



ALL SAINTS

CATHOLIC COLLEGE

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Equality Objectives and Equal Opportunities Policy

Approved by: Curriculum and Catholic Life Committee **Date:** 28th November 2023

Last reviewed on: 22nd November 2022

Next review due by: November 2024

1. Introductory statement

As a Catholic school, All Saints Catholic College holds the clear Gospel teachings about equality at the heart of its Mission. We are committed to promoting equality of opportunity for all in every aspect of school life. All have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. We will encourage and enable employees and pupils to achieve their full potential in an environment which is free from all forms of unfair treatment, discrimination and harassment. The values and ethos of the school are central to our Equal Opportunities Policy.

This policy is intended to help ensure equality of treatment and opportunity for all members of the school community. We aim not to discriminate on grounds of social economic group; race; colour; nationality; culture; ethnic or racial origin; carer responsibilities; gender; gender recognition, pregnancy, sexual orientation; disability; age; appearance; religious or political belief; marital status; trade union activity; or any other conditions or requirements which cannot be shown to be justified.

The school has been modified to make provision for people with disabilities so that they may be integrated as far as possible into school life. The curriculum is designed so that it may be delivered to provide flexible and equal access to all pupils of all abilities as far as is practicable within a mainstream educational establishment.

2. The Equality Act 2010

The latest Equality Act came into force on 1 October 2010, bringing together several key pieces of separate legislation into a single Act. This now provides the legal framework to protect the rights of individuals and to advance equality of opportunity for all.

The previous legislation merged into the new Act 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

The purpose of this policy is to set out the school's commitment to equality and the desire to offer equal opportunity to all members of the school's community.

The Act defines eight groups that are described as having 'protected characteristics' and one further group that is covered by certain, limited, aspects of the legislation. The groups are:

- Age
- Disability
- Gender
- Gender reassignment
- Sexual Orientation

- Pregnancy & Maternity
- Race
- Religion and/or beliefs
- Marriage/civil partnership (for some limited aspects of the Act)

3. Aims of the Policy

The School recognises that direct and indirect discrimination may occur and therefore understands the need for a positive and effective Equality and Equal Opportunities Policy. In order to turn the commitment into a practical reality the school will:

- endeavour to eliminate all unlawful discrimination, harassment and victimisation, including in the recruitment of staff and the admission of pupils;
- promote the concept of equality of opportunity throughout the organisation for both young people and adults, seeking to create a safe working environment which is accessible, stimulating, encouraging and supportive of learning and achieving;
- actively develop a better understanding of a range of human beliefs and values;
- promote equal opportunities and good relations between members of groups having protected characteristics (as defined by the Equality Act 2010) and those who do not;
- work to enable pupils to take responsibility for their own behaviour and relationships with others;
- set out how we will deal practically with issues relating to disability (see Appendix C – Disability Code of Practice)
- agree equality objectives, monitor progress and publish outcomes
- review this policy every three years.

4. Roles and Responsibilities

These are:

- The Board of Governors will monitor and review the working of the policy, including the equality objectives, and be responsible for its amendment as necessary;
- The Headteacher will ensure the policy is known to and understood by staff, pupils and parents;
- The Headteacher will ensure that the appropriate data is collected, monitored and published;
- The SLT is responsible for ensuring equality of opportunity in the curriculum;
- The SLT is responsible for the on-going review of all policies as they impact on and/or should be impacted by this policy;
- All staff are responsible for following the policy and for following up and/or reporting all incidents of unequal treatment as appropriate.
- All staff are responsible for appropriately incorporating the principles of equality and diversity in all aspects of their work.

5. Staff

a) Recruitment:

- Candidates for vacant posts will be assessed similarly against relevant criteria only (eg skills, qualifications and experience). Information relating to protected characteristics will be excluded from consideration in the recruitment process.

- The school will collect and record information about the age, disability, gender, gender recognition, ethnicity, religion and other beliefs and sexuality of candidates for appointments and those appointed. This information will be reviewed regularly by the Board.

b) Staff Development:

- All employees have a right to be developed in their role to the best of their ability. All must have equal access to training, career development and promotion.
- All colleagues joining the school will be provided with induction training that includes reference to our Equality Objectives and Equal Opportunities Policy.
- Colleagues becoming disabled whilst in employment will be given positive assistance to help them carry out their duties effectively (see Appendix A)

c) Breaches of this policy

- The Staff Code of Conduct outlines what is and is not acceptable behaviour in the workplace.
- Any concerns or breaches of this policy will be dealt with following the procedures outlined in the grievance or disciplinary policies, as appropriate.

6. Pupils

- The school is committed to educational inclusion, with pupils given equal access to the curriculum and non-compulsory courses according to aptitude and ability
- The school will collect and record information about the age, disability, gender, ethnicity and religion and other beliefs. It will also offer the opportunity for parents/carers/pupils to provide information about gender recognition and sexuality.
- The School Development Plan and School Improvement Plan, and schemes of work, will have equality of opportunity at their heart.
- The school Code of Conduct actively promotes equality of opportunity.
- Positive attitudes and awareness of equal opportunity issues are actively promoted through PHSE.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in our society, and in the wider context of an interdependent world (see Appendix B).

7. Racist, Homophobic or other forms of Bullying

- The school is committed to eliminating all forms of bullying. Where staff encounter incidents involving bullying of any member of one of the protected characteristic groups they must report these to a senior member of staff.
- The Board will review bullying statistics for the School and ensure that any trends are identified.

8. Organisation

- School systems will recognise the needs of all members of the community.
- Meeting venues will take account of the needs of all participants.
- The school will make every reasonable effort to enable access for everyone, including those with physical disabilities.

9. School Documents

- The school will try to use plain English wherever possible.
- Documents will be made available in large print as required.
- The school will make use, as necessary, of translation services available within the Royal Borough of Kensington and Chelsea.

10. Monitoring and Review

- This policy will be monitored and reviewed via a range of regular reports to governors (eg examination reports, enrichment activity reports, Headteacher's report) or at the request of governors.

This policy should be read in conjunction with national guidance Keeping Children Safe in Education 2022, and with the following school policies:

- Accessibility Policy
- Anti-Bullying Policy
- Code of Conduct
- Child Protection and Safeguarding Policy
- Grievance Policy
- Disciplinary Policy
- SEND Policy
- Staff Code of Conduct

Current Equality Objectives

Equality Objective 1	
Focus	Educatio - The Curriculum
Outline	We will review our Curriculum to ensure that it reflects the diverse nature of our school community.
Actions/Measure	The senior Curriculum team will review the educational provision with subject leaders and report all findings and actions.

Equality Objective 2	
Focus	Educatio - Pupil outcomes
Outline	We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle underachievement (evidence to be monitored will include external examination results, PowerBi data, progress grades, School Improvement Plan).
Actions/Measure	At SLT meetings and during Governors meetings, pupil progress data will be presented to indicate how pupils are performing or are expected to perform. This analysis will look across all protected characteristics to ensure that if gaps in learning are emerging, the relevant actions are taken.

Equality Objective 3	
Focus	Fomatio – Pastoral Care
Outline	We will ensure that the school's procedures for disciplining/rewarding pupils and managing behaviour are fair, effective and equitable (evidence to be monitored will include exclusion data, behaviour logs, Star rewards, detentions, including Saturday morning detentions).
Actions/Measure	Provide analysis of the behaviour and exclusion data to ensure that no one particular characteristic is being unfairly sanctioned. This will be presented to Governors at the Curriculum & Catholic Life committee meetings.

The link Governor for Equal Opportunity will work with the school to oversee these objectives and ensure they are reported at meetings. The link Governor will also provide an annual report on the school's progress against meeting these objectives as well as the implementation of this policy.

Appendix A

All Saints Catholic College Equal Opportunities (Staff) Policy

Aims

The Board Governors of All Saints Catholic College aims to support the creation of an environment that will:

- eliminate unlawful, direct and indirect discrimination and promote equality of opportunity;
- ensure that no employee or job applicant receives less favourable treatment on grounds of age, ethnic origin, colour, disability, creed, marital status, nationality, race, religion, culture, gender, gender recognition or sexual orientation;
- have regard to equal terms for men and women in employment in accordance with the EC Equal Terms Directive, 2002/73/EC;
- have regard to the requirements of the Equality Act (2010) as it relates to employment and vocational training, with the aim of eradicating all forms of harassment and discrimination; and
- value, celebrate and learn from the cultural diversity of its staff.

The Workforce

- All Saints Catholic College will ensure that no employee receives less favourable treatment and that appropriate support is provided so that all employees attain their full potential to the benefit of the school and themselves.
- All Saints Catholic College will aim to achieve an ability-based workforce which is in line with the working population mix in the relevant labour market.
- The cooperation of all employees is essential for the success of this policy. However, the Board has lead responsibility for achieving the aims of this policy and for ensuring compliance with the relevant Acts of Parliament and Codes of Practice. Behaviour or action against the spirit or the letter of the aims on which this policy is based will be considered a serious disciplinary matter and may lead to dismissal.

Positive Action

- Under-represented groups should be encouraged to apply for training and employment opportunities within the school. Recruitment to all jobs should be strictly on merit.
- Wherever necessary, use should be made of lawful exemptions to recruit suitably qualified people to cater for the special needs of particular groups.
- Efforts should be made to identify and remove unnecessary and unjustifiable barriers and to provide appropriate facilities and conditions of service to meet the needs of under-represented groups.

Vacancy Advertising

- The Board shall put in place arrangements to determine which vacancies must be advertised both internally and externally simultaneously. Permanent senior posts will always be advertised externally.
- Steps should be taken to ensure that knowledge of vacancies reaches under-represented groups internally and, where appropriate, externally.

Selection & Recruitment

- Selection criteria, including job descriptions and postholder specifications, are kept under review to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.
- More than one person is always involved in the short listing and the selection interview. All staff involved in the recruitment process will receive relevant training.

Personnel Records

- The school will gather and maintain data relating to the groups with protected characteristics as defined in the Equalities Act (2010). Data on unsuccessful applicants will be kept in relation to the post applied for but will not be identifiable to any individual applicant. Data on existing staff will be kept as part of their confidential personnel record and will not be released to anyone without their consent.
- Employees are able to check and correct their own records of personal details. Otherwise, access to personal records is restricted in accordance with the provisions of the Data Protection Act.

Appendix B

All Saints Catholic College Equal Opportunities (Pupils) Policy

Aims

- The Board aims to provide an appropriate learning experience for all pupils, whatever their colour, origin, culture, gender status, sexuality, religion or ability. The school has high expectations of all pupils.
- The school aims to provide pupils with the opportunity to learn in an environment free from prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with pupils and colleagues reflects this responsibility at all times.

Teaching

Teachers are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management include and engage all pupils;
- suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
- stereotypes and what are thought to be stereotypical activities are effectively challenged;
- teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- they endeavour to be mindful of possible cultural assumptions and bias within their own attitudes.

Leadership and Management

The SLT are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged pupils. Measures would include:

- identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- monitoring differences in pupil attitudes to work and towards each other, with a view to identifying any significant patterns;
- addressing issues such as sexual, homophobic or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- ensuring that the performance of different groups of pupils is monitored and evaluated so that the particular needs of different pupils are met; and
- the impact of additional support on standards achieved is evaluated.

It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance, in particular that:

- strategies are implemented to raise performance, aspirations and self-esteem;
- staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all pupils; and
- an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

Equality of opportunities

In this policy, the term “parents” means all those having parental responsibility for a child.

Disability

Where pupils have physical and/or learning disabilities, the school will ensure that:

- whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled pupils can gain access to the curriculum; and
- the school works effectively with local services and agencies, providing coherent support.

See Appendix C which provides more detail.

Gender and Sexuality

The school will ensure that:

- guidance is given on subject choices and careers encouraging pupils to consider non-stereotypical opportunities;
- gender issues are considered when preparing for, and following up, work experience; and
- account is taken of positive role models when inviting speakers and representatives into the school and in the promotion of specific initiatives.

Ethnic Groups, including Refugees, and Religion and other beliefs

The school will ensure that:

- home - school links are made to involve parents directly in the work of the school;
- linguistic diversity is positively recognised
- cultural and religious customs and practices are recognised and accounted for wherever possible;
- interpretation and translation services are made available as quickly as possible;
- links are established with the local community;
- staff work effectively with other local services;
- learning support for ethnic minority pupils is efficient and effective;
- provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information; and
- pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from cultures other than their own.

Travellers

The school will ensure that:

- travelling children are successfully integrated into the school;
- where necessary, distance learning packs are provided to support continuous learning;
- travelling children with special educational needs receive appropriate support;
- travellers' cultures are affirmed to share and broaden experiences for all pupils.

Response to discrimination

All forms of discrimination by any person within the school will be treated seriously. A careful note of such incidents will be made, whether they take place in the school grounds, corridors or teaching areas. It will always be made clear to offending individuals that such behaviour is unacceptable.

Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the school. The display of such materials is regarded as discriminatory behaviour.

Continued discriminatory behaviour will lead to the involvement of parents and serious consequences enforced in line with the school's Behaviour Policy.

Appendix C

All Saints Catholic College Disability Code of Practice

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities. Evacuation procedures and escape routes for pupils and staff with disabilities are carefully planned and published.

Pupils

Applications will be considered in line with the published admission arrangements for all pupils. An applicant's disability will not prevent him/her from being offered a place and integrated into the school unless:

- the content, structure and delivery of the curriculum are such that the pupil would be prevented from fulfilling a major part of it; or
- the school would be unable to provide suitably trained staff; or facilities to allow the requirements of the curriculum to be met.

The school will aim to provide pupils with a disability with the appropriate support to enable them to be fully integrated. The school will not treat a pupil with a disability less favourably than any other pupil and will make reasonable adjustments to ensure the full participation and integration of disabled pupils.

As far as resources allow, the needs of disabled pupils will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled pupil cannot fully participate, alternative provision will be made.

Pupils with a disability or who become disabled while studying at the school will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCO and an Individual Education Plan drawn up on an annual basis.

The school recognises that special arrangements may be required to enable pupils with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such pupils to perform to the best of their ability by meeting their individual needs. The school will liaise with the relevant Examination Boards in such instances. Pupils and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCO in liaison with specific Curriculum Leaders and the school's Examinations Manager.

Staff

Wherever practicable, the school will:

- Consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with legislation.
- ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications.
- ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Members of staff who become disabled, so far as is practicable, should continue to remain employed by the school at the discretion of the Headteacher and Board, dependant on their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not

only the possible effects of the disability, but also other consequential disadvantages, such as loss of status or financial loss.

The school will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- continuing in the same post
- a gradual return to work
- a reduction in hours
- redeployment
- premature retirement on grounds of incapacity
- termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration will be given to the selection of the most appropriate option(s).

The school will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.

The school will ensure that a programme of training is offered to staff to increase their awareness of pupils with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled pupils have equal access to the curriculum.