



Equality information and objectives

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| Policy Owner | Assistant Principal (Inclusion) |
| Date of Adoption | September 2023 |
| Date for Review | September 2027 |

Aspire not to have more but to be more

Saint Oscar Romero

+ Honourable Purpose + Respect + Compassion + Cooperation +
Stewardship +

1. Aims

Our College aims to meet its obligations under the public sector equality duty 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

A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of:

- Disability
- Gender
- Gender identity/reassignment
- Pregnancy and maternity
- Ethnicity/Race
- Religion or belief
- Sex and sexual orientation

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

It is the responsibility of the **Local Governing Body** to:

- 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 four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

It is the responsibility of the **Principal** to:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (Assistant Principal - Inclusion) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary

It is the responsibility of all **Staff** to:

- 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, religion, age and sexual orientation;
- 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.

4. Eliminating discrimination

The College is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
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In fulfilling this aspect of the duty, the College will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The College aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The College ensures it has due regard to equality considerations whenever significant decisions are made.

The College always considers the impact of significant decisions on particular groups. For example, when a trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Our objectives are to:

- develop a curriculum and resources to support all students' learning;
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- further improve, where possible, the built environment to enable disabled students to take full advantage of their education, benefits, facilities and services provided;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive, non-stereotyping information about different groups of people regardless of disability, gender, gender identity/reassignment, ethnicity, religion
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these objectives we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- ensure that modified or differentiated materials and resources are accessible by providing curriculum support

9. Monitoring arrangements

- Each student's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs and looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (e.g. lesson observations record evidence of adaptation and texts are reviewed to ensure appropriateness and inclusiveness.)
- The data collected is used to inform further school planning, target-setting and decision making.

The Local Governing Body will update the equality information we publish, at least every year.

This document will be reviewed by Local Governing Body at least every 4 years.

10. Links with other policies

This policy should be read in conjunction with all other relevant policies.

The CES has produced separate guidance in relation to the application of the Public Sector Equality Duty for schools in England and Wales which can be accessed on the CES website via the following link:

<http://catholiceducation.org.uk/guidance-for-schools/equality>