



Bishop Milner Catholic College

Equality Policy

'From one human being he created all races of people and made them live throughout the whole earth'

ACTS 17:26

REVISED: JANUARY 2016

PRESENTED TO REPRESENTATIVES: FEBRUARY 2016

TO BE REVIEWED: FEBRUARY 2017

Equality Policy

Why we have developed this Equality Policy

This Equality Policy for Bishop Milner Catholic College brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

We are further committed to the development of cohesive communities both within our college's physical boundaries and within our local, national and global environments. Our college embraces the aim of working together with others to improve children's educational and wellbeing outcomes.

Our Equality Policy is inclusive of our whole college community - students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

Overall aims of our Equality Policy

The purpose of this policy is to set out the overarching principles and objectives:

- to eliminate unlawful discrimination, harassment and victimisation;
- to promote, advance equality of opportunity
- to foster good relations between groups
- to encourage participation of disabled people in the college community
- to promote equality of access and opportunity within our college and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

It explains how we aim to listen to and involve students, staff, parents and the community in achieving better outcomes for our children and young people.

To ensure that equality and inclusive practice are embedded across all aspects of college life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Issues relating to adults within the college community can be embraced under these themes and reflected in the action plan.

Our college within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

Our college currently has a college population from other ethnic groups excluding white British, English, Irish and Scottish of 47%. 82 students have English as an Additional Language.

We currently have 4 Looked after Children on role.

12.3% of our population are entitled to Free School Meals.

We currently have 17 statemented students, 12.9% of our students are School Support

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our college community, within all aspects of college life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our college and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

'Developing out God Given Talents'

Our mission statement states:

Faith

We are a faith community made up of members of different faith traditions but with Catholicism at our centre.

Sense of Person

We believe and hold as central to our understanding of personhood that we are all created in the image and likeness of God. For our college family, this means all persons will be treated with mutual respect resulting in service to the person of Christ.

Justice

Where each person is valued as a gift from God and treated with respect. Justice in our college means:

"Co-operation is between brothers and sisters in Christ.

A policy of working for the common good is undertaken seriously as working for the building up of the Kingdom of God" (The Catholic College 1977, para 60)

Curriculum

Our curriculum is committed to the development of the whole person... It will enable equality for all students in the outcomes that they can achieve and the experiences that they can access.

Our vision statement

Bishop Milner Catholic College seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole college community in the process in order to ensure better outcomes for all

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of college life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the college
- college policies
- breaks and lunchtimes
- the provision of college meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- college clubs, activities and college trips
- the college's arrangements for working with other agencies
- preparation of students for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of students
- homework
- access to college facilities
- activities to enrich the curriculum, for example, a visitor to the college or Theatre in Education (TIE).
- college sports
- employees' and staff welfare

The roles and responsibilities within our college community

Our Principal will:

- ensure that staff, parents/carers, students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the scheme
- ensure staff have access to training which helps to implement the scheme
- develop partnerships with external agencies regarding the policy so that the college's actions are in line with the best advice available
- monitor the scheme and report to the Academy Representative at least annually on the effectiveness of the policy

- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our Academy Representatives will:

- designate a representative with specific responsibility for the Equality Policy
- ensure that the action plans arising from the policy are part of the College Development Plan (CDP)
- support the principal in implementing any actions necessary
- engage with parents and partner agencies about the scheme
- evaluate and review this scheme every two years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Principal, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the CDP

Our students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our college staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole college issue and support the Equality Policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy - Engagement and Involvement

The development of this scheme has involved the whole of our college community. We've engaged with them and listened to what they have to say including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

- Our students

Milner Voice

- Our staff

Staff Equality Team

- Our college representatives

Equality representatives meeting

- Parents/carers

Newsletter

- Minority, marginalised and potentially vulnerable groups
- Our partners in the community

How we developed our Policy - Using information

The engagement activities we undertook as outlined above told us:

engagement with staff, representatives, parents/carers, students, vulnerable groups, community groups

In addition, we know our college well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

data used to analyse the effects of policies on protected groups? e.g. RAISE online data, incident reporting data, NFER surveys and parental questionnaires.

OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also complete a Self-Evaluation Framework (SEF) which means we are constantly monitoring the make-up and needs of our staff and students - and assessing how well we are meeting those needs.

We also value more qualitative information which may be given to us through student voice mechanisms, less formally or even anonymously.

Collected through student voice, student panels.

We have established good links with our local and our wider community. We welcome them into our college. From them, we learn about equality issues outside college and can establish mechanisms for addressing them within college.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of

our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made¹ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by colleges designated as having a religious character.

"Colleges 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 college is oversubscribed - colleges subject to the Code are not permitted to refuse admission to pupils not of their faith if they have unfilled places."

"In addition to the admissions exception, colleges with a religious character also have exceptions for how they provide education to pupils and in the way they allow access to other aspects of college life which are not necessarily part of the curriculum for example:

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

An example of this would be the introduction of a care room within college, this required the relocation of our reprographics department.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice -based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our college ethos and curriculum, we want our students to understand better the diversity that exists in society. We want to provide opportunities for them to

explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider college community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Incidents are recorded by the House Progress Leaders and reported where applicable to the LA, and to representatives.

Implementation, monitoring and reviewing

This policy was published June 2014. It will be actively promoted and disseminated.

The policy will be made available on the college website. The college newsletter will inform stakeholders of its update and reviews.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our representatives who have agreed and published this policy which sets out our priorities and supports these within the detailed action plan.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our college community with reference to the protected groups.

