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 Registered in England & Wales

**THE BLESSED EDWARD BAMBER CATHOLIC MULTI ACADEMY TRUST  
 EQUALITY POLICY & OBJECTIVES**

Respecting the uniqueness of each person is central to the Catholic nature of the Blessed Edward Bamber Catholic Multi Academy Trust, its academies, and a reflection of the Gospel message of love. The Trust and its academies accept their responsibilities and duties to promote equality for all. This policy applies to all staff working in the Blessed Edward Bamber Catholic Multi Academy Trust.

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

**The uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

**The search for excellence**

We are called to strive for excellence in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

**The education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which may be diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the academy serves or is located in an ethnically diverse community.

**The education of all**

We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

**Moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

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## 1. Equality Statement

The Blessed Edward Bamber Catholic Multi Academy Trust is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the Trust or one of its academies, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the one of our academies feel proud of their identity and able to participate fully in academy life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The respecting of diversity is rooted within a Catholic anthropology.

## 2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the Trust and its academies operate equality of opportunity in its day to day practice in the following ways.

### Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the academy, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole academy population, which are inclusive and reflective of our pupils.

### Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. The Trust is part of Blackpool's Co-ordinated Admission scheme. In line with legislation the Trust's admissions criteria give first priority to baptised Catholics.

Exclusions will always be based on an Academy's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

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### 3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff employed by the Trust.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. In line with legislation the Headteacher, Deputy Headteachers, Chaplains, Head/Co-ordinator of RE and RE teacher posts are reserved for baptised and practising Catholics.

#### Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

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## 4. Equality and the Law

The Trust has a statutory responsibility under Equality Law, known as the General Public Sector Duty to have “due regard” to the need to:

- Eliminate discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity
- Foster good relations between different (defined) groups

In order to fulfil this general duty the Government has powers to require public bodies to undertake defined actions – which are known as the “Specific duties” and are implemented by Ministerial Orders.

The new requirements are to agree Equality Objectives and annually publish information that relates to workforce equality and service delivery.

### 4a. Race Equality

This section of the plan reflects the general and specific duties of the Trust as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

### 4b. Disability

This section should be read in conjunction with the Academies’ Special Educational Needs Policy and Accessibility Strategy.

#### Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

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## Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on academies, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

### 4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on the Trust to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

### 4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For the Trust this means admissions, benefits and services for pupils and treatment of pupils.

### 4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty, applicable to the Trust, to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faith /beliefs and socio-economic backgrounds.

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## 5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-academy forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the Academy Council, PSHE lessons, surveys on children's attitudes to self and academy (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans or Provision Maps, mentoring and support;
- Feedback at Directors' meetings.

## 6. Roles and Responsibilities

### The role of Directors

- The CEO will be the designated Director for the Equality Plan.
- The Trust's Board has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the Trust and its academies are fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The Trust's Board seeks to ensure that people are not discriminated against when applying for jobs at our academies on grounds of race, gender or disability.
- The directors will take all reasonable steps to ensure that the Academies' environment give access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils.
- The directors welcome all applications to join the academies, whatever a child's socio-economic background, race, gender or disability.
- The Trust's Board ensures that no child is discriminated against whilst in one of our academies on account of their race, sex or disability.

### The role of the head teacher

- It is the head teacher's role to implement the Academy's Equality Plan and s/he is supported by the CEO in doing so.
- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The head teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of academy life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the Academy's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

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## 7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the Trust nor any of its academies.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/senior leader/head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the Trust's Board and local authority on a termly basis.

### What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:  
*'any incident which is perceived to be racist by the victim or any other person'*.

### Types of discriminatory incident

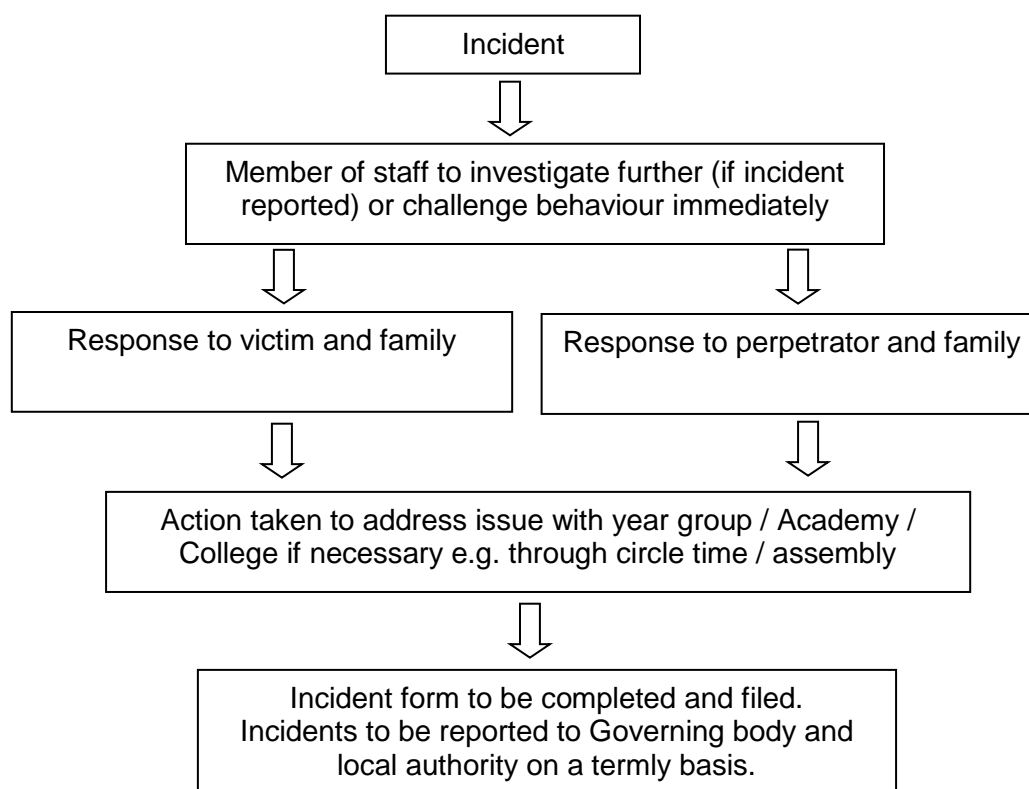
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into the Academy;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

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## Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole academy.



## 8. Review of progress and impact

The Plan has been agreed by the Trust's Board. We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## 9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the Trust website and raise awareness of the plan through the academies' newsletter, assemblies, staff meetings and other communications;
- Ensure Equality Objectives are set every four years thereafter and annually publish information that relates to workforce equality and service delivery
- Make sure hard copies are available.

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## 10. EQUALITY OBJECTIVES

# Christ the King Catholic Academy



<b>Equality Objective: Promoting a whole Academy Equality ethos</b>					
<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
All	Publish and promote the revised Equality Plan through the academy website, newsletter, staff meetings and parental forums.	Statements on parental and staff surveys	Head teacher	End of September 2015	Parents and Staff comment upon revisions
All	Consult with staff, pupils and parents about additional elements required to ensure equality of access for all	Completion of consultation process	Head teacher	22 <sup>nd</sup> June 2015	Revision of Equality Plan as needed
All	Inclusion of Diocesan & Catholic Education Service advice and guidance into the Equality plan	Revision of plan and acceptance by Directors	Head teacher	End of September 2015	Adoption of revised plan
<b>Equality Objective: Progressing Equality in Attainment through the Curriculum &amp; Monitoring of Pupil Attainment</b>					
<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
All	Monitor and analyse pupil achievement by race, gender, socio-economic deprivation factors, and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	SENDCO	Twice Yearly	Data demonstrates the gap is narrowing for equality groups
All	Ensure that PSHE and RE lessons over a year promote diversity by race gender ethnicity and address key British Values through SMSC	Curriculum changes PSHE and RE Co-ordinators	PHSE and RE Co-ordinators	Ongoing	

## 10. EQUALITY OBJECTIVES

Equality Objective: Progressing Equality through Engagement with Student Population					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Health and Safety arm of the Board of Directors / Local Authority on a termly basis.	The Head teacher will use the data to assess the impact of the academy's response to incidents.	Head teacher	Reporting termly	Consistent reporting measures in place
All	Ensure pupils are given the opportunity to make a positive contribution to the life of the academy e.g. through Academy Council, pupil voice, Eco Council, Pupil Leadership (Head boy and Girl).	Academy council representation monitored by race, gender, disability	Family Support Manager	Monthly	More diversity in pupil council memberships
Community cohesion	Promote links with Grange Park Community groups including Boundary, Sure Start and other local groups that work within the Grange Park area.	Staff and pupil engagement in local community events improving well being and parental skills.	Family Support Manager	Ongoing	Increased awareness of local community events.
Disability Equality Duty	Revise accessibility plan in line with move into new academy building	Improved access to all parts of the academy building recorded formally	Head teacher	Annually reviewed September 2015	Access across the site of a standard that meets Disability Equality Duty.

## 10. EQUALITY OBJECTIVES

# St Cuthbert's Catholic Academy



<b>Equality Objective: Promoting a whole Academy Equality ethos</b>					
<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
All	Publish and promote the revised Equality Plan through the academy website and facebook page, academy newsletter, staff meetings and parental forums.	Feedback on parental and staff surveys	Head teacher	End of December 2015	Parents and Staff comment upon revisions
All	Consult with staff, pupils and parents about additional elements required to ensure equality of access for all	Completion of consultation process	SENDCo	22 <sup>nd</sup> June 2015	Revision of Equality Plan as needed
All	Inclusion of Diocesan & Catholic Education Service advice and guidance in formation of the Equality plan	Revision of plan and acceptance by Directors	Head teacher	End of December 2015	Adoption of revised plan
<b>Equality Objective: Progressing Equality in Attainment through the Curriculum &amp; Monitoring of Pupil Attainment</b>					
<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
All	Monitor and analyse pupil attainment and achievement by race, gender, SEND and socio-economic deprivation factors. Act on any trends or patterns emerging in the data through changes in pedagogy or provision of additional support, as necessary.	Achievement data analysed by race, gender and SEND	SENDCO	Twice Yearly	Data demonstrates the gap is narrowing for monitored groups
All	Ensure that PSHE and RE lessons over a year promote diversity by race, gender, ethnicity and disability and that the SMSC curriculum provision addresses key British Values	Curriculum monitoring by PSHE and RE Co-ordinators. Pupil voice discussions.	PHSE and RE Co-ordinators	Ongoing-termly	Increasing pupil knowledge and understanding of diversity issues- pupil voice

## 10. EQUALITY OBJECTIVES

Equality Objective: Progressing Equality through Engagement with Student Population					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Race Equality Duty	Report and respond to racist incidents as outlined in the Plan. Report the figures to the Health and Safety arm of the Board of Directors / Local Authority on a termly basis.  Use participation in national Anti-Racism events to discuss, and raise profile of, questions of race equality and diversity.	The Head teacher will use the data to assess the impact of the academy's response to incidents.  Pupil voice discussions, staff reviews	Head teacher	Reporting termly  Ongoing	Reporting measures in place. Incidents reduced in number.  Evidence of planned assemblies and discussions.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the academy e.g. through Academy Council, pupil voice, JRSOs, PALs, Pupil Leadership (Head boy and Girl).	Pupil representation monitored by race, gender, disability	Learning mentor	Termly	Greater diversity in pupil representatives
All	Ensure displays (and curriculum materials) promote positive images of children and adults from a range of diverse groups.	Learning walks	SLT	Termly	Equality duty considerations are reflected in display throughout academy
Community cohesion	Promote links with Children's Centre, parish and wider community	Staff and pupil engagement in local community events improving well being and parental skills.	Learning mentor	Ongoing	Increased awareness of local community events within academy community
Community cohesion	Continue to develop international links with culturally contrasting academy/s	Curriculum monitoring – staff review and evaluation	CW	Ongoing	Cross-curricular work through British Council links
Disability Equality Duty	Review and renew accessibility plan in line with academy's development	Improved access to all parts of the academy building recorded formally	SENDCo With Bursar	Annually reviewed September 2015	Access across the site of a standard that meets Disability Equality Duty.

## 10. EQUALITY OBJECTIVES

# St Mary's Catholic Academy



Equality Objective: Progressing Equality in Attainment through the Curriculum & Monitoring of Student Attainment					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Monitor and analyse pupil achievement by socio – economic group i.e disadvantaged students, SEND  Target intervention resources at disadvantaged and SEND students to close any achievement and attendance gaps.	Achievement analysed by gender, socio-economic data Analysis of disadvantaged students.	HoDs/HOLH SHoLH	Ongoing throughout the year	Analysis of teacher assessments and results spreadsheet.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils (eg, EAL, gender)	Achievement data analysed by race, gender and disability	HoDs SHoLH	Part of analysis of Directors data drops.	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Promote positive role models through choice of diverse texts, for example, male/female protagonists.	Increase in pupil confidence	English Dept	Ongoing	Notable increase in participation and confidence of targeted groups
All	Displays in classrooms are generated by students of mixed gender, ethnicity, religion and ability.	Increase in pupil participation, confidence and self- esteem.	Teachers HoDs	Ongoing	Diversity reflected in classroom displays across all year groups

## 10. EQUALITY OBJECTIVES

Equality Objective: Progressing Equality through Engagement with Student Population					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Race Equality Duty	Identify, respond and report racist incidents. Report to SLT.	The Headteacher will use the data to assess the impact of the Academy's response to incidents i.e. have whole Academy / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head teacher	ongoing	Teaching staff are aware of and respond to racist incidents
All	Ensure pupils are given the opportunity to make a positive contribution to College life and the wider world EG. Studying of the novel Stone Cold led to a charity initiative for Streetlife (homelessness). The novel Trash (KS3) has led to a greater awareness of poverty, minority groups.  GCSE Exam texts offer the opportunity to reflect on social issues EG A Christmas Carol(disability)  .	Student engagement, involving lay chaplains to organise Streetlife visit. Students keen to continue involvement at KS4.  Engagement and raised awareness of issues.	English Department  Teaching staff	Annually  Annually	Increased awareness and empathy with the homeless.  Student able to refer to themes/issues in sustained writing.
Community cohesion	Promote Ghana as the College's chosen country for twinning by promoting any French links and supporting College activities and promoting e-twinning links	Student engagement in twinning	Headteacher	Ongoing	Increased awareness of different communities and level of commitment to fund raising
Community cohesion	Ensure a named person in the Academy is a trained "prevent" lead and develops a prevent strategy for St Mary's	Attendees on trips.	JEM	Sept 2015- July 2016	
Disability Equality Duty	Promote Paralympic sports through the inclusion of boccia in core PE lessons in conjunction with the local boccia club.	Monitoring of planned curriculum and through lesson observations.	Head of PE	Sept 2015 – July 2016	Increased awareness and empathy with students with disabilities.

## Appendix A

### RACE EQUALITY POLICY

This Race Equality Policy enables our Trust and its academies to meet our statutory obligations under the Race Relations Amendment Act (2000). Through this policy the academy is working in line with the Commission for Racial Equality Standards Learning for All (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

This policy, which should be read in conjunction with the above Equality Policy and Plan, sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the academies and their community.

We will continuously strive to ensure that everyone in our Trust and its academies is treated with respect and dignity. Each person in our academies will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial abuse
- Treating all those within the Trust and its academies (e.g. pupils, staff, directors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating an ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our academies' community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the Trust and its academies
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do
- Working with the others, where appropriate, in reducing the number of racially motivated incidents.

The roles and responsibilities are stated within the above Equality Policy

#### Complaints Procedure

If anyone in the Trust feels that this policy is not being followed then they should raise the matter with the academy's head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue.

If there is a formal complaint then the Trust's Complaints Policy & Procedures will be used.

#### Implementing this Race Equality Policy

This Race Equality Policy is linked to our action plan for promoting equality and raising achievement including that of minority ethnic pupils.

The head teacher will produce the action plan which will be monitored by Directors.

## **Key Areas in Promoting Race Equality**

### **The Ethos of the Trust and its Academies**

- This race equality policy reflects the ethos of the Trust and its academies and is explicit in all policies.
- Steps are taken to ensure that everyone associated with the Trust is kept informed about this racial equality policy and abides by it.
- The policy and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the community. Reflection of all ethnic groups should be included in all marketing strategies.

### **Pupils' Achievements and Progress**

- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The Trust and its academies develop strategies for tackling differences in the attainment and progress of particular ethnic groups.
- When setting targets for individual pupils, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under achievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys, white working class boys and, in particular, Gypsy and Traveller Pupils.
- The Trust values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice. Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

### **Curriculum, teaching and learning (including language and cultural needs)**

- This Trust and its academies promote an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- Subject leaders and departmental heads provide guidance and examples of good practice for colleagues.
- The Head teacher monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- Teaching encourages positive attitudes to ethnic difference, cultural diversity and racial equality.
- The Academy takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of pupils from minority ethnic groups, including dual language resources, are used appropriately.

### **Guidelines for working with pupils who have English as an additional language**

- The Trust and its academies recognise and value multi-lingualism.
- The language and learning needs of multi-lingual pupils are clearly identified and appropriate support identified and used.
- The Trust and its academies will draw on the skills of parents and local communities in producing resources.
- The academies will seek to provide high quality interpretation and translation across all areas of the academy's work as appropriate.



### **Pupil behaviour, discipline and exclusion**

- The academies procedures for managing, rewarding and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The academies identify and adopt good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

### **Racism and racial harassment**

- There are established procedures for dealing with incidents of racism and racial harassment within each academy's Behaviour Policy.
- The monitoring system used by the academy enables the academy to report the relevant details to the Trust's Board and Blackpool Council.

### **Admissions and attendance**

- The Trust and its academies ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- Provision is made for pupils to take time off for religious observance.

### **Staff recruitment and retention**

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- Individual staff effectiveness in dealing with race equality issues is addressed through various line management mechanisms.
- The Trust and its academies ensure that selection for redundancy avoids racial discrimination.

The Trust and its academies monitor the impact of this policy and action plan on pupils, parents and staff from different ethnic groups. In particular, the impact of policies on the attainment levels of pupils.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in "inequality by default". We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary

## Appendix B

### Check list for all Staff and Directors

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Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the academy provides?

How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

Does the curriculum include opportunities to understand the issues related to race, disability and gender?

Are all pupils encouraged to participate in Academy life? Are pupils who make a positive contribution reflective of the Academy's diversity e.g. through assemblies/councils?

Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?

Are visual displays reflective of the diversity of the Academy's community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

Does the Academy take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?

Is the Academy's environment as accessible as possible to pupils, staff and visitors to the academy? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the Academy, and are issues such as language barriers considered?

Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

Are procedures for the election of parent directors open to candidates and voters who are disabled?