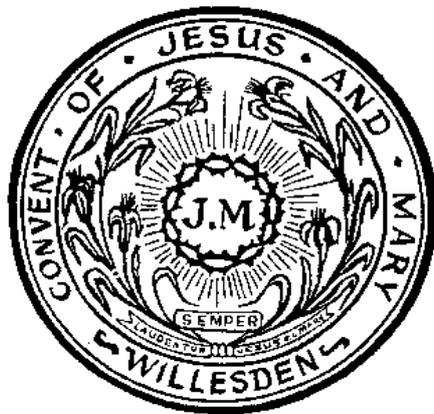


CONVENT OF JESUS AND MARY
LANGUAGE COLLEGE



**SCHOOL POLICY STATEMENT ON EQUALITY
AND COMMUNITY COHESION**

1. INTRODUCTION

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- We actively promote British values such as “mutual understanding and respect” and equality among all students, supporting ideals such as democracy, respect and tolerance for all races, cultures, faiths and beliefs.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our Student Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for the pupil premium
- pupils who are disabled
- pupils who have special educational needs
- girls in certain subjects.

2. RESPONSIBILITIES

The governors as a whole are responsible for:

- drawing up, publishing and implementing the school’s equality objectives;
- making sure the school complies with the relevant equality legislation; and
- monitoring progress towards the equality objectives and reporting annually.

The Headteacher is responsible for:

- making sure steps are taken to address the school’s stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;

- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents;
- enabling reasonable adjustments to be made in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Mrs Peppiatt (pupils) and Mr Haran (staff) are responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policies.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

3. INFORMATION ABOUT THE PUPIL POPULATION

Number of pupils on roll at the school: **990**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities/specific needs: 112 (9 with a statement/EHC plan and 103 with Special Educational Needs). These include:

- Profound Global Development Delay
- Autistic Spectrum Disorders
- Behaviour, Emotional and Learning Difficulties
- Learning Difficulties
- ADHD
- Severe Epilepsy
- Profound Language Impairment
- Sickle Cell
- Speech & Language
- Diabetes
- Acute Lymphoblastic Leukaemia
- Diurnal Wetting
- Narcolepsy Cataplexy
- Heart Murmur
- Panic Attacks

- Raynauds Phenomenom
- Rickets
- Blounts Disease
- Astigmatic Eye
- Venous Malformation

Ethnicity and race

Asian or Asian British		Mixed		Other	
Bangladeshi heritage	1	Other mixed heritage	21	Afghan	2
Indian heritage	70	White and Asian	8	Albanian	4
Other Asian heritage	43	White and Black African	9	Chinese	1
Pakistani heritage	6	White and Black Caribbean	24	Croatian	1
Sri Lankan heritage	15			Greek	1
Black or Black British		White		Greek cyptiot	1
Ghanaian heritage	29	British heritage	59	Iraqi	3
Nigerian heritage	29	Irish heritage	20	Italian	12
Somali heritage	1	White Eastern European	53	Japanese	1
Caribbean heritage	140	White Western European	16	Kosovan	4
Other Black African	68	White Other	21	Portuguese	66
Other Black heritage	29	Traveller of Irish heritage	2	Any other Ethnic Group	31

Information withheld	0	Information not yet obtained	199
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Gender

Female	989
Male	1

Pregnancy and maternity

Pupils who are pregnant	*
Pupils who have recently given birth	*

Religion and Belief

7th Day Adventist	7	Hindu	14
Anglican	6	Islam	11
Baptist	10	Muslim	43
Buddhist	4	Maronite Catholic	1
Christian	148	Melkite Catholic	1
Christian Orthodox	2	No Religion	24
Church of England	31	Orthodox	6
Coptic Catholic	1	Other Religion	11
Druze	1	Pentecostal	26
Eritrean Orthodox	2	Protestant	2
Ethiopian Orthodox	6	Refused	1
Evangelist	4	Roman Catholic	554
Greek Orthodox	4	Not stated	70

Please note:

- The school is aware of the particular challenges and barriers faced by pregnant pupils and young mothers. Consequently the school will provide sensitive and appropriate support to any pupil who is pregnant or who has recently had a baby.
- We do not collect data on the sexual orientation of our pupils, but as a school we are aware that there may be a number of equality issues for those persons who share this protected characteristic.
- We do not collect data on pupils with regard to gender reassignment, but recognise that those persons who share this protected characteristic may experience discrimination and harassment.

4. PUBLICATION AND REVIEW

These Equality objectives fulfil statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request and on our school website: www.cjmlc.co.uk

5. CONSULTATION AND ENGAGEMENT

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

6. EQUALITY OBJECTIVES 2016-20

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on these areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality objectives

1. All learners to maximise their potential in examination results (particularly GCSE) each year. Measured by individual learner's performance and the school closing gaps between attainment and progress between groups in the school.
2. Pupils' attendance to be outstanding (figures will be revised to keep in line with government requirements). To ensure that all students have access to the curriculum. Measured by analysis of attendance data.
3. All new buildings, refurbishments and facilities will be planned to take account of the needs of all users in respect of equality of access.

Progress we are making on each objective

1. The school has established systems and procedures to identify and support underachieving pupils in any year group; focusing in particular on the following protected characteristics and groups: ethnicity and race (including EAL), gender, SEND and disadvantaged. In 2014-2015 the achievement of All Pupils was above the national mean.
2. The school has established systems and procedures to identify and support all individual pupils whose attendance is a cause for concern. In 2014-2015 attendance was 96% and persistent absence was 3%
3. Each year we dedicate funding for the improvement of our school infrastructure. Whilst the school has 128 years of great history in education, it is seen as an important aspect to provide the right facilities to cater for the modern era and for a variety of needs. This includes everything from access, environment, security and carbon footprint.
 - Biometric security access

- Replacement windows, reducing carbon footprint and improving class environment/comfort.
- Improved access on and to all corridors and classrooms.
- Modernisation of teaching facilities within various departments.
- Procedure put in place to cater for mobility issues.

7. HOW WE HAVE DUE REGARD FOR EQUALITY

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

We are aware that we are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it.

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. We make arrangements to accommodate pupils who have sustained injuries so that they are able to attend lessons whilst using crutches.
3. We make arrangements for disabled parents so that they can attend school events such as parents evenings.
4. We provide interpreting/translating services to meet the needs of parents who cannot speak English.
5. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
6. The school participates in Black History Month.
7. The school celebrates the International Women's Day.
8. We have a Behaviour Policy which helps pupils develop a standard of behaviour that demonstrates self-respect, self-discipline, respect for others, their property, the environment and the local community.
9. We have a School Anti-Bullying Policy that demonstrates zero tolerance of all forms of bullying, including bullying on the protected characteristics. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
10. We have a special educational needs and Disability (SEND) policy that outlines the provision the school makes for pupils with SEND.
11. We have an Improvement Plan in terms of our infrastructure that strives to create an inclusive approach to the education of our pupils and for the dignity of our visitors.
12. Our admission arrangements are set by Governors and comply with Diocesan, L.A. and Government procedures.
13. Our complaints procedure sets out how we deal with any complaints relating to the school.
14. We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
15. We have procedures for addressing staff discipline, conduct and grievances.

16. 14. All staff have a copy of the Staff Handbook outlining school expectations of
17. staff.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information

In the academic year 2011 – 2012 there was 1 Year 11 student with a disability.
In the academic year 2011 – 2012 there was 1 Year 13 student with a disability.
In the academic year 2012 – 2013 there were 4 Year 11 students with a disability.
In the academic year 2012 – 2013 there were 0 Year 13 students with a disability.
In the academic year 2013 – 2014 there were 2 Year 11 students with a disability.
In the academic year 2013 – 2014 there was 1 Year 13 student with a disability.
In the academic year 2014 -2015 there were 3 Year 11 students with a disability.
In the academic year 2014-2015 there were 0 Year 13 students with a disability.
In the academic year 2015 -2016 there were 4 Year 11 students with a disability.
In the academic year 2015-2016 there were 0 Year 13 students with a disability.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.

How we foster good relations and promote community cohesion:

- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability.
- The school promotes spiritual, moral, social and cultural (SMSC) development of all pupils through our Catholic Ethos, and our sincere belief that all are made in God's image. SMSC is a theme in all subjects, PSHE and Assemblies.

What has been the impact of our activities?

- Improved access on and to all corridors and classrooms.
- Improved access to the sixth form study area.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information

- The KS2-4 VA score for the following ethnic groups in 2015 was significantly above the national average: All Pupils, Any Other White Background, African. No ethnic group had a KS2-4 VA score that was significantly below the national mean.
- In 2015, the capped point score was significantly above the national mean for: Any Other Mixed Background, Any Other Asian Background, Black African. In 2015, the total point score was significantly above the national mean for Any Other Mixed Background.

- The proportion of pupils making expected progress was significantly higher than the national mean for Black African pupils in English. No ethnic group was significantly below the national average for the proportion making expected progress in English or Mathematics or for any major performance indicator.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We have developed initiatives to tackle the motivation and engagement in learning of identified groups.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.

How we foster good relations and promote community cohesion:

- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes and actively promotes British values.
- We organise celebrations and special events which celebrate the diversity of our community and take part in Black History month.

What has been the impact of our activities? What do we plan to do next?

- Please see summary information (above).

Gender

We are committed to working for the equality of women and men.

Summary information

- 2015 KS2-4 VA scores for girls (1022.5) was significantly above the national average for the group and for the national average overall.
- The proportion of girls making expected progress in English in 2015 was significantly above the national mean.

How we advance equality of opportunity:

- We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non stereotypical images of women across the curriculum.
- We actively promote British values.

What has been the impact of our activities? What do we plan to do next?

- We continue to focus on narrowing the gap for any underachieving pupils.
- Please see summary information above.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

Summary information

In the academic year 2015 – 2016 the Year 11 cohort in respect of Religion and belief was:

Baptist	1
Buddhist	1
Christian	23
Christian Orthodox	1
Church of England	4
Evangelist	3
Greek Orthodox	3
Muslim	5
No Religion	7
Orthodox	4
Other Religion	1
Pentecostal	10
Roman Catholic	106

In the academic year 2015 – 2016 the year 13 cohort in respect of Religion and belief was:

Anglican	1
Buddhist	1
Christian	11
Greek Orthodox	1
Muslim	2
No Religion	2
Pentecostal	2
Roman Catholic	58

How we advance equality of opportunity:

- Pupils build a sense of identity and belonging which helps them flourish in our diverse community and citizens in a diverse society.
- Pupils participate in events such as daily collective worship, themed days, Assemblies, Liturgies and so on.
- All pupils are encouraged to play a full part in school life.

How we foster good relations and promote community cohesion:

- The school actively promotes British values.
- The school promotes the spiritual, moral and social cultural development of all pupils.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.

- We tackle bullying and harassment on the basis of faith and belief.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as antisemitism and islamophobia.

What has been the impact of our activities? What do we plan to do next?

- The school achieved a Grade 1* (Outstanding) in our last section 48 school inspection (October 2014).

9. Information about our employees

As the school has less than 150 staff we are not required to publish information about our employees.