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: *A*ppointment 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 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) - March 2026
Date of Next Review	Review Policy Statement annually (OLoL) - January 2024 Review Trust/Academy Equality Objectives every 3 years (OLoL Trust Board /LGB) • March 2029
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

Appendix B **The Becket School Equality Objectives**

Equality strand	Equality objective	Action(s)	How will the impact of the action be monitored?	Who is responsible for implementing?	Success indicators
Race Gender Disability	To monitor and analyse regularly students' progress by race, gender and disability and to act on any trends in the data that require additional support for students. Monitor, analyse and track any trends around behavioural incidents involving race, gender or disability	• Senior Leaders, Progress Leaders and Leaders of Learning will use data to plan intervention where needed. • Regular Data Drops for Leaders of Learning and analysed by SLT/LOL in QA • Progress data analysed by SLT in exam windows • Key groups identified and interventions put in place - study groups, additional literacy, study initiatives and mentoring • Review bullying register and analyse via equality strand • Address incidents via whole year group assemblies/TBW updates	• Progress data will be analysed by race, gender and disability using school data systems. • Year 11 strategy overview document shows how monitoring will take place • Year 11 strategy meetings in place • Student feedback	Assistant Headteacher (Progress Leaders / Data Manager / Leaders of Learning .) • Assistant Headteacher (Behaviour) • Progress leaders	• Data will be analysed and used to plan additional support where required. • Additional support will be put in place to meet needs of selected groups. • Student voice feedback shows positive impact • Reduction in incidents

Gender	• The objective is to raise males achievement so that the gender gap reduces. • To promote equality of opportunity in careers.	• Current Y11 data will be analysed by Senior Leaders, Leaders of Learning and the Y11 Progress leader. • Proactive intervention such as mentoring programmes and tailored intervention sessions will target students with lower than-expected progress projections. • Stop the Clock sessions on addressing equality in place and delivered • Session on gender in society in the workplace in Y11. Girls access to range of STEM activities and University access programmes • Take advantage of any further opportunities to promote subjects/careers that may be perceived as gender specific.	• Data will be analysed for those students that took part in the intervention programmes. • Student feedback. • Numbers of students accessing programme and feedback	• Senior Leaders, Y11 Progress Leader, staff involved in intervention programmes. • PSHCE coordinator • Personal Development Co-ordinator.	• Progress measures for males will increase so that the gender gap is reduced. • GCSE, A-level options and other post 16 options show improved access.

The Governors reviewed the school's Equality Objectives on 19th March 2026. The next review of the objectives will be in 2029.