



Wimbledon College

Equality information and objectives

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Equality Information and Objectives

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1. Jesuit Schools' Vision Statement

Wimbledon College shares the vision of all Jesuit schools in the British Province. They exist to promote improvement in living and learning to the greater glory of God and the common good.

A “vision” does not describe a goal or an aim but a way of getting there. St Ignatius used the phrase “our way of proceeding” as a sort of shorthand for the characteristic ways and means of the Jesuit tradition. In applying this to a school, the Jesuit vision statement recognises the characteristic values and practices promoted in a Jesuit school:

- Finding God in all things* • a Jesuit school recognises that every aspect of its work can affirm the goodness and presence of God
- Caring for the individual* • a Jesuit school focuses on the all-round formation of each person
- Showing love in deeds* • a Jesuit school is characterised by generosity in service to others, particularly where human dignity is threatened
- Building a Christian Community* • a Jesuit school fosters a faith commitment to Christ and prepares pupils for a fuller participation in the life of Church
- Engaging with the wider world* • a Jesuit school helps pupils to be sensitive to the strengths and weaknesses in contemporary society and to witness to Christ’s presence in that society
- Encouraging excellence* • a Jesuit school is distinguished for its academic, religious and pastoral provision, through which it encourages the fullest possible development of talents
- Co-operating in Jesuit mission* • a Jesuit school works in co-operation with other Jesuit schools and ministries in the light of the apostolic and educational aims of the Society of Jesus

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To live in this way is to build the Kingdom of God. It is to engage fully with the world around us. The life and learning that is characteristic of Wimbledon College seeks to bring concretely to the Church in England a venerable and living tradition of the universal Church. It is the Jesuit ideal adapted to the circumstances of the people, place and times in which we live.

Living out this vision means that we treat all members of the school community with the dignity that they deserve and constantly strive to ensure that each individual is respected and supported in their development as unique human beings. Members of the school community are given every opportunity to develop holistically and are encouraged to engage in and take full advantage of everything that the College has to offer.

2. Aims

Wimbledon College aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

3. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

4. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Master

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The Head Master will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

5. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every [September].

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement and implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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7. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made and always considers the impact of these decisions on particular groups.

9. Equality objectives

Objective 1:

Make all reasonable adjustments to ensure that all pupils, staff, parents and visitors have access to the school and all activities

Why we have chosen this objective:

To increase fair access to opportunities for enrichment, leadership and personal growth and development. Thus reducing inequalities in attainment throughout the school, particularly any inequalities relating to the protected characteristics listed in the Equalities Act.

To achieve this objective we plan to:

Review current provision and ensure that both the curriculum and wider school experience is fully accessible. Audit the involvement of all groups with protected characteristics in the whole life of the school and develop necessary strategies to address any identified issues.

Promote access to third level education for all groups.

Progress we are making towards this objective:

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Objective 2:

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by Autumn half term of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

To ensure that our recruitment processes provide equal opportunities for all groups at all stages of the application and interview process

To achieve this objective we plan to:

Identify all staff involved in recruitment throughout the school and schedule training for these staff on equal opportunities and non-discrimination, by October half term

Progress we are making towards this objective:

Objective 3

Strive to ensure that the attendance of all groups of students are brought closely in line with the school target attendance figures

Why we have chosen this objective:

To remove potential barriers to progress and future opportunities for all groups by bringing their attendance into line with school target figures. Enabling them greater access to learning opportunities.

To achieve this objective we plan to:

Identify patterns of poor attendance by groups and monitor regularly through Heads of Line; work closely with families and where appropriate, external agencies to provide the necessary support for pupils and families; clarify our expectations with parents through information evenings/presentations

Progress we are making towards this objective:

10. Monitoring arrangements

The Head Master will update the equality information we publish, [described in sections 5-8 above], at least every year.

This document will be reviewed by the Cura Personalis Committee of the Governing Body at least every 4 years.

11. Links with other policies

This document links to the following policies:

- Accessibility plan