

# St Benedict's Catholic College



## Equal opportunities: students

<b>Date reviewed</b>	March 2023
<b>Date of next review</b>	March 2026



The college aims to create an atmosphere of learning that embraces and values difference and expects all members of the community to welcome and value diversity. The college mission statement, teaching and learning policy, SEND policy and equality statement provide both the philosophy and context for the grouping policy. These documents are at the heart of all practice at whole college, departmental and individual teacher level.

**The equality statement ensures:**

- equal entitlement to all the advantages that a balanced curriculum can give
- provision of a variety of access routes to the whole curriculum
- equal access to the curriculum irrespective of ability and different learning needs
- a balanced view of the world through a welcoming and supportive atmosphere
- students view themselves as world citizens

**The curriculum policy ensures:**

- respect for the spiritual, emotional and academic needs of individual students
- that no student will experience curriculum impoverishment due to class, race, gender, disability or perceived ability
- equal access for all to the curriculum
- that students work with students of all backgrounds and abilities
- that diversity is encouraged and valued in students and regarded as an enrichment to learning
- we value the history, experience and contribution of our multicultural community and seek to express this in the curriculum and life of our school: all members should feel that their language or dialect is valued and that bilingualism is regarded as advantageous.
- that departments monitor their classrooms for problems relating to an imbalance between the numbers of boys and girls
- that class rooms and corridor displays reflect the diversity and multi culturalism of our college
- that in any teaching group, however the students have been selected, the teaching will be adapted suitably
- that the college provides a range of alternative and bespoke curriculum to meet the needs of all students
- that the college ensures appropriate levels of support is given to those students identified by the IDACI score as having potential barriers to learning caused by a lack of financial resources
- that learning materials and tasks should enable each student to work at his or her own level with sufficient academic challenge
- the building up of a range of support resources for adaptive teaching, including up to date individual and whole school level ICT solutions
- regular and relevant training for all staff and governors takes place to ensure an inclusive ethos within the college
- we are committed to providing a curriculum which avoids unnecessary historical gender divisions. All students experience subjects previously considered to be suitable for a single sex e.g. rugby, netball, food and nutrition, Engineering etc.

**Student Groupings**

All students at St Benedict's are entitled to a rich and varied curriculum, which enables them as individuals to fulfil their potential and shape their own future. To this end the curriculum and timetable are developed to provide for a variety of grouping arrangements.

On entry to St Benedict's Catholic College, all students are placed into one of six tutor groups, three in each half of the year: S, T and B form the X population and E, N and D the Y population.



**Equal opportunities: students**

Students are placed in teaching groups by the subject leader in order to ensure the best possible progress for all students.

In all subject areas, the grouping of students is monitored and movement between groups is made when necessary. This includes alternative and bespoke curriculum opportunities where appropriate.

The responsibility for overseeing appropriate placement of students within tutor groups rests with the primary transition team; any proposed student movement between tutor groups must be discussed, in the first instance with the appropriate raising standards leader and assistant principal (behaviour and safety).

Personal, social, health and economic awareness education is taught to students in tutor groups from years 7-11. All student access independent Careers guidance. Specific emphasis is placed on developing student investment in an inclusive ethos.

**Responsibilities**

The primary transition team are responsible for the grouping of students from partner primary schools and information from those schools is used to create tutor groups with a similar mix of student ability.

The subject leader in each curriculum area is responsible for:

- placing students in teaching groups in order to ensure appropriate progress
- taking prior attainment data into consideration
- keeping parents informed of significant group changes
- notifying the office of any students who change groups
- discussing any proposed major changes to the organisation of teaching groups with the direct line manager

**Monitoring**

- In all subject areas, the grouping of students is monitored and movement between groups is made when necessary
- Raising standards leaders will monitor the size and make up of tutor groups; any proposed student movement between tutor groups must be discussed in the first instance with the assistant principal (behaviour and safety)
- Subject leaders will monitor the size and make up of teaching groups
- Governors will monitor the impact of this policy through the pastoral and curriculum committee

**Extra-curricular activities**

Participation in extra-curricular activities is monitored and analysed to ensure there are no barriers to participation (eg, transport/costs). Parents and carers in receipt of free school meals are given the opportunity to allocate a proportion of their pupil premium funding for extra-curricular activities using 'Student learning credit'. Students affected by a low IDACI score are being offered support to ensure they can experience the full breadth of the extra-curricular offer without being hindered by possible financial barriers. All stakeholders are regularly informed of the 'College support fund' through the newsletter and letters home. Parents and carers in financial difficulty are encouraged to speak to key members of staff if they wish to make an application. The process of applying for financial support is made as quick and transparent as possible. In this way, financial burden should never be a barrier to students fully taking part in the life of the college.