

**ST BERNARD'S HIGH SCHOOL
PUBLICATION OF EQUALITY INFORMATION AND OBJECTIVES**

THE MATRIX BELOW SHOWS 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 2021 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, October 2018 and October 2020.</p>			
	<p align="center">What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</p>	<p align="center">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?</p>	<p align="center">How do we foster good relations between people who share a protected characteristic and those who do not?</p>
<p>Race</p>	<p>'Equality and Diversity – policy statement' – including Gender and Race Equality (reviewed March 2021)</p> <p>Race Equality Policy (Reviewed September 2020)</p> <p>Recruitment Policy (reviewed 2016)</p> <p>Staff Induction Programme (reviewed 2020)</p> <p>Visitor Policy (reviewed April 2019)</p> <p>Behaviour Policy (reviewed Nov 2019)</p> <p>Anti bullying Policy (reviewed May 2019)</p> <p>Cyber Bullying Policy (reviewed November 2020)</p> <p>Social Media Policy (reviewed Jan 2020)</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: eg Welcome Ministry.</p> <p>School Reception signage and reception staff ensure all groups feel welcome.</p> <p>Students from different ethnic heritages are encouraged to be fully involved in the range of school activities eg sport and music.</p> <p>Additional homework clubs, links with parents, mentoring support is provided by EAL co-ordinator for ethnic minority students.</p> <p>Inset programme with EMAG consultant for middle leaders in the approaches to teaching EAL students.</p>

<p>Disability</p>	<p>Accessibility Plan (reviewed March 2021)</p> <p>Recruitment Policy (reviewed 2016)</p> <p>SEND Policy (reviewed Nov 2019)</p> <p>Visitor Policy (reviewed April 2019)</p> <p>Behaviour Policy (reviewed Nov 2019)</p> <p>Anti bullying Policy (reviewed May 2019)</p> <p>Cyber Bullying Policy (reviewed Nov 2020)</p> <p>Social Media Policy (reviewed Jan 2020)</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 extracurricular 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 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>Sex</p>	<p>Recruitment policy (reviewed 2016)</p> <p>Staff Induction Programme (reviewed 2020)</p> <p>Equality and Diversity – policy statement – including Gender and Race Equality (reviewed March 2021)</p> <p>Behaviour Policy (reviewed Nov 2019)</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>Anti bullying Policy (reviewed May 2019)</p> <p>Cyber Bullying Policy (reviewed November 2020)</p> <p>Social Media Policy (reviewed Jan 2020)</p>		
Gender Reassignment	<p>Equality and Diversity – policy statement – including Gender and Race Equality (reviewed March 2021)</p> <p>Recruitment Policy (reviewed 2016)</p> <p>Staff Induction programme (reviewed 2020)</p> <p>Behaviour Policy (reviewed Nov 2019)</p> <p>Anti bullying Policy (reviewed May 2019)</p> <p>Cyber Bullying Policy (Nov 2020)</p> <p>Social Media Policy (reviewed Jan 2020)</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>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>
Pregnancy and Maternity	<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>
Age	<p>Recruitment Policy (reviewed 2016)</p> <p>Staff Induction Programme (reviewed 2020)</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</p>	<p>The School’s Mission Statement aims are to promote good relationships between people and groups of all kinds.</p>

		sympathetic view in supporting staff between the age of 55 and 65 who wish to recued their working commitments.	
Religion and Belief	<p>Recruitment Policy (reviewed 2016)</p> <p>Staff Induction programme (reviewed 2020)</p> <p>Admissions Policy (reviewed annually)</p> <p>Protected posts: HT, DHTs and Head of RE</p>	<p>RE curriculum teaches students to understand a range of religions and cultures.</p>	<p>The School's Mission Statement aims to promote good relations between people and groups of all kinds.</p> <p>The whole school curriculum promotes tolerance and friendship, eg Citizenship, PSHE, RE.</p> <p>Staff of all religions and of none are fully supported within the ethos of the school.</p>
Sexual Orientation	<p>Recruitment Policy (reviewed 2016)</p> <p>Behaviour Policy (reviewed Nov 2019)</p> <p>Anti bullying Policy (reviewed May 2019)</p> <p>Cyber Bullying Policy (reviewed Nov 2020)</p> <p>Social Media Policy (reviewed Jan 2020)</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>
Economically disadvantages	<p>Student Premium Policy (reviewed Nov 2020)</p>	<p>The School has set up a comprehensive tracking system to monitor the expenditure and outcomes for all Student Premium students and those entitled to 16-19 Bursary.</p> <p>School Business Manager and AHT 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>Awareness of Equality Duty</p>	<p>Monitored by Governors' Ethos Committee and discussed by Staffing Committee.</p> <p>Discussed by SLT</p> <p>Behaviour Policy (reviewed Nov 2019)</p> <p>Anti bullying Policy (reviewed May 2019)</p> <p>Cyber Bullying (reviewed Nov 2020)</p> <p>Social Media Policy (reviewed Jan 2020)</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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Review of Equality Objectives set in 2014: resulting objectives for 2018-2022

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