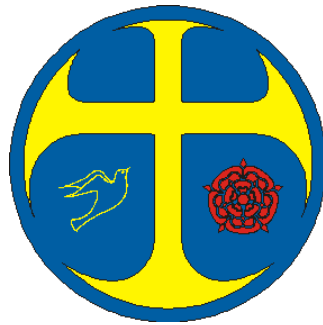


All Saints'
Roman Catholic High School,
A Voluntary Academy part of Romero
Catholic Academy Trust



Luceat Lux Vestra

Single Equalities Policy

Updated: Autumn 2023

To be reviewed: Autumn 2026

Responsibility of: School Operations Manager

Policy Approval:

A handwritten signature in black ink, appearing to read 'F. Hall', written over a horizontal line.

Signature of Headteacher

19th September 2023

Date

A handwritten signature in black ink, appearing to read 'R. White', written over a horizontal line.

Signature of Committee Chair/Vice-Chair

19th September 2023

Date

Mission Statement

All Saints' is a school where the Catholic faith is taught,
lived and celebrated.

We will educate the whole person spiritually,
morally and intellectually.

We embrace Catholic values in all we do and in
all our relationships.

We will identify and cater for the individual student's
needs and prepare them for
responsible participation in society.

Our aim is to follow Christ's teaching, as
found in the Gospels,
in everything we do.



1. BACKGROUND

The requirements of the Equality Act have been introduced incrementally since October 2010. In April 2011 the general public sector duty came into force and by April 2012 schools have had the specific duty to publish information and the specific duty to publish objectives. The main purpose of the legislation is to bring together existing equalities legislation.

Primarily 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
- Gender
- Disability
- Gender re-assignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race Religion or belief
- Sexual orientation

The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions broadly into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief.

The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before. Additionally, requirements that in the past have been seen as good practice are now legally enforceable. For example, the law now requires that as part of their procurement processes, public bodies should prefer companies that it contracts with to have a positive record on equality matters. There are also implications for the community cohesion agenda. The existing duty to promote good race relations has been replaced with a generic one to promote good relations.

The Equality Act requires all public authorities to take the aspects of interaction, empowerment, personal security and attitudes to others into account. Community cohesion is in sympathy with most, if not all, of the requirements in the legislation and thus there should not be a radical departure in terms of delivery.

The Equality Act also introduced the Public Sector Equality Duty (PSED) which imposed certain duties on public sector organisations, including maintained schools and Academies. The PSED extends to all “protected characteristics”: Race, Religion or Belief, Disability, Sexual Orientation, Sex, Pregnancy and Maternity, Age, Gender Reassignment.

All Saints’ Roman Catholic High 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

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

2. AIMS

All Saints' Roman Catholic High School is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect.

This policy outlines the commitment of governors, staff and pupils of the school to eliminating all forms of discrimination, harassment and victimisation; promoting equality of opportunity and fostering good relations – to ensure that equality of opportunity is available to all members of the school community.

These include;

Pupils

Staff

Parents/carer

The governing body

Multi-agency staff linked to the school

Visitors to school

Pupils on placement

This Single Equality Policy incorporates our commitment and actions for all individuals regardless of uniqueness, in order to achieve equality. It demonstrates our commitment to addressing such issues as disability equality in our decision making and the delivery of education. The policy brings together the School's approach for promoting equality in our policies and procedures and, most importantly in our day to day practices and interactions with the whole school community.

3. STATEMENT OF PRINCIPLES

At All Saints' we are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their uniqueness and to participate fully in school life. All are encouraged to follow the school motto, "Luceat Lux Vestra" - "Let your light shine".

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, value and of equal worth.

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. In celebrating the diversity of our world, we respect the religious, spiritual, cultural, and moral values of others and are mindful of their attitudes, values and beliefs. Our commitment is to create an environment of harmony, mutual respect and safety within a Catholic school.

By upholding our Catholicity we respect diversity. We acknowledge that treating people equally is not simply treating everyone the same and that equality is practiced so that necessary steps to ensure that every child is given an equality of opportunity to develop socially, to learn, and to thrive. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls. We value all staff for their ability and potential in identifying opportunities to help school make the best possible provision for our children.

The achievement of pupils from identified groups will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We acknowledge that it is very important for us all to work together in achieving our aim of being inclusive and accessible and ultimately in providing a quality learning experience for our children within a Catholic context.

All Saints' Roman Catholic High School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community
- welcoming a diversity among pupils, staff and visitors
- not discriminating against anyone, be they staff or pupils, on the grounds of their sex, sexuality, race, age, colour, nationality, ethnicity, national origins or physical or mental abilities.
- ensuring that all students have equal access, where reasonable, to the full range of educational opportunities provided by the School.
- opposing all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
- respecting the religious beliefs and practices of all staff, pupils, parents and carers and aim to comply with requests relating to religious observance and practice. These are considered by the Headteacher on an individual basis.
- ensuring that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. Preference may be given in respect of appointment to certain positions to preserve the school's religious character.
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution
- working in partnership with families, the Diocese of Salford, the local authority and the wider community, to establish, promote and disseminate inclusive practice and tackle discrimination by ensuring that our Single Equalities Policy is followed
- following our pupil admissions, based on grounds of religion as per the admissions criteria. For particular aspects of the school's work, staff may be appointed on religious grounds as per s.60(5)/s.124A of the School Standards & Framework Act 1998 (SSFA).

4. ROLES AND RESPONSIBILITIES

The School Equality Scheme will be monitored within the School's self-evaluation and other review processes. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years

The Governing Body

The Governing body 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 and that they are reviewed and updated at least once every three years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Headteacher:

The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body

All Staff

It is the responsibility of all staff to;

- promote an inclusive and collaborative ethos in the school
- challenge inappropriate language and behaviour
- be vigilant in all areas of the school for any type of harassment and bullying
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the school's culture
- promote equality and good relations and not discriminate on grounds of race, gender and age
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

5. STAFFING AND STAFF DEVELOPMENT

We recognise the need for positive role models and distribution of responsibility among staff;

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality
- Access to opportunities for professional development is monitored on equality grounds

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

School follow the Romero Catholic Academy Trust – Recruitment and Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. A school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. 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 for example PE.

6. COMMUNITY COHESION

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups.

- **Teaching, learning and the curriculum** – with emphasis across the curriculum on valuing common values and diversity, promotion of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions.
- **Equity and Excellence** – equality for all to succeed, removing barriers to access, eliminating variations in outcomes for different groups.
- **Engagement and extended services** – enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities – locally and more widely.

7. PUBLISHING THE POLICY

In order to meet statutory requirements we will publish our policy on the school website.

8. BREACHES OF THE POLICY

Breaches will be dealt with by invoking the discipline policies of the school in relation to pupils and staff; incidents involving third parties will be dealt with after seeking advice from the Diocese and RCAT.

9. REVIEWING AND ASSESSING THE POLICY

We regularly review, monitor and assess all policies and strategies for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations. We use the results of reviews and assessments to inform planning and decision-making and make available the results of monitoring and assessments.

This policy will be evaluated for its impact on pupils, staff, parents and carers from the different groups that make up our school through

- Feedback from the annual parent questionnaire and parents' evenings
- Input from staff meetings and INSET
- Feedback from the school council, PSHCE and RE lessons
- Issues raised in annual reviews or reviews of progress on Individual Education Plans
- Feedback at Governing Body meetings

Each pupil's progress is monitored and tracked. As part of this process we regularly monitor achievement with respect to gender, race, ability or additional needs and looked-after status, to ensure that all groups of pupils are making the best possible progress and to take appropriate action to address any gaps. In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity, for example, in lesson observations and the data collected is used to inform further school planning, target setting and decision-making.

In line with legislative requirements, we will review our published equalities information and evaluate the impact of actions taken against our published objectives annually.

APPENDIX 1 – FOR INFORMATION

Race

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

Reporting racist incidents in schools Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents

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 (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

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 lesbophobia 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).

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 reassignment is the process a transgender person goes through to change sex.