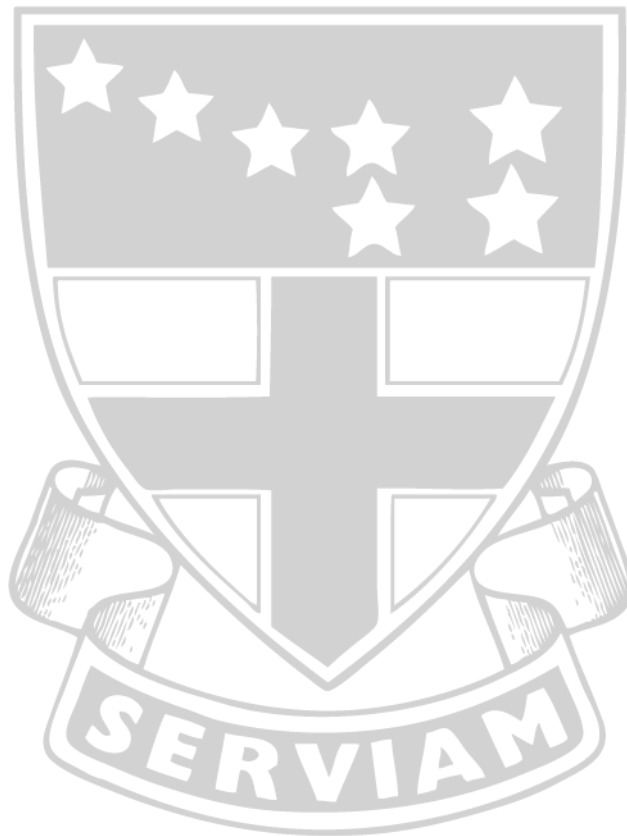


# **EQUALITIES STATEMENT & OPPORTUNITY POLICY**



**Date of Review: July 2022**

**Date of Next Review: July 2024**

# EQUALITIES POLICY

## Equality Scheme

St Angela's Mission Statement underpins the place of the school within the Catholic Christian Community, in the local setting of the London Borough of Newham and in the wider fellowship of the Catholic community. This policy provides information and an analysis, which ensures that the school complies with its Public Sector Equalities Duty (PSED), as prescribed in the Equalities Act 2010.

## Mission Statement

St Angela's school is part of the Ursuline tradition which has as its hallmark the pursuit of the highest standards possible in education. Through our curriculum and community life we seek to meet the needs of the whole person and to enable all to achieve their full potential. We offer all the challenge of building up and living in a Catholic Christian community in which all members are equally valued. We share with St Angela a commitment to the service of young people which will empower them to play their full part in society.

In the light of this we aim to:

- recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential;
- ensure that equality of opportunity is available to all;
- welcome, value and respect all who come to the school;
- provide opportunities for experiencing the fullness of Catholic life while developing a spirit of tolerance, understanding and respect for other cultures, traditions and faiths;
- build a community based on justice and a sense of personal responsibility while acknowledging the power of healing, reconciliation and forgiveness;
- promote dialogue and co-operation with the wider community

## School Ethos, Vision & Values

Inclusiveness is at the heart of our Equality Policy. The pursuit of equal opportunities for all regardless of race, gender, opportunity or disability is the foundation of our approach to education. We are committed to ensuring equal treatment of all its employees, students and any others involved in the school community, regardless of race, gender, opportunity or with any form of disability.

## Public Sector Equality Duty

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly defines seven groups of people who are considered under the legislation to have direct protection from the framework of the Public Sector Equality Duty (PSED). At St Angela's Ursuline school we feel that our strong and historic Christian Ethos, Gospel Values and community involvement lead us to be committed to creating and sustaining an environment of mutual tolerance, respect, dignity and good relations. Our Gospel Values commit us to protecting vulnerable groups and guarding against discrimination, harassment and victimisation in any form. This viewpoint mirrors directly the three General Duties of the PSED.

### **In specific the governors must ensure that**

The governing body of the school must not discriminate against:

- job applicants
- existing members of staff
- a child seeking admission to the school
- existing pupils

It must not discriminate either directly or indirectly on the grounds of:

- race
- disability
- sex
- sexual orientation
- religion or belief
- pregnancy and maternity
- gender reassignment
- age (in relation to employment)

## **The General and Specific Duties of the Public Sector Equality Duty – Equality Act 2010**

### **General Duties**

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

## **Specific Duties**

### Information to be published

- Please refer to Appendix I –This provides information about our school community

### How we will meet the General Duty & Specific Duty

The production of our Equality Scheme provides us with a framework for integrating equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty

We will actively seek to:

- Promote equality of opportunity for all pupils, staff, parents and stakeholders
- Eliminate harassment and discrimination that is unlawful under the Act
- Promote positive attitudes towards all –This means not representing people in a demeaning way; not pretending they do not exist; and not representing them anywhere at all
- Encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

## **The Governing Body**

All parents are encouraged to stand for election to the Governing Body.

## **Removing barriers**

This refers to physical, curriculum and information (communications) issues. Our plans to reduce barriers in these areas are highlighted in the School's Access Plan

## **Disability in the Curriculum, including teaching and learning**

The school will ensure that people with disabilities are portrayed in a positive way, for example the children will study the Paralympics. Disability and harassment are also issues covered in RE lessons & PSHE and relevant links made where appropriate in all areas of the curriculum. Students, parents and staff are aware of how any forms of harassment are dealt with by the school.

## **Reasonable Adjustments**

The school makes reasonable adjustments to the curriculum and teaching methods as appropriate. When a member of staff has a disability known to the school, the Head teacher and other staff will work together to meet the needs of the individual, and the school as a whole. The school will liaise carefully with Occupational Health and Trades Unions.

### **Student Achievement & learning opportunities**

All children who are disabled with / without SEN have their attainment monitored in accordance with the school's assessment policy. The school strives to ensure that all students with a disability are given full access to learning opportunities in the curriculum.

### **Admissions, Transitions, Exclusions (including Social Emotional Behaviour Difficulties)**

Admissions, transition and exclusion data are all closely monitored. Records are collated by the Director of Pastoral Care and reported to governors on a termly basis as appropriate. This data is presented to the Leadership team where trends are monitored.

The admission of students to the school is set strictly to the admission criteria of the school. The admission criteria includes students of all faiths. The criteria is set to admit students in the following general order; Catholic students, Christian students, students of other faiths and all other applicants. For a detailed list of the criteria please refer to the school website [www.stangelas-ursuline.co.uk](http://www.stangelas-ursuline.co.uk)

### **Social Relationships**

The school places a great deal of emphasis on the development of positive relationships between students who have a disability and those who do not. This is embedded in our mission statement. In all subjects when possible we will provide positive images of disability. The school will also continue to develop these positive relationships between parents.

### **Employing, promoting and training disabled staff**

The school will continue to recruit staff based on merit and will apply reasonable adjustments to ensure that they are able to carry out their tasks to their full potential.

### **Reviewing/Monitoring**

The Leadership team use the information to monitor progress. There will be annual reports on the measurable progress of the Action Plan (access plan) to governors, the Leadership team and the Diocese as appropriate.

## St Angela's Ursuline School Equalities Information and Analysis

### Section I. Who Comes to Our School?

*Information gained from SIMS & SEN register 2021*

		St Angela's		National Data
		Number	%	%
Gender	Girls	1188	95%	(50%)
	Boys	66	5%	(50%)
Ethnicity	White British	29	2%	63.9%
	White Irish	1	0%	0.3%
	Other White Background	78	6%	6.8%
	White and Asian	5	0%	1.6%
	White and Black African	24	2%	0.9%
	White and Black Caribbean	23	2%	1.6%
	Any other mixed background	37	3%	2.5%
	Black - Caribbean Heritage	79	6%	1.0%
	Black- African Heritage	488	39%	4.0%
	Black - Other	65	5%	0.8%
	Asian - Indian	88	7%	3.4%
	Asian - Pakistani	43	3%	4.5%
	Asian - Bangladeshi	74	6%	1.8%
	Asian - Any Other Asian Background	119	9%	2.0%
	Chinese	5	0%	0.6%
	Any other ethnic group	70	6%	2.2%
	Refused/Unknown	16	1%	0.6%
	Ethnic Minority	1120	89%	34.5%
	Free School Meal Eligibility	EAL	484	39%
Not Eligible		946	75%	77.5%
Special Educational Need	Eligible	308	25%	22.5%
	No Special Educational Needs	1203	96%	
Profile of Need (% based on total number of students with Primary Needs)	SEN Support (K)	41	3%	
	EHCP	10	1%	
	Autistic Spectrum Disorder	3	6%	
	Global Learning Difficulty	1	2%	
	Hearing Impairment	1	2%	
	Moderate Learning Difficulty	13	25%	

	<i>Visual Impairment</i>	0	0%	
	<i>Multi-sensory Impairment</i>	0	0%	
	<i>Physical impairment</i>	1	2%	
	<i>Profound &amp; Multiple Learning Difficulty</i>	0	0%	
	<i>Social Emotional and Mental Health</i>	4	8%	
	<i>Speech Language &amp; Communication Need</i>	16	31%	
	<i>Specific Learning Difficulty</i>	11	22%	
	<i>Other Difficulty/Disability</i>	1	2%	

**Analysis:**

<b>Analysis of the school population: 1254</b>
<b>Comparisons to National data: 948</b>

**Attendance (as at June 2022)**

	<i>School</i>		<i>National %</i>
	<i>Number</i>	<i>%</i>	<i>Absence</i>
<i>Authorised Absence</i>	13460	3.2%	4.6
<i>Unauthorised Absence</i>	2025	0.5%	

## Section 2: Advance Equality of Opportunity between People

### Attainment & Progress Data

Please refer to the latest school attainment and progress sheet

### Analysis/comments:

Data shows how all vulnerable groups make significant progress. Data indicates the higher than national achievement at Level 5 for our significant vulnerable groups.

### Promoting Opportunities for Our School Community:

Examples	Steps the school has taken
Teaching and Learning:	Focus on delivering outstanding lessons. The school has introduced improved lesson observation feedback and planning forms and has linked lesson observation targets for staff to ensure a more focus on the improvement of teaching from lesson to lesson.
Admissions and Transfer:	The school has very good links with its Catholic feeder schools from which the majority of our children transfer.
Participation :	Students are included in a huge range of after-school clubs including study support, sporting, debating etc. Students with Special Educational Needs play an equal part in the school, example performing in front of the school in Liturgy, and gaining qualifications for their work.
Student progress:	Students make exceptional progress. Please refer to the SSER and the school attainment and progress sheet.
Flexible curriculum arrangements	Reasonable adjustments to the curriculum are made as appropriate for example some of our students with SEN are engaged in a life skills programme.



### Section 3: Foster Good Relations between People

We want our school community to be a welcoming and comfortable environment for all who come here. Our aim is to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	The School has an exceptional Pastoral Support provision through form tutors, HOYs and Deputy Head. The RISE Upscheme of work is explicit in promoting social and emotional well-being. The school provides a counselling service for its students.
Student Voice:	The student voice of the school is three fold. The student leadership team, school council and the student body work in a hierarchy to ensure that the student voice is a reality. Examples, mobile phone charter, school blazer, school catering tender.
Positive Imagery:	The school is replete with positive imagery of the school itself at work, this also includes excellent prospectus, transfer booklet, website, case studies etc.
Community Links:	The school has excellent community links, firstly with the Ursuline Community, with TELCO and London Citizens, with Newham's Youth Parliament, World Challenge, Model UN, Speak Out etc. Students play an active part in developing their roles as the adults of tomorrow.
Cultural ideas, Religion and Belief	The Catholic and Ursuline ethos of the school is outstanding (section 48). St Antony's Church and the school chapel are used extensively. Other world religions are an essential part of the RE curriculum and a central tenet of the school mission statement.
Removing Barriers and Reasonable Adjustments:	The school has introduced a personalised curriculum for the students where following the National Curriculum would not be appropriate. The school makes every reasonable adjustment to accommodate students with disabilities. We have done so successfully with students who have completed studies in the sixth form of our building before going to University.
Links with wider communities	See community links.
Partnerships with Parents:	The school offers a wide range of meetings to involve the parents in their children's learning for example induction evenings, open evenings and parents evenings. The school provides a specialist programme (PPP) for parents who need support for their parenting of adolescents.

#### Section 4: Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken
Exclusions Data:	St Angela's has a very low exclusion rate in comparison to the national data. Exclusions are low due principally to our excellent behaviour management policy and pastoral care. All exclusion data is regularly reported to Governors and includes student group analysis including ethnicity, PP and EAL.
Victimisation and Discrimination:	There are very few incidents of victimisation or discrimination due to the school's strategies to enhance tolerance and understanding. These include: Catholic school ethos / mission statement A culturally relevant curriculum Studying world religions / assemblies Local / national and international links with partnership schools
Monitoring of incidents:	Racial Incidents are recorded by the Deputy Head -Behaviour/Welfare. Vulnerable students are monitored on a daily/weekly basis by the Deputy Head - Behaviour & Welfare and HOY/pastoral team.
Anti-Bullying and Harassment:	This is dealt with in our PSHE/CP and RE lessons. Specific weeks such as anti-bullying week/ cyber bullying also have an important place in the school calendar. The school has an anti-bullying alliance, a voice from the students that annually raises awareness of bullying and how to eradicate bullying.
Training and awareness raising about discrimination and bullying issues	Awareness on discrimination and bullying is raised in the staff school policies. Training for staff is met through internal CPD including CP, CP in the digital age, group teen PPP, adolescent mental health etc.

## Section 5: Participation, Engagement and Satisfaction with our Equalities Practices

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken
Peer Mentoring:	The school uses an extensive team of peer mentors in induction and through the school to promote and develop the equality of students, especially vulnerable students through their time at St Angela's.
Student voice:	The Student Leadership Team have raised canteen costs, and blazer costs under the concept of financial equality.
Parents/Carers /Guardians:	Attendance at review meetings for children with SEN is good. The school holds information evenings for parents when implementing any practice which may involve inequality eg cashless catering.
Staff:	<p>Staff raise any concerns or ideas about equalities practice at departmental meetings, which through line management are discussed at SLT.</p> <p>In 2020 only 38% of teaching staff are White British in comparison to the national White British staff rate of 98%, demonstrating the very diverse ethnic background of the staff. For the entire staff 61% of staff are from non White British backgrounds.</p> <p>Advertisements for vacancies are national so the school is clearly recruiting well from all ethnic backgrounds</p>
Governors:	<p>Governors play an active role through link days to looking at the provision of the school from standards to staffing, including support, and equality of opportunity for all types of students.</p> <p>Committee governors question and approve policies as do the entire governing body.</p> <p>42% of Governors are from an ethnic minority.</p>
Satisfaction with our service:	Child / parent and staff surveys show high levels of satisfaction with the school. These surveys are analysed by the SLT to ensure that any concerns are dealt with.

## Workforce – staffing and training

Area of focus	Significant information that we can address for following year
Promoting opportunity	Staff are constantly asked to reflect on their development and training needs through performance management. Appropriate training is offered at all levels, including support for masters degrees and training as teachers.
Fostering good relations	Positive feedback on welfare from our confidential staff survey (Autumn 2021) See above – fostering good relationships between staff
Prohibiting harassment	Open door policy employed by Head Teacher

# EQUALITY OF OPPORTUNITY

## POLICY STATEMENT

### Rationale

Equal opportunities is a broad term and will have different meanings for different people. This is because it encompasses a large number of important issues including:

Equality of opportunity - gender, race, class, disability, ethnicity, sexuality

Equality of opportunity - access to the curriculum including language

Equality of opportunity - raising achievement for all

St Angela's makes explicit its support of equal opportunities through its mission statement

“Through our curriculum and community life we seek to meet the needs of the whole person and enable all to achieve their full potential”

and

“We offer to all the challenge of living in a Catholic Christian Community in which all members are equally valued”

In light of this the mission statement aims include

- \* ensure that equality of opportunity is available to all;
- \* welcome, value and respect all who come to the school;
- \* provide opportunities for experiencing the fullness of Catholic life while developing a spirit of tolerance, understanding and respect for other cultures, traditions and faiths;

thus, through our mission statement equality of opportunity is set at the heart of life in St Angela's.

In order to achieve our ideals there are 3 key tasks which face us all:-

- 1) How to ensure high quality education for all pupils
- 2) How to support the development of cultural and personal identities - in the context of our faith commitment.
- 3) How to prepare students for full participation in society.

## Principles

The principles that underpin the key tasks and that support our mission statement include:

- We believe that St Angela's is concerned with providing equality as well as excellence. This is taken as a leading principle in all curriculum planning and at every level - whole school, subject and class.
- We reject the notion that differences of class, gender, disability, ethnicity, language or sexuality should influence the expectations of any one particular child.
- We accept that schools can and do "matter" and that we in St Angela's can make significant differences to young people's lives and life chances.
- We believe we have a crucial role to play in providing equality even though we are constrained by factors over which we have no control.
- We believe each student needs to develop a strong sense of identity which is confident, open to change, choice and development and is receptive and generous to other identities and prepared to learn from them.
- We believe democracy is best learned in a democratic setting where participation is envisaged, where views can be expressed openly and discussed, where there is freedom of expression for students and teachers, and where there is fairness and justice.
- We recognise that quality and equality strengthen and support each other and that neither is complete without the other.

## Aims

We strive to achieve these principles through the Pastoral Curriculum

- 1) Heads of Year, seniors and tutors and the PSHE programme should provide opportunities for the students to review their own learning, progress, behaviour and development and develop their esteem, confidence and motivation.
- 2) There are established ways of giving pupils' perceptions of the curriculum and general school organisation and showing that their views, concerns and suggestions are taken into account. These should be both formal - school council, student questionnaires and informal - through dialogue and taking time to listen.
- 3) There are structures and procedures for ensuring that staff know and share relevant information about pupils' personal and home circumstances and for ensuring confidentiality is safeguarded e.g. tutor, year meetings, disclosure procedures.
- 4) Teachers and support staff develop through their teams and are guided by school policy, shared views and standards in relation to pupils' behaviour and are aware of

ways in which their own expectations and actions may influence the behaviour and learning of pupils.

- 5) Staff development programmes include, from induction onwards, support for those areas e.g. counselling, child protection, positive approaches to discipline, PSHE programmes.
- 6) Staff are seen to have mutual respect in their relationships with each other.
- 7) Students are given opportunities to take responsibility for administrative tasks in classrooms and school organisation including welcoming visitors to the school.
- 8) There is coverage within PSHE/CP programme of issues relating to interpersonal behaviour amongst the students including racist name - calling and bullying and that this is linked to wider issues of learning for citizenship and participation in society.
- 9) Clearly defined structures and systems for identifying students who are in pastoral need and require support from the Learning Support Unit.

### **Teaching and Learning**

- 1) All students are aware that the staff have very high expectations of them and are continually challenged to reach higher standards.
- 2) There is a range of teaching styles, including those which foster motivation and a sense of personal worth by drawing on pupils' own personal experience.
- 3) All learning environments are managed in such a way that all students feel engaged in learning and are motivated to persevere and contribute.
- 4) Both in teaching and assessment appropriate use is made of practical tasks and activities, objects and artefacts and visual materials.
- 5) Displays and resources, including displays of pupils' work reflect a multi-ethnic and multi-cultural society and world.
- 6) Displays and resources contain positive, non-stereotypical and challenging images in relation to gender, ethnicity and culture.
- 7) Support staff work in tandem with the subject teacher and play a full part in classroom management.
- 8) Staff follow the agreed procedure for dealing with racist, mistaken or insensitive comments made by students during class discussions.
- 9) Students have equal opportunity to all extra-curricular activities irrespective of their place within the curriculum structure.