



The Ursuline Academy Ilford

Equality, Diversity & Inclusion policy for Pupils 2024

The Ursuline Academy Ilford

Morland Road, Ilford, Essex, IG1 4JU
E: enquiries@uai.org.uk | T: 020 8554 1995 | W: www.uai.org.uk

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Ursuline Academy Ilford – Mission Statement

‘Act, move, believe, strive, hope, cry out to him with all your heart, for without doubt you will see marvellous things...’ St Angela Merici

The Ursuline Academy Ilford is a Catholic community of faith, love, kindness and service. Guided by Gospel values and the Holy Spirit, we strive to create an inclusive environment where everyone in our diverse community can reach their full potential in all their endeavours.

Our young women are inspired by the witness of St Angela and the vibrant school community, whose motto ‘SERVIAM’- I will serve, empowers us all to play our full part in society.

To help bring this about, Governors, leaders, teaching and support staff commit themselves to:

- Recognising the value and God-given uniqueness of every student we teach and responding sensitively to their needs and talents.
- Ensuring equity in all we do, and that equality of opportunity is available to all.
- Providing opportunities to enable all students to develop and grow intellectually and spiritually.
- Building a community based on justice, trust, cooperation and courtesy.
- Inviting parents and carers to play an active role in their daughter’s development, academically, socially, spiritually and morally.

Our values are drawn from the Ursuline charism, informed through our rich traditions, inspired by the spirit of St Angela Merici and challenged by the needs of our time.

Students in an Ursuline school are growing to be individuals who are:

- United in harmony
- Grateful and generous
- Listening and attentive
- Loving and compassionate
- Faith-filled and hopeful
- Courageous and resilient
- Discerning and joyful
- Leading for justice
- Acting with truth and integrity

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

The Ursuline Academy Ilford is enriched by the diversity that each individual brings, and we are committed to creating a safe, welcoming environment for all, where each learner can flourish, knowing that differences are respected and celebrated. We recognise the wider value of education, beyond solely the achievement of qualifications, allowing individuals to develop an understanding and experience of the value and range of diverse cultures, identities and backgrounds.

We are an inclusive school where we focus on the well-being and progress of all our children and young people, and where all members of our school community are of equal worth. We recognise, respect and value difference, and promote the understanding that diversity is a strength that enriches our lives, taking account of differences and robustly striving to remove any barriers to learning and development.

We oppose all forms of unlawful and unfair discrimination, bullying and harassment. As a school community, we recognise the need to champion equality and ensure inclusion for all pupils in the full life of our school, where appropriate making necessary adjustments to enable everyone's participation.

The Ursuline Academy Ilford believes that education (both formal and informal learning) is fundamental to equality of opportunity. It prepares young people for life and is a powerful influence on access to and advancement in employment. All young people should be able to learn and develop fully in a truly diverse and inclusive environment, where they feel supported, valued and celebrated.

All our policies and practices are fully inclusive and supportive of a welcoming culture for all communities; this is evidenced throughout our practices and procedures. Through this policy, and the wider practices within The Ursuline Academy Ilford, we seek to empower our young people to embrace diversity and challenge discrimination.

2. Legislation and Guidance

In accordance with our mission statement to recognise the value of each individual as gift from God, The Ursuline Academy Ilford is entirely committed to ensuring an ethos and culture of equality, diversity and inclusion within our school community.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as 'protected characteristics'). This means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or 'general duty'

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relationships between different groups.

The Ursuline Academy Ilford affirms its commitment to creating and sustaining an environment rooted in mutual respect, dignity and good relations, and protecting vulnerable groups and guarding against discrimination, harassment and victimisation.

In particular, The Ursuline Academy Ilford will ensure equal treatment of pupils:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- In the way it applies rewards and sanctions in response to pupil behaviour.

We commit to:

- Respect the equal human rights of all of our pupils.
- Educate them about all forms of equality.
- Inspire them to respect the diversity of the society in which they live, and to promote community cohesion at a school, local, national and global context.

All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

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](#).

This document also complies with our funding agreement and articles of association.

3. 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is **[TBC]**. They will:

- Meet with the designated member of staff for equality every half-term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every half-term to raise and discuss any issue
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. 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.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Analyse the data referenced above 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)

6. 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 speakers from a range of backgrounds with different experiences 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 made up of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as clubs, trips and celebration events

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

The school will assess the equality impact in order to ensure active consideration of our equality duties and that we have asked ourselves relevant questions. This is considered at the same time as the risk assessment when planning school trips and activities by the member of staff organising the activity.

8. Equality, Diversity and Inclusion objectives

Objective 1

Review and revise curriculum areas to ensure that teaching, learning and resources address issues related to Equality, Diversity and Inclusion and promote positive attitudes towards a broad and diverse range of people.

Why we have chosen this objective: To ensure that the Ursuline Academy Ilford's key principle of leading for justice is reflected within an inclusive and diverse curriculum, and that the curriculum offer reflects the cultural diversity, needs and interests of our students.

To achieve this objective, we plan to: Undertake a review of our curriculum and resources in all subjects.

Progress we are making towards this objective: Updating of all curriculum maps, identifying where EDI opportunities are being explored within subjects, and explicit inclusion of EDI teaching opportunities built into units of work.

Objective 2

To be an inclusive school that celebrates the diversity of our community, creating an environment in which all are treated with respect and dignity, and in turn to monitor, reduce and raise awareness of the unacceptable nature of the use of discriminatory comments. If such incidents occur, they will be challenged, and we will support our young people so that they understand and respect other people's views and beliefs and the law.

Why we have chosen this objective: Concerns raised regarding pupil understanding of equality and discrimination following student survey comments and feedback on EDI initiatives.

To achieve this objective, we plan to: Raise the profile of EDI across the school both pastorally and academically, regularly monitor CPOMS incidents and review and respond to student survey comments.

Progress we are making towards this objective: Introduction of SLT EDI focused assembly rota within year group assemblies and creation of new PSHE Leader TLR to support promotion of EDI within PSHE curriculum.

Objective 3

To actively close gaps in attainment and achievement between all groups of students, especially students eligible for Pupil Premium, students with special educational needs and disabilities and students from minority ethnic groups.

Why we have chosen this objective: Evidence of disparity in attainment and achievement between different groups of students.

To achieve this objective, we plan to: Regularly monitor and measure student progress of identified focus groups and use data to inform and improve teaching and learning to meet the needs of pupils.

Progress we are making towards this objective: Introduction of new data tracking systems to enable curriculum leaders and class teachers to focus even more precisely on identifying and addressing gaps in progress between different groups.

Objective 4

To ensure provision is available for students who are disadvantaged and promote support for families to reduce barriers to learning.

Why we have chosen this objective: Evidence of increase in attendance issues and safeguarding concerns and identified links to student performance. Impact of cost-of-living crisis on families and pupils.

To achieve this objective, we plan to: Uphold regular liaison with Educational Welfare Officer and provide opportunities for individualised plans to support student and family engagement with the school.

Progress we are making towards this objective: Monitoring of student absence data by Heads of Year and increased liaison with Educational Welfare Officer to track and monitor attendance issues in order to support students and families. Full-time employment of a behavioural support administrator to support inclusion of pupils struggling to remain in school as a result of safeguarding and/or behavioural concerns.

9. Monitoring Arrangements

The Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the education committee of the governing board at least every 4 years.

This document will be approved by the governing board.

10. Links with other Policies

This document links to the following policies:

[Behaviour Policy 2021.pdf](#)

[Anti-Bullying Policy 2019.pdf](#)

[Collective Worship Policy 2023.pdf](#)

[SEN Policy 2024.pdf](#)

[RSE Policy 2022.pdf](#)

[Risk Management Strategy 2022.pdf](#)

[Teaching and Learning Policy 2023.pdf](#)

➤ School Improvement Plan