, we believe that Jesus is present in the day to day life of our community and that each member of our community has a divine origin and an eternal destiny. In discharging our responsibilities, we are guided by the principles of Catholic social teaching [CST], in which the following core values are constituted: dignity, solidarity, the common good, the option for the poor, the promotion of peace, care for creation, the dignity of work and the value of participation in society. These principles are demonstrated in our core, and wider, curriculum, in our care of students, in our work with the disadvantaged and in the outward-facing approach to our local community, our nation and to the world. As our moral compass, CST guides us in all our school activities, including the formulation, upholding and reviewing of school policies.

Equality, Diversity and Inclusion Policy

1 Introduction

To address equality, is to address equality of opportunity (equity); to provide access to participation to all individuals and groups and to act to protect those against discrimination. We are all different whether because of our physical abilities and qualities, appearance, life and work experience, commitments or other experiences. Diversity enriches decision making, is an enabler for role models and should reflect the diversity of our communities. Inclusion is the feeling of being respected, valued, safe and trusted. Staff and students in inclusive environments have a sense of belonging and are able to flourish.

1.1 Blessed Hugh Faringdon School ('the School') is committed to being inclusive as we see a particularly widely diverse population of our pupils as one of the School's greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all the School's activities.

1.2 This policy applies equally to current and prospective members of the School community, including, parents. Staff should refer to the Equal Opportunities Policy.

1.3 This policy is made available on the School website and can be made available on request. All school policies can be made available in large print or other accessible format if required.

1.4 The School is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the protected characteristics - Equality Act 2010

(www.legislation.gov.uk/ukpga/2010/15/section/4). The protected characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex and sexual orientation.

1.5 The School is committed to promoting and developing inclusion & equality of opportunity in all its functions and will seek to do this by:

- (a) Communicating its commitment to equality and diversity to all members of its community.
- (b) Ensuring all staff and pupils are aware of the aims of this policy.
- (c) Briefing for staff and pupils on the Equal Opportunities Policy.
- (d) Developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making.
- (e) Demonstrating our zero tolerance attitude towards discrimination by taking all allegations seriously.

2 Responsibility

2.1 The Senior Leadership Team and School Council have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School.

2.2 Each member of the School community is responsible for being alert to and challenging discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equality of opportunity for all.

3 The Legal Framework

The characteristics protected by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including colour, nationality, ethnic and national origin)
- Religion or belief (including philosophical belief and a lack of any such religion or belief)

- Sex
- Sexual orientation

In addition, we recognise the importance of socio-economic diversity within our workplace, and are committed to identifying opportunities to promote social mobility for our staff and students.

3.1 Discrimination can take the following forms. including:

(a) Direct Discrimination - This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.

(b) Indirect Discrimination - This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim.

(c) Victimisation - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.

(d) Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.

(e) Disability Discrimination - This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

4 Aims and Values

4.1 The aims of this policy and the School's ethos as a whole are to:

(a) Eliminate unlawful discrimination on the grounds of any of the protected characteristics.

(b) Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language.

(c) Promote equality of opportunity for all members of the School community.

(d) Comply with the School's equality obligations contained in the Equality Act 2010.

- (e) Provide a secure environment in which all our children can thrive and achieve all of the outcomes of Every Child Matters and Keeping children safe in education.
- (f) Provide a learning environment where all individuals through the Equal Opportunities Policy and other School policies such as PSHE, feel valued and feel they have a sense of belonging.
- (g) Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community.
- (h) Include and value the contribution of all families to our understanding of equality and diversity.
- (i) Provide and promote positive information about the diversity of UK society.
- (j) Actively challenge discrimination and ensure that all members of the School community learn from these experiences.
- (k) Embed inclusion through all our activities.

4.2 To achieve these aims we will:

- (a) Involve, where reasonably practicable, all members of the School community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- (b) Publish and share school policies to the whole School community.
- (c) Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the pupil body.
- (d) Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning support needs and/or disabilities a pupil may have.
- (e) Ensure the wider school curriculum promotes and celebrates equality and diversity.
- (f) Operate a clear zero tolerance policy towards abusive or discriminatory behaviour.
- (g) Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination.

4.3 Our school ethos states that: The School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive.

4.4 At the School we aim to promote inclusion and tackle any form of discrimination and actively promote harmonious relations in all areas of school life and with our key

partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

5 Admissions

5.1 The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from, and admits, pupils irrespective of any protected characteristic.

5.2 Parents must inform the School when completing the registration form of any special circumstances affecting their child (such as learning support needs) which may affect the child's ability to fully participate in the education provided by the School. The School will not offer a place to a child if, after reasonable adjustments have been considered, the School cannot adequately cater for and/or meet their needs.

6 Educational Services

6.1 The School affords all pupils access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the School's obligations under the Equality Act 2010 and considerations of safety and welfare.

6.2 The School will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

6.3 The School will seek to educate pupils in a multicultural, anti-racist environment using the curriculum, assemblies, PSHE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.

6.4 The School recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Preventing and Tackling Bullying and Promoting Good Behaviour Policies.

6.5 The School will:

(a) Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination.

(b) Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics listed above.

(c) Ensure those pupils with a statement of special educational needs (or Education Health and Care Plan) receive necessary educational and welfare support.

(d) Ensure that pupils with English as additional language receive additional support, such as extra English tuition, where required.

(e) Monitor the admission and progress of pupils from different backgrounds

(f) Challenge inappropriate discriminatory behaviour by pupils, staff and parents

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- (g) Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities
- (h) Ensure that all staff are aware of their responsibilities promote equality of opportunity and are given appropriate training and support
- (i) Work with parents and external agencies where appropriate to combat and prevent discrimination in School
- (j) Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

7 Religious Belief

7.1 Although the School's religious ethos is based on Catholic values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or no religion or faith).

8 Reasonable Adjustments

8.1 The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison to non-disabled pupils. The School will inform and consult with parents about what reasonable adjustments, if any, the School are able to make for their disabled child. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and, for example, the resources available to the School. The School has a duty make reasonable adjustments (case by case considerations) for staff or pupils who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

8.2 The School is not legally required to make alterations to the School's physical environment as part of the reasonable adjustments duty. However, the School monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled pupils. The School has an Accessibility Plan in place [which can be found on the School website / a copy of which can be made available upon request.]

9 Responsibilities

The School Council (delegated to the Risk and Compliance Committee)

9.1 It is the Council's responsibility to:

- (a) Ensure that staff act as role models of inclusive behaviour and practice
- (b) Ensure that the School complies with its equality obligations
- (c) Ensure that the School's policies & procedures are monitored in light of this policy and the School's wider equality obligations
- (d) Be involved, together with the Head, in dealing with serious breaches of this policy.

The Head

9.2 It is the Head's responsibility to:

- (a) Ensure effective implementation of this policy and its and procedures
- (b) Ensure that all staff are sufficiently aware and trained within equality & diversity
- (c) Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors
- (d) Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment
- (e) Ensure that all visitors and contractors are aware of, and comply with this policy.

All Staff

9.3 It is the responsibility of all staff to:

- (a) Positively role model inclusive behaviour
- (b) Actively challenge any forms of discrimination, victimization, harassment or bullying
- (c) Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture
- (d) Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

10 Concerns and Complaints

10.1 The School will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to the Senior Deputy Head: Pastoral or may use the School's pupil complaints procedure to seek remedy to such matters.

10.2 Any pupil who harasses another pupil on the grounds of any protected characteristic will be subject to the School's disciplinary measures in accordance with the School's Promoting Good Behaviour Policy.

10.3 If parents feel this policy has been breached they should raise their concern or complaint through the School's Complaints Policy which is available on the School website or can be available upon request.

11 Monitoring and Review

11.1 This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate

steps can be taken to eliminate unlawful discrimination.

11.2 This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the School's equality obligations.

12 Breaches of the Policy

12.1 All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the School Council.

Blessed Hugh Faringdon Catholic School Appendix to Equal Opportunities Policy

Equality Objectives pursuant to the Equality Act 2010

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) which applies to public bodies. The PSED extends schools' equality duties to all protected characteristics:

- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment, pregnancy or maternity, marriage.

The duty came into effect in April 2011 and has three main elements. In carrying out their functions, the governing body are required to have 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, and between people who share a protected characteristic and people who do not share it.

The PSED introduces a secondary legislation in the form of specific duties. The specific duties require schools to:

- Publish information to demonstrate how they are complying with the PSED. - Prepare and publish equality objectives.

It is a requirement under the Act that the Governing Body of Blessed Hugh Faringdon Catholic School publish at least one, or more, equality objectives. The equality objectives should help improve the experience of a range of different pupils.

Blessed Hugh Faringdon Catholic School's Equality Objectives

To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

- The Spiritual, Moral, Social and Cultural (SMSC) audit has been in place for several years to track and audit SMSC across the curriculum. This ensures that each area of the curriculum for Key Stage 3-5 includes SMSC elements. This also forms an important part of lesson planning and teaching observations.
- The school has an inclusive agenda and meets the needs of a range of children with social and emotional difficulties. The Pastoral Support Team work with our inclusion areas to support children who are experiencing extreme difficulties in their lives through for example, bereavement, child protection issues or mental-health related concerns. Support, guidance and a safe place are provided so that the children can have equal access to the curriculum.
- A comprehensive PSHE curriculum that meets the DFE / RSE guidance is delivered to each year group during lessons each cycle on a rotation throughout the year. Each programme of study includes topics relating to the spiritual, moral, social and cultural development of every pupil.
- We use tutor time and PSHE to raise awareness and develop understanding of the protected characteristics
- Year groups come together weekly for collective worship in assemblies and have an opportunity to attend mass each week in the Chapel. Whole school masses take place on occasions such as Blessed Hugh Faringdon Day and the Thanksgiving mass at the end of the school year.

- Careers Leader has been employed to work with students standing in need of bespoke guidance, including students from protected or otherwise vulnerable groups where guidance needs to be tailored
- A Whole school Co-ordinated approach to providing high quality education for students with special needs.
- Continuing our partnership with a school in Slovakia to emphasise European cultural integration. New School Ambassadors will be appointed to work on developing this link with the view of pupils visiting Slovakia in the future.
- We have an Alternative Curriculum and Intervention Coordinator in post as of 2024 who will work with students (PP but not exclusively) on specific topics to support their behaviour, attendance and or SMSC development to enable them to grow and reflect on their choices.
- Subject areas such as English, Drama and Music have developed a more diverse curriculum that is representative of our community.

To improve the quality of pupil voice through the Student Council with particular reference to equality and diversity issues.

- The School Council meet regularly and consists of a range of representatives from all year groups. They meet to discuss and address various issues and development projects around the school.
- The Student Leadership group has been running in the Sixth Form for a number of Years. The groups meet regularly and have been well attended.
- Blessed Hugh Faringdon School has student representation on the Youth Council in Reading.
- *The student leadership team alongside the International ambassadors plan and deliver the cultural days and activities for tutor time with the support of staff in charge.*

To promote cultural development and understanding, through a rich range of experience, to include all ethnic and religious groups within our school community.

- *Each year, the International Schools Coordinator organises a cultural day where all subject areas include international themes and topics in lessons and various events around the school. This encourages pupils to learn about and celebrate the range of cultures and religions that make up our school*

community. Students are invited to wear their national dress to celebrate and teach others about their culture.

- *Each term has been designated a continent where students will learn about different countries, cultures and religions in assemblies and tutor time as well as having the opportunity to taste national dishes prepared by our catering staff.*
- *The optics around the school have been made more diverse with a mural of flags representing each country as well as framed pictures of successful and influential roles models from ethnic minority groups.*
- *BHFCS have a strong relationship with Reading University where we have the opportunity to take students to take part in bespoke Black and South Asian History events.*
- The Religious Education curriculum includes studies of world religions such as Islam and Hinduism. At GCSE the Christianity paper allows for both Catholic and non-Catholic perspectives to be explored on various issues such as those within the following units: Marriage and the Family, Matters of Life and Death and Community Cohesion. The latter unit specifically looks at issues of Equality and diversity, from the point of view of Britain as a Multi faith/ethnic society, and also racism and sexism.
- The PSHE curriculum includes topics directly related to cultural development, for example, culture and Identity, sexism and racism. PSHE Sessions have covered the EU referendum, covering democracy and equality of voice for all.
- *We have developed specific academic intervention programmes for students from BAME backgrounds to improve attainment, aspirations and focus in school. This programme was originally written for BAME students but has now also been developed to support students from a variety of backgrounds (socio-economic, gender and/or ethnicity).*
- SLT training planned and being delivered on racial literacy to increase awareness of cultural differences and language.
- We are registered as a disability confident committed school.
- Upon request, exit interviews take place with staff that address issues of equality and diversity explicitly in order to improve practice .

What we still need to do:

- Introduce a wide ranging CPD programme for all support staff and support those from underrepresented groups who have been identified as having the potential and aspiration to gain promotion
- Increase awareness of equalities, diversity and inclusion through further communications and training.
- Anti-Racism Lead Practitioner will work with our staff in developing their racial literacy
- Further work is needed to be done on KS3 schemes of work and reshaping the curriculum so that it is more diverse
- We will train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data has shown that 100% of those who attended have a good understanding of the legal requirements.
- Have calendared events across the year to celebrate diversity.
- Create staff working parties to focus on specific areas such as PP, SEND, Ethnicity and Gender to raise attainment and close the gap.
- Developing T&L strategies to support boys in the classroom.
- Early career support/identification
- Focussed intervention on the lowest achieving boys.
- Develop the academic mentoring sections of the Joshua academy and boxing intervention so that more impact is seen with regards to progress and attainment.
- Create a boys' working party to identify their barriers in learning.
- Develop a strategy to close the gap for White British students and Black boys.
- Establishing Leadership Development Opportunities for girls
- Greater accessibility to our EAL / SEND parents