



St Philip's

Equality and Diversity

Equality Statement and Reporting

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St Philip's Equality Statement



Our Equality Statement and Objectives demonstrates how St Philip's ensures it meets our Specific Equalities Duties. The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics:

Age

Disability

Sex (gender)

Race (ethnicity)

Pregnancy and Maternity

Religion and Belief

Sexual Orientation

Transgender

Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty.

General Duties are the things that schools aim to achieve.

General Duties:

The three aims of the Equality Duty are to:

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

Specific Duties:

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty.

They are to:

- Publish information
- Provide information about our school community

Ofsted principles:

- promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy

| Objective | Aspect of duty | Success Criteria & Outcomes | Lead | Resources | Monitoring activity and evidence | Evaluation |
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| <p>TEACHING AND LEARNING To further develop teaching and learning to ensure that all groups of learners make expected progress regardless of ethnicity, additional educational needs, disability, or socioeconomic background</p> | <p>Eliminate discrimination Promote equality Support equality of access to education</p> | <p>Teaching across the school is differentiated to meet individual learners' needs and enables all learners to access the curriculum. Resources and planning reflect and respect learner differences and experiences. Those with protected characteristics are appropriately represented through the curriculum all year round and not only at specific times of the year such as Black History month.</p> | <p>HT, DHT, SENCO</p> | <p>Range of teaching materials available to address learner needs. St Philip's to source a bank of literature which promotes/celebrates the work of people with protected characteristics such as BAME groups. Staff to be trained on how to embed diversity in their teaching. Additional support provided to address underperformance where it is identified. Curriculum and Teaching & Learning meeting cycle</p> | <p>TES observation template to include a section on E&D. Targeted learning walks Review of resources and displays.</p> | <p>Curriculum audits identify where changes have been made to various subject areas, e.g. cultural studies. Governor portfolio meetings CPD feedback</p> |

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| <p>BEHAVIOUR AND SAFETY For St Philip's to be a safe and supportive environment for all its learners and staff regardless of their race, gender, disability, sexual orientation, religious beliefs, married status, pregnancy or maternity To actively promote safe behaviour, tolerance and respect for others To actively promote a culture where all members of the school community are equally valued and respected</p> | <p>Eliminate discrimination Promote equality Support equality of access to education Foster good relations between those who have a protected characteristic and those that do not</p> | <p>Reporting on behaviour and data on exclusions evidences a reduction in the incidences of bullying including racist, sexist or homophobic bullying. Data evidences that all instances of challenging behaviour are investigated and dealt with according to the circumstances and in line with our ethos, policy and procedures.</p> | <p>HT DHT</p> | <p>Training Anti-Bullying; Restorative Justice; training for staff on the outcomes of the CAAARC working party so they understand the extent and impact of discriminatory behavior. SIMS reporting mechanism, and time to enter data School Assemblies Setting up of an Equality and Diversity committee who will meet every half term with HT and discuss any matters of discrimination or sexual harassment that has taken place. Specific tutorials.</p> | <p>Clear procedures in place for learners and staff to report incidents Racist, sexist or homophobic bullying is explicitly reported. Anonymous concerns boxes situated around school to encourage the reporting of incidents amongst young people. Anti-discrimination email account set up to improve reporting.</p> <p>Learners found to be bullied or bullying others are supported to understand their actions</p> | <p>H&S team Governor Portfolio Behaviour reporting data DSL OHCAT Safeguarding</p> |
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| | | | | | <p>and remediate behaviour through learner contracts and parent agreement</p> <p>Policies and procedures are regularly reviewed and disseminated</p> <p>SIMS behaviour reports are completed in a thorough and timely manner</p> | |
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