



# Equalities Policy Statement

**January 2022**

## Contents

1. Introduction
2. Legal Framework
3. Protected Characteristics
4. General Principles
5. Publishing Information
6. Meeting Our Duties for Our Staff
7. Meeting Our Duties for Our Pupils
8. Meeting Our Duties for Our Directors/Governors
9. Roles & Responsibilities

Appendix A: Trust Equality Objectives

Appendix B: School Equality Objectives

Guidance is available from the Equality and Human Rights Commission:

[PublicSectorEqualityDutyGuideforSchoolsEngland.docx](#)

### Trust Mission Statement

We are a partnership of Catholic schools and our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

We will achieve this by:

- Placing the life and teachings of Jesus Christ at the centre of all that we do
- Following the example of Our Lady of Lourdes by nurturing everyone so that we can all make the most of our God given talents
- Working together so that we can all achieve our full potential, deepen our faith and know that God loves us
  - Being an example of healing, compassion and support for the most vulnerable in our society

### Romans 12:4-8

#### Good News Translation

4 We have many parts in the one body, and all these parts have different functions. 5 In the same way, though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body.

## 1 Introduction

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 equalities information every year about our academies; 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.

## 2 Legal Framework

The new Equality Act came into force on 1 October 2010, bringing together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that will provide a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act simplifies, strengthens and harmonises the previous legislation to provide Britain with a new discrimination law, which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

The Equal Pay Act 1970

The Sex Discrimination Act 1975

The Race Relations Act 1976

The Disability Discrimination Act 1995

The Employment Equality (Religion or Belief) Regulations 2003

The Employment Equality (Sexual Orientation) Regulations 2003

The Employment Equality (Age) Regulations 2006

The Equality Act 2006, Part 2

The Equality Act (Sexual Orientation) Regulations 2007

## 3 Protected Characteristics

We recognise the protected characteristics under the Equality Act 2010 as:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership Status
- Pregnancy and maternity
- Religion or belief
- Sex
- Sexual orientation
- Race, colour, nationality, ethnic origin

We will not discriminate either:

- **Directly\*** - by treating someone less favourably than we treat or would treat others because of one of the protected characteristics;
- **Indirectly** - by imposing a provision / criterion / practice (PCP);
- **By association** – because of someone's association with a person with a protected characteristic;
- When someone makes a **complaint** about discrimination or supports someone else's claim; or
- Because of something arising from a **Disability**.

\*We will have certain posts reserved for practising Catholics i.e. Chief Executive Officers and their deputies, Headteachers and their deputies, Lay Chaplains, Heads of Religious Education.

We recognise that protection from discrimination applies:

- at work – to employees;
- in education – to pupils;
- in governance – to Directors and Local Governors;
- as a supplier – when providing goods or services

## **4 General Principles**

We will act within the 7 principles set in the Equality Act:

1. All learners are of equal value: all learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.
2. Relevant differences should be recognised: treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.
3. Workforce development: policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.
4. Positive attitudes and relationships should be fostered: policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community
5. Society as a whole should benefit: policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.
6. Current inequalities and barriers should be addressed and reduced: in addition to mitigating, avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

## **5 Publishing Information**

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.

We will collect and use equality information to help us to:

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively to advance equality of opportunity;
- Assess whether we are discriminating unlawfully when carrying out any of our functions;
- Identify what the key equality issues are for each of our academies and plan accordingly;
- Benchmark our performance against those of similar organisations, nationally or locally;
- Take steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations, including training for staff;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;

The Trust will set Trust-wide Equality Objectives and each school will set its own Equality Objective(s) - evidence of the steps being taken and progress being made towards meeting the equality objectives that the Trust/school has set itself will be published in future years.

## 6 Meeting Our Duties for Our Staff

**Recruitment and Selection:** Our policy on recruitment and selection follows model policy guidelines and ACAS best practice. Appointments are made based on merit, matching knowledge, skills and attributes to the essential and desirable criteria for the post. Our selection procedures are fair, transparent and recorded. Selection panels include at least one member trained in safer recruitment. Where employees have a disability then we will make every effort to provide reasonable adjustments to the working environment.

**Staff Development and Training:** We ensure that all staff, regardless of job role, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. Priorities for training are identified in the relevant Improvement Plan for each academy. Staff with line management responsibility will be provided with advice and support from the central HR team to ensure that HR policies are applied fairly and consistently making reasonable adjustments where necessary.

We will publish our Gender Pay Gap Report annually on the government portal and on our website. We will monitor our Key Performance Indicators regularly to ascertain whether our policies and procedures have a disproportionate impact on any of the protected groups and this information will be reported to the Trust Board and action taken where appropriate.

## 7 Meeting Our Duties for Our Pupils

**Ethos and Religious Observance:** As a Catholic community we strive to create an ethos which reflects Christian values and these are evident throughout each academy in our daily Acts of Worship and in displays and on our websites. We will continue to promote and express these values. However, we respect the views and practices of other beliefs and religions and allow for expression of these views, including time off to celebrate key religious festivals and wearing of items which are essential to a religion where these do not present a health and safety risk.

**Curriculum and Learning & Teaching:** We keep each curriculum area or subject under review in order to ensure that teaching and learning addresses gaps in attainment between groups. Our teaching resources are reviewed to ensure there is no inbuilt bias which would negatively impact on a protected group. Our teaching seeks to challenge stereotypes by providing positive role models and appropriate teaching materials. We recognise that treating everyone equally does not mean treating everyone in the same way and we differentiate teaching materials to give all pupils equal access.

**Teaching of Religious Education:** Religious Education is taught from a Christian perspective with particular emphasis on the teachings of the Catholic Church. However, the curriculum for religious education is broad and balanced and allows for the exploration and understanding of other cultures and beliefs.

**Admissions:** We recognise that a significant proportion of our intake will be Catholic students and this is reflected in our Admissions Policies and Oversubscription Criteria which are fully compliant with the Admissions Code. Decisions relating to admissions are made solely on the basis of the agreed Admissions Policies which are set at Diocesan and Trust level and published in advance on the academy websites. Children with a statement of special educational needs or Education, Health and Care Plan, where parents name one of our academies, are given priority for admission under the Admissions Policy.

**Accessibility:** Each academy is developing an accessibility plan reflecting their accommodation and their pupils. Pupils with additional needs constitute a very diverse group: they include pupils with physical, emotional, behavioural, sensory or learning needs. We seek assistance from a wide range of agencies where appropriate: for example, speech and language therapists, occupational therapists, medical practitioners, social workers and psychologists. We are committed to making reasonable adjustments to enable pupils with additional needs to participate in academy life to the fullest possible extent. The academies work in close collaboration to ensure that the transition between phases is as smooth as possible for pupils.

**Responsibility to our Wider Community:** We strive as a Catholic community to develop responsible citizens with a strong sense of moral purpose. This is achieved through the many cross curricular projects and activities taking place, through our links with local parishes and through our charity fund raising to support local causes.

**Positive Behaviour Strategy:** Our academies operate positive behaviour strategies which reward appropriate behaviour based on our values and sets clear expectations relating to unacceptable behaviour, in particular any form of prejudice. Each academy records and reports on prejudice related incidents, particularly those categorised as homophobic or racist, and any bullying for whatever reason. Each academy has age appropriate behaviour policies in place to ensure that prejudice of any kind is challenged.

## 8 Meeting our Duties for our Directors and Governors

**Appointment and Election:** Appointment of Foundation Directors comes under the jurisdiction of the Catholic Bishop and also follows guidelines provided to us by NRCDES. Parent Governors are elected via a documented election process which is in line with guidance provided by the National Governance Association. Appointments and elections procedures are fair, transparent and recorded. Where Directors/Governors have a disability, then we will make every effort to provide reasonable adjustments to assist them in their role.

**Development and Training:** We ensure that all Directors/Governors have appropriate and comprehensive training & development opportunities available to them. Priorities for training may be identified in annual Skills Audits and Governance Reviews. Directors/Governors are provided with advice and support from NRCDES, the Trust Governance & Compliance Manager, Governance Clerks and the Trust Executive Team to help support them in their roles.

## 9 Roles & Responsibilities

**The Trust** together with the relevant Local Governing Body is responsible for ensuring that each academy complies with legislation, and that this policy and its related procedures and strategies are implemented.

**The Chair of Governors** in each academy will monitor progress against the Equality Objective(s).

**The Headteacher** at each academy is responsible for implementing the policy, for setting Equalities Objectives and publishing information; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

**All staff** are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up to date with equalities legislation relevant to their work.
- treat work colleagues with respect and in line with the principles of this policy

**All pupils** are expected to:

- comply with the classroom codes appropriate to them and work with others in their classroom
- report any prejudice-related incidents that may occur
- behave appropriately at all times in line with their academy behaviour policy

Date Issued	January 2022
Date of Review	Review Policy Statement annually (OLoL) - January 2023 Review Trust/Academy Equality Objectives every 3 years (OLoL Trust Board /LGB) (insert date) - January 2025
Reviewer	HR & Pay Committee / OLoL Trust Board

## **Appendix A**

### **Trust Equality Objectives**

#### **Our Pupils**

- There will be equality of access for all pupils to OLoL CMAT Schools.
- The curriculum will represent the diverse nature of society, encourage tolerance and respect and will take local context into consideration.
- Pupils and staff all contribute towards a happy and caring environment, supported by parents, where everybody shows respect for and appreciates one another as individuals without prejudice.

#### **Our Staff**

- We will continue to develop a diverse workforce across our Trust that better reflects the communities we serve by taking to increase the diversity of our workforce through our recruitment and selection activities
- We will create a working environment that values difference and fosters an inclusive workplace culture, where Trust employees from all backgrounds can give their best, are treated fairly, valued for their contributions, and where they can progress their career through:

#### **Our Governance**

- We will ensure & promote transparent, fair, inclusive and equal processes through providing recruitment and selection training to Directors/Chairs and Governors.
- We will achieve a broader, more diverse Governing Body across the Trust to better-reflect the communities in which we serve by reviewing the marketing of Governor vacancies, engagement with local community groups, to look to encourage a broader, more diverse composition.
- We will ensure Governors are fully aware of their roles & responsibilities and are able to provide the necessary level of challenge within their setting and across the Trust by supporting equality for all, helping remove any barriers and helping to eliminate variations in outcomes for different groups helping to ensure compliance whilst promoting a fair & inclusive of education provision and equal opportunities to help encourage each child to reach their potential



# Equality Policy



<b>Date Issued</b>	June 2021
<b>Governors' Committee Responsible:</b>	The Trinity Catholic School FGB
<b>Nominated Lead Member of Staff:</b>	Caroline McGrath
<b>Status &amp; Review Cycle:</b>	Every 4 Years
<b>Next Review Date:</b>	June 2025
<b>Author/s</b>	Caroline McGrath

## Approvals

This policy requires the following approvals:

Date Approved	Version	Review Date
June 2021	First Version	June 2025

# Equality Policy

This policy is written with reference to The Trinity Catholic School's Mission Statement:  
*"To the Glory of God, we build our school on faith, love and respect."*

## **I. Introduction and Aims**

The principles of faith, love and respect underpin our Equality Policy. Our faith teaches us that all humans are made in the image of God (Gen 1:27) and that we were made to love one another, as Jesus loved us (Jn 13:34-5). The practical outpouring of this love is acceptance of and respect for the differences between us that make each of us special. Furthermore, Catholic Social Teaching emphasises human dignity, solidarity and a preferential option for the poor when working together towards achieving the common good. As a Catholic school, we fulfil our mission to the Church by awakening within our children that sense of justice, togetherness and equality. In Pope Francis' words, "We can only build the future by standing together, including everyone" (TED Talk, 2017).

The Trinity Catholic School is committed to providing equality of opportunity and aims to develop a culture of inclusion and diversity. Our aim is that our whole school community – staff and students – feel that their identity is recognised and that, through our uniqueness, we can contribute to the rich tapestry of school life. We will work to foster positive attitudes and a sense of belonging in our school, and remove barriers to equality so that opportunities are available to all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We will do this by:

- advance equality of opportunity between people who share a protected characteristic and people who do not
- foster good relations through tackling prejudice and promoting understanding of different groups
- eliminating discrimination, harassment and victimisation of those who could be subject to prejudice
- valuing, celebrating and learning from the diversity of students and staff

## **2. Legislation and Guidance**

This document meets the requirements of the legislation 'The Equality Act 2010' which means that schools cannot unlawfully discriminate against pupils because of their sex, race, religion or belief, disability or sexual orientation. Exceptions are made regarding the content of the curriculum, collective worship and admission in schools of a religious character. Protected characteristics identified in the Equality Act 2010 include:

- age
- disability
- race and ethnicity
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation

- marriage and civil partnership

In order to meet our legal duties we will:

- publish equality objectives
- publish equality information (we will not publish any information that can specifically identify any child)

These statements will be reviewed at least every four years.

### **3. Roles and Responsibilities**

The Governors will:

- ensure that equality objectives and equality information is gathered and published so that all stakeholders have access and that these are reviewed and updated regularly, in accordance with this policy
- engage with the Headteacher and Senior Leadership Team to identify barriers to equality and set objectives to overcome these
- assign an equality link governor to meet annually with the headteacher and/or designated member of the Senior Leadership team to review and evaluate equality objectives
- delegate the day-to-day responsibility for monitoring the achievement of the objectives to the Headteacher
- model positive relationships and advance equality of opportunity

The Headteacher will:

- implement the school's Equality Policy and make sure that staff are aware of the guidelines and objectives
- promote equality of opportunity in the development of the curriculum, including requirements in PSHE and RSE
- ensure that all incidents of discrimination, bullying, harassment and victimisation are treated with due regard
- meet legal requirements and guidance in the recruitment of staff with regard to the Equality Act 2010, with exemptions made for reserved posts
- monitor and evaluate the equality objectives with the designated member of the Senior Leadership team
- model positive relationships and advance equality of opportunity

The Senior Leadership Team and designated member with responsibility for Equality will:

- support the Headteacher in making the equality objectives widely known
- action targets in meeting the objectives (or assign responsibilities and co-ordinate)
- meet with the equality link governor every year
- support the Headteacher in identifying staff training needs and deliver training, as necessary
- model positive relationships and advance equality of opportunity

The Teaching Staff will:

- design and implement a school curriculum that recognises and celebrates diversity and inclusion, and promotes equality
- inform pupils of the teachings of the Catholic Church in relation to equality
- actively work towards eliminating attainment gaps between different groups
- make any reasonable adjustments to ensure that all students have access to and can make full use of our facilities and resources
- ensure inclusivity is promoted for all extracurricular activities, including residential stays and school visits
- respond to, record and report prejudice-related incidents in accordance with the school's behaviour policy and whistleblowing policy
- model positive relationships and advance equality of opportunity

The Support Staff will:

- respond to, record and report prejudice-related incidents in accordance with the school's behaviour policy and whistleblowing policy
- model positive relationships and advance equality of opportunity

Parents will:

- support the school's promotion of inclusive behaviour by upholding principles of equality in their discussions with their children at home
- respond to requests for parental voice on issues regarding equality of opportunity for all

Pupils will:

- actively engage in pastoral and curriculum work when learning about equality
- support the school in establishing equality of opportunity, including reporting prejudice-related incidents
- uphold our mission statement values of faith, love and respect by respecting the rights of others to study, learn and play without prejudice or discrimination

#### **4. Tackling Prejudice and Discrimination**

Any act of unfair discrimination in word or deed will be challenged as unacceptable, and a warning will be given. Such incidents will be recorded whether they occur within the school buildings, grounds or elsewhere on school business, and may lead to disciplinary action. Any recurrence of such language or behaviour will lead to disciplinary action.

Racist symbols, slogans and other offensive insignia are prohibited in the School except where presented in a controlled way as part of teaching about racism or history. The display of such materials will otherwise be regarded as unfair discrimination and dealt with accordingly.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur.

They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to pastoral, academic and the leadership team as necessary. All incidents are reported to the Headteacher and bullying, discriminatory and

racist incidents are recorded and reported to the governing body (or subcommittee) on a termly basis.

### 5. What is a prejudice-related and/or discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

### 6. Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats;
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference e.g. food, music, religion, dress etc;
- online abuse, harassment or ridicule, whether inside or outside of school
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### 7. Public Sector Equality Duty

This is a duty all schools have to meet.

Duty	Compliance
Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.	<ul style="list-style-type: none"> <li>• Published policies regarding behaviour, bullying, recruitment privacy and pay</li> <li>• Behaviour data and reporting of prejudice-related incidents</li> <li>• Staff training</li> </ul>
Advance equality of opportunity between people who share a protected characteristic and people who do not share it.	<ul style="list-style-type: none"> <li>• Published attainment data showing how pupils with different characteristics are performing</li> <li>• School development plan to eliminate gaps</li> </ul>
Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.	<ul style="list-style-type: none"> <li>• Curriculum map of diversity and inclusivity being taught across all subjects</li> <li>• Assemblies dealing with key themes as part of a calendar of topics and as response to an incident, when appropriate</li> <li>• Charity work supporting external agencies</li> </ul>

### 8. Admission and Exclusion

Our admissions arrangements are fair and transparent, and do not discriminate on the grounds of race, gender, disability or socio-economic factors. The Our Lady of Lourdes CMAT Admissions Policy can be found at: <https://www.ololcatholicmat.co.uk/wp->

[content/uploads/sites/3/2020/12/Secondary-Schools-Admissions-Arrangements-OLoL-CMAT-2022-2023.pdf](https://www.ololcatholicmat.co.uk/wp-content/uploads/sites/3/2020/12/Secondary-Schools-Admissions-Arrangements-OLoL-CMAT-2022-2023.pdf). In accordance with the Equality Act 2010, “Schools with a religious character (commonly known as faith schools) have certain exceptions to the religion or belief provisions which allow them to discriminate because of religion or belief in relation to admissions and in access to any benefit, facility or service.” This means that our admissions policy allows priority to be given to Catholics.

Fixed-term exclusions will always be based on the school’s Behaviour Policy and are at the Headteacher’s discretion. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **9. Staff Recruitment**

Our staff recruitment procedures comply with the guidelines set out in the Equality Act 2010, which states that there should be no discrimination against a potential or existing employee in respect of opportunities, promotion or dismissal. Reasonable adjustments will be made for members of staff in relation to disability. Special exemptions allowed by the Equality Act allow for discrimination on the grounds of religious belief for particular reserved posts, including Headteacher, Deputy Headteacher, Head of RE and chaplaincy roles. A recruitment privacy notice adopted by the our Lady of Lourdes CMAT can be found here: <https://www.ololcatholicmat.co.uk/wp-content/uploads/2019/04/OLoL-Recruitment-Privacy-Notice.pdf>.

## **10. Equality Objectives**

1. To ensure that 100% of students participate in at least one extra-curricular activity through Year 7 and 8.
2. Monitor the achievement of pupils by groups, in order to work towards eliminating gaps, removing barriers to learning and ensuring inclusive teaching.
3. Map curriculum provision on areas of diversity and equality and work towards the establishment of a fully inclusive curriculum.

## **11. Monitoring and Review of this Policy**

The Headteacher is responsible for monitoring and reporting on the implementation of this policy. This policy will be reviewed every four years, or sooner if legislative changes require it. This policy was written and adopted in June 2021 and is due for review in June 2025.

## **12. Related Policies:**

- Accessibility Policy
- Admissions Policy
- Attendance Policy
- Behaviour Policy
- British Values Policy
- Exam Performance Summary
- OLoL Gender Pay Gap Statement
- OLoL Recruitment Policy
- SEND Policy