

ST ALBAN CATHOLIC ACADEMIES TRUST

EQUALITY POLICY

This Policy should be read in conjunction with the SACAT Safeguarding Policy and following school policies and documentation:

Cardinal Newman

Equality Information and Objectives

St Margaret of Scotland

Anti – Bullying

E-Safety

St Martin de Porres

Anti-bullying

E-safety

Safer Recruitment

SRE Programme

Rationale:

The St Alban Catholic Academy Trust values each member of each school community as an individual created in the image of God. It is therefore committed to the implementation of a policy to achieve equality of opportunity for all staff, students and visitors, and to meeting the requirements of the Equality Act 2010. Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes, this might mean giving people extra help so that they have the same chances.

The purpose of the legislation is to bring together existing equalities legislation. These are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

The protected characteristics are:

- Age (refers to school employees but not to the treatment of students / prospective students)
- Disability
- Gender re-assignment
- Marriage and Civil Partnerships (Only in relation to employees)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act has a single equality duty of positively combating inequality. The definition of equality is wider than it has been before (see above) and requirements that in the past have been seen as good practice are now legally enforceable. In order to meet the requirements of the Equality Act, the Trust will give 'due regard' to the need to:

- Eliminate Unlawful Discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance Equality of Opportunity, between persons who share a relevant protected characteristic and persons who do not share it
- Foster Good Relations between persons who share a relevant protected characteristic and persons who do not share it.

Aims and Values:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic (rpc) that is connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic (rpc) that is different from the needs of persons who do not share it.
- To encourage participation where it is disproportionately low for a recognised group in school.
- The Trust is committed to providing a curriculum that enhances the education of all students, regardless of their gender, race, class or religion.
- Celebrate the fact that the community, of which the Trust plays an integral part, has a rich diversity of age, gender, ability, culture and religion. The Trust is therefore committed to ensuring that all are given every opportunity to develop their talents to the full.
- The Trust is determined to prepare all students for a life of working with others in a community which is richly diverse socially, culturally and religiously. The Trust hopes to achieve this by offering them the experience of life in a community founded on Gospel values and working together in harmony.
- As a Catholic community the Trust has the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

Involvement, consultation and monitoring

The Board of Directors and Local Governing Body are involved in the analysis of equality policy data through examination of the following:

- School Census data
- Attendance data
- SIMS
- Participation in extra-curricular provision
- Raiseonline & FFT Live
- Exclusion information
- Behaviour Support Unit information – including Remove data & Case studies
- Racist Incidents and Bullying log
- Regular assessment and analysis of student performance data broken down by ethnicity, gender and all vulnerable groups which informs Appraisal information for all teaching staff.
- Consultations of stakeholders through School Self Evaluation.
- Continuous monitoring by all levels of school management the Board of Directors and the Local Governing Body.
- School Development Plan consultation
- Policy review

- Monitoring of staffing trends by the Board of Directors and the Local Governing Body.
- Equality issues are monitored through the implementation of all school policies.
- Pupil Premium Information.

Data about Employees

This does not need to be published where employees number less than 150. The Trust is totally committed to protecting the confidentiality of its community and adheres to the Data Protection Act.

All schools within the Trust collect and analyse a range of profile information for our staff, Directors and Governors:

- Applications for employment
- Staff profile
- Governing body profile
- CPD and training
- Disciplinary and grievance cases
- Staff Appraisal
- Exit Surveys from staff who leave.

Staffing and Staff Development

The Trust recognises the need for positive role models and fair distribution of responsibility among staff. Therefore we aim to:

- Give learners' access to a balance of male and female staff at all key stages where possible
- Encourage the career development and aspirations of all Trust staff
- Provide staff with training and development, which will increase awareness of the needs of different groups of learners
- Ensure that access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- At least one member of a staff recruitment panel will have completed Safer Recruitment Training and all panel members will be aware of what they should do to avoid discrimination and ensure equality and good practice throughout the recruitment and selection process.
- Equality policies and practices are covered in the induction of new staff, trainee teachers Directors and Governors.
- All temporary staff are made aware of equality policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, a Voluntary Aided Faith School can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. This applies particularly to those roles that provide spiritual leadership e.g Headteacher, Deputy Headteacher, Head of RE Department and usually for RE teachers. However this would not apply for all staff in school. In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Equality Legislation Guidance

This single Equality Policy replaces the individual Race, Disability Gender, Sexual Orientation, Transgender and gender reassignment policies. However the following descriptors are still relevant in current legislation.

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

The Race Equality Duty.

What is it?

The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976. It came into effect from April 2001

Who is covered?

Learners, parents/carers, prospective learners and parents/carers, staff, job applicants, governors and others using school facilities

General duties:

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

Specific duties:

- From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on learners' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the Local Authority

Reporting racist incidents in schools:

Schools are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Luton Local Authority.

Disability

What is a disability?

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected)

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause. Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

General duties

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities.

Specific duties

From December 2006 for secondary schools must prepare and publish a disability equality scheme, monitor it annually and review it every three years. Schools must involve disabled people in the development of the scheme

Set out in their scheme:

- how disabled people have been involved in its preparation
- their arrangements for gathering information on the effect of the school's policies on:
 - the recruitment, development and retention of disabled employees
 - the educational opportunities available to and the achievements of disabled learners
 - the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
- the steps the school is going to take to meet the general duty (the school's action plan)
- the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves,

which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment. **Sexual orientation** is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

General duties

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female learners and between men and women
- Promote good relations

Specific duties

- From April 2007, prepare and publish a Gender Equality Scheme, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment
- Monitor the scheme annually and review it every three years.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

Publicising this Policy

This Policy is a public document that is available to any interested stakeholder and is published on all our school Websites.

The annual report of non-confidential staff and student data is presented to the Staffing Governors Committee and reported back to the SACAT Board of Directors. The annual report is used in conjunction with other relevant data, documentation and policies, to inform the schools equality objective planning and the review of previous objectives. The Board of Directors and Local Governing Body have a legal obligation to report on the schools single Equality Annual Review. The Board of Directors and Local Governing Body are responsible for ensuring that the school complies with the current Equality Legislation and that this policy including its related procedures and practices are implemented.

This policy will be reviewed as part of a two-year cycle.

Appendix 1

Action plan: Cardinal Newman

Action Plan for 2016-17 to 2017-18:

The following action plan outlines what will be achieved in the following years with regards to meeting the Single Equality Duty:

OBJECTIVES What Will Be Done?	STRATEGIES How are we going to do it?	Who By?	When?	Monitoring Code	Evidence of Impact
To review behavior data with reference to ethnicity to ensure that all students are being treated equally.	<ul style="list-style-type: none"> Review remove data by ethnicity in Ethos group Arrange diversity training for all staff for September 2017 	FMA and Ethos Group	By Easter 2017	Red	<ul style="list-style-type: none"> Analysis of the data will enable us to review our practice and focus our training needs if necessary. Staff feedback from training indicates that staff feel the training has helped them to understand the changing nature of our student
To organize staff training around transgender and gay/lesbian students to ensure that staff can identify bullying and are able to offer appropriate pastoral care to students.	<ul style="list-style-type: none"> Identify a training provider (or two if nec – see below) Ensure that training covers both church teaching and pastoral care 	FMA and Ethos Group	Easter 2018 (training will need planning into the next round of training which is 2017-18)	Red	<ul style="list-style-type: none"> Bullying data Staff feedback from training

Appendix 2

Action plan: St Margaret of Scotland

The following action plan outlines what will be achieved in the following years with regards to meeting the Single Equality Duty:

OBJECTIVES What Will Be Done?	STRATEGIES How are we going to do it?	Who By?	When?	Monitoring Code	Evidence of Impact
To ensure all children are exposed to a range of disabilities that people have, to understand how they overcome their difficulties and how their everyday lives can be affected.	<ul style="list-style-type: none"> Class teachers to use images of disabled people when choosing resources for use in lessons Disabilities within our own school will be recognised and understood by all children and staff Visitors will be invited in to school e.g. disabled 	<p>Class Teachers</p> <p>Class Teachers SLT</p> <p>Class Teachers P.E. lead</p>	Ongoing		<p>Greater understanding and knowledge seen in children's books</p> <p>Greater understanding and knowledge through children's conversations and play</p>
To ensure that EAL learners across the school make improved progress so that the gap between EAL and non EAL learners is diminished.	<ul style="list-style-type: none"> Pre-teaching sessions will be set up for EAL learners All adults in all lessons will make use of vocabulary cards to support children's learning 	Class Teachers TAs	By end of Lent Term 2017		Half termly data collection
To ensure that the gap between the significant groups within the school (White British Heritage, Any Other White Background and Black African Heritage) and National expectations are diminished.	<ul style="list-style-type: none"> Half termly Pupil Progress meetings will focus on the progress and attainment of these groups with every Year Group Appropriate intervention will 	All staff	Ongoing		Half termly data collection

Appendix 3

Action plan: ST Martin de Porres

Action plan for 2016-18:

The following action plan outlines what will be achieved in the following years with regards to meeting the Single Equality Duty:

OBJECTIVES What Will Be Done?	STRATEGIES How are we going to do it?	Who By?	When?	Monitoring Code	Evidence of Impact
To monitor progress of pupils from all ethnic groups and ensure equal learning opportunities for all.	<ul style="list-style-type: none"> Staff to identify under-achieving ethnic groups as part of Appraisal and plan activities that promote higher standards in reading, writing and maths. SLT monitoring indicates ethnic groups are making progress in line with all pupils nationally. 	Class Teachers	By end of Advent Term 2016	Red	End of year data shows raised attainment for identified groups.
Ensure the curriculum promotes an understanding and awareness of people who have protected characteristics.	<ul style="list-style-type: none"> Ensure the relevant school policies and programmes of work contain the appropriate materials and guidance. 	Senior Leadership Team	By end of Advent Term 2017	Red	Greater understanding and knowledge seen through monitoring and classroom observations.