

**St. BERNARD'S HIGH SCHOOL**

**PUBLICATION OF EQUALITY INFORMATION AND OBJECTIVES**

**THE MATRIX BELOW SHOWS THE SCHOOL'S EVIDENCE OF HOW ST. BERNARD'S COMPLIES WITH THE PUBLIC SECTOR EQUALITY DUTY**

Much of the evidence exists with the school's existing policies and practices. Where there are gaps this is because evidence is NOT AVAILABLE or NOT APPLICABLE.

<p align="center">In 2012 St. Bernard's published information to demonstrate how the school complies with the Public Sector Equality Duty. The school prepared and published equality objectives. This document was reviewed in October 2014, and again in October 2018.</p>			
	<p><b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</b></p>	<p><b>How do we advance equality of opportunity for people with protected characteristics? How do we consult/involve people affected by inequality, in our work to reduce inequality?</b></p>	<p><b>How do we foster good relations between people who share a protected characteristic and those who do not?</b></p>
<p><b>Race</b></p>	<p>'Equality and Diversity – policy statement' – including Gender and Race equality (last reviewed 2017)</p> <p>Race Equality policy (last reviewed 2017)</p> <p>Recruitment Policy (last reviewed 2016)</p> <p>Staff Induction programme (last reviewed May 2015)</p> <p>Visitor policy (last reviewed 2017)</p> <p>Behaviour policy (last reviewed 2018)</p> <p>Anti bullying policy (last reviewed 2016)</p> <p>Cyber bullying policy (last reviewed 2016)</p>	<p>School performance data analysed by ethnicity.</p> <p>Member of SLT leads the monitoring of EAL/EMAG students.</p> <p>Data demonstrates that no ethnic minority heritage group is over represented in the exclusion data, attendance, bullying logs</p> <p>School workforce census completed twice a year. Annual discussion with Governors' Staffing committee.</p> <p>Documents can be translated for non English speaking support staff</p>	<p>The school's Mission Statement and aims to promote good relations between people and groups of all heritages. All student leadership roles require students to foster and support positive relations amongst all groups at the school: e.g. Welcome Ministry.</p> <p>School reception signage and reception staff ensures all groups feel welcome</p> <p>Students from different ethnic heritages are encouraged to be fully involved in the range of school activities e.g. sport and music.</p> <p>Additional homework clubs, links with parents, mentoring support is provided by EAL coordinator for ethnic minority students.</p> <p>Inset programme with EMAG consultant for middle leaders in the</p>

	Social networking policy (last reviewed 2018)		approaches to teaching EAL students.
<b>Disability</b>	<p>Accessibility Plan (last reviewed 2018)</p> <p>Recruitment policy and Induction programme (last reviewed 2016)</p> <p>SEND policy (last reviewed 2018)</p> <p>Visitor policy (last reviewed 2017)</p> <p>Behaviour policy (last reviewed 2018)</p> <p>Anti bullying policy (last reviewed 2016)</p> <p>Cyber bullying policy (reviewed 2016)</p> <p>Social networking policy (last reviewed 2018)</p>	<p>School performance data analysed by SEND</p> <p>Annual reviews for visually impaired and hearing impaired students with a Statement of Educational Needs and Education Health Care plans.</p> <p>Data demonstrates that no SEN group is over represented in the exclusion data /bullying log</p> <p>Access arrangements are put in place to allow students with disabilities to take up extra curricular activities as well as the formal curriculum</p> <p>Access arrangements are put in place for any disabled visitors.</p> <p>School can evidence working with Access to Work for disabled colleagues</p> <p>DDA audit carried out 2013-14 by Direct access Consultancy</p>	<p>The school's Mission Statement and aims to promote good relations between people of all abilities and disabilities.</p> <p>Staff and students are made aware of vulnerable adults and students with complex needs. The school prides itself on integrating any such students into the full life of the school.</p>

<p><b>Sex</b></p>	<p>Recruitment policy (last reviewed 2016)</p> <p>Staff Induction programme (last reviewed May 2015)</p> <p>'Equality and Diversity – policy statement' – including Gender and Race equality (last reviewed Oct. 2017)</p> <p>Behaviour policy (last reviewed 2018)</p> <p>Anti bullying policy (last reviewed 2016)</p> <p>Cyber bullying policy (introduced 2016)</p> <p>Social networking policy (last reviewed 2018)</p>	<p>School performance data analysed by gender. Girls achieve above national standards for all key performance indicators.</p>	<p>The school's Mission Statement and aims are to promote good relations between all groups.</p> <p>School encourages girls to consider non stereotyped career options</p> <p>PSHE programmes support positive self image and relationships between groups</p> <p>Lesson observations show positive relationships between male and female students in the sixth form</p>
<p><b>Gender Reassignment</b></p>	<p>'Equality and Diversity – policy statement' – including Gender and Race equality (last reviewed Oct. 2017)</p> <p>Recruitment policy (last reviewed 2016)</p> <p>Staff Induction programme (last reviewed 2015)</p> <p>Behaviour policy (last reviewed 2018)</p> <p>Anti bullying policy (last reviewed 2016)</p>	<p>Two students have started the process of gender reassignment whilst still at school. Both were supported by pastoral staff. No staff have started this process, but support programmes are in place should the need arise.</p>	<p>The school's Mission Statement and aims are to promote good relations between all groups of people.</p> <p>Staff and students are made aware of vulnerable students with complex needs. The school prides itself on integrating any such students into the full life of the school.</p>

	<p>Cyber bullying policy (reviewed 2016)</p> <p>Social networking policy (last reviewed 2018)</p>		
<b>Pregnancy and Maternity</b>	<p>Policy for Expectant mothers and new parents (last reviewed 2013)</p> <p>Risk assessments carried out at regular intervals for all expectant and new parents</p>	<p>Should the situation arise, pregnant students would remain at school and would be provided with ongoing academic and social support.</p>	<p>The school's Mission Statement and aims are to promote good relations between people and groups of all kinds.</p> <p>Sex and Relationships education programmes place sex firmly within the context of loving relationships</p>
<b>Age</b>	<p>Recruitment policy (last reviewed 2016)</p> <p>Staff Induction programme (last reviewed May 2015)</p>	<p>The school has a track record of recruiting staff between the age of 55 and 65 where they are the best candidate. The school takes a sympathetic view in supporting staff between the age of 55 and 65 who wish to reduce their working commitments.</p>	<p>The school's Mission Statement and aims are to promote good relations between people and groups of all kinds.</p>
<b>Religion and Belief</b>	<p>Recruitment policy (last reviewed 2016)</p> <p>Staff Induction programme (last reviewed May 2015)</p> <p>Admissions policy (last reviewed 2018)</p> <p>Protected posts: HT, DHTs and Head of RE.</p>	<p>RE curriculum teaches students to understand of a range of religions and cultures</p>	<p>The school's Mission Statement and aims are to promote good relations between people and groups of all kinds.</p> <p>The whole school curriculum promotes tolerance and friendship. E.g. Citizenship, PSHE, RE</p> <p>Staff of all religions and of none are fully supported within the ethos of the school</p>

	<p>Behaviour policy (last reviewed 2018)</p> <p>Anti bullying policy (last reviewed 2016)</p> <p>Cyber bullying policy (introduced 2016)</p> <p>Social networking policy (last reviewed 2018)</p>		<p>The school's admissions data shows a significant number of students from other faiths, who engage well with the school's ethos. There are no divides between different faiths within the school community.</p>
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<p><b>Sexual Orientation</b></p>	<p>Recruitment policy and Induction programme (last reviewed 2016)</p> <p>Behaviour policy (last reviewed 2018)</p> <p>Anti bullying policy (last reviewed 2016)</p> <p>Cyber bullying policy (introduced 2016)</p> <p>Social networking policy (last reviewed 2018)</p>	<p>Pastoral staff and the school counsellor are available to support students who require guidance or support due to their sexual orientation.</p>	<p>Pastoral staff work hard to eradicate all forms of bullying, including homophobic bullying. Few instances of any form of bullying are reported, as a result.</p>
<p><b>Economically disadvantaged</b></p>	<p>Pupil Premium Policy (last reviewed 2017)</p>	<p>The school has set up a comprehensive tracking system to monitor the expenditure and outcomes for all Pupil Premium students and those entitled to 16-19 Bursary.</p> <p>School Business Manager and DHT lead the monitoring of PPG and Bursary students.</p>	<p>All subject leaders ensure that no student is prevented from opting for a particular course because of financial considerations.</p>
<p><b>Awareness of Equality Duty</b></p>	<p>Monitored by Governors' Ethos committee and discussed by Staffing committee.</p> <p>Discussed by SLT</p>		

## Review of Equality Objectives set in 2014; resulting objectives for 2018-2022

Equality Duty to be discussed with Staff Liaison group	Group no longer meets.
Equality Duty and Equal Opportunities training to be part of the Induction programme	Not in current programme: now a 2018-22 objective
Equality Duty and Equal Opportunities training to be part of the CPD twilight programme	No current CPD twilight programme, as all training currently on Inset days. Now a 2018-22 objective.
Continue to work to improve the levels of attendance of students on the SEND register.	Improving attendance of SEND students remains a high priority. However, it has been difficult due to their hospital appointments. It will continue to be an objective in 2018-22.
To continue to encourage girls to consider non stereotyped career options	Achieved – a range of careers events are in place, and they challenge girls to think about careers in all fields of employment.
The school has prioritised improving the levels of attendance of students on a Statement and those at SA+	Improving attendance of SEND students remains a high priority. However, it has been difficult due to their hospital appointments. It will continue to be an objective in 2018-22.
Identify plans for extending the engagement with protected groups e.g. autism society	Not part of the 2018-2022 plan, in order to keep the number of objectives manageable. A possible objective for the next cycle.
Low levels of attendance have been identified for SA+ students A series of action are in place to improve the levels of attendance for this group.	See objective above