



St Augustine's Catholic College

Single Equalities Statement

St Augustine's is a Catholic College which embraces the Gospel values of Jesus Christ in its everyday life and work

St. Augustine's is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This statement sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by St Augustine's Catholic College's governing body with the help of the Head Teacher/Head of Pastoral/Pastoral Team/staff and students in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **child protection policy, special educational needs policy, admissions policy, anti-bullying policy** and the **behaviour policy**.

(All policies mentioned can be accessed on the College Website)

Through the creation of this equalities statement, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This statement will be reviewed when there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below.

The governing body

The governing body will:

- create and approve this statement with the help of the Head Teacher/Head of Pastoral and ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation and the school's equality objectives
- The Chair of the governing body's Pastoral committee will liaise with the Head Teacher/ Head of Pastoral to oversee the implementation

The head teacher and senior leadership team

The head teacher, with the support of the rest of the senior leadership team, will:

- promote the single equalities statement both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- challenge inappropriate language and behaviour
- resolve any issues of bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

Staff

School staff will:

- ensure that they are up to date and aware of the contents of this statement and the school's attitude towards all types of discrimination
- challenge inappropriate language and behaviour
- take appropriate steps to deal with bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **behaviour and anti-bullying policies**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils

Pupils

Pupils at the school will;

- engage with the school in eliminating any discrimination
- be supported by the College's Anti-Bullying Ambassadors
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff or an Anti-Bullying Ambassador, any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's **behaviour and anti-bullying policies**
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to

- familiarise themselves with the school's single equality statement and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality statement
- work with the school to resolve any incident relating to discrimination or victimisation that involves their child
- respect and follow the content and attitudes of our equality statement when visiting the school.

Key groups at risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race**
- **Disability**

You can find all the information about our school's SEN provision including our provision for inclusion in the school's **SEN policy** and the school's **accessibility plan (college website)**

- **Gender identity and transgender**
- **Religion or belief**
- **Sexual orientation**

Please refer to the relevant school policies on our website

Community cohesion

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's **SEN policy**.

Pupil voice

Through our support of student voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

(As a Catholic College there are faith-based protected posts; Head Teacher, Deputy Head(s) and Head of Religious Studies.

Staff discipline and suspension

St. Augustine's Catholic College is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline, conduct, and grievance policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **school's staff appraisal policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the

school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Behaviour, exclusions and attendance

The school **behaviour statement** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

*Read our school **attendance, behaviour and exclusions policies** for more information on the processes surrounding these topics.*

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

This statement will be reviewed:

- Every four years
- after incidents that relate to, or impact on, equality in school
- after any significant changes to workplace, working practices or staffing.