



St Peter & St Paul
Catholic Voluntary Academy
Pro Petro Paulo Patria

Policy Document
Status: Approved
Confidentiality level: Public

Equality Policy

Policy Ref No. PE 02

'I have come that they may have life and have it to the full'

John 10:10

The Ethos of St Peter and St Paul

"Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.

Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.

We develop our potential, celebrate our talents and go forward together in faith."

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

The education of all

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we still strive to ensure that:

Any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

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Rationale

St Peter and St Paul Catholic Voluntary Academy values each member of the 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
- 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, St Peter and St Paul 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.

Specifically our **AIMS** are to:

1. Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic (rpc) that is connected to that characteristic.

2. 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.

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3. Encourage persons who share a relevant protected characteristic (rpc) to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Involvement, consultation and monitoring

Stakeholders are involved in the analysis of equality policy data through examination of the following:

- School Census data
- Attendance data
- Participation in extra-curricular provision
- Raiseonline/Secure Access
- Exclusion information
- Behaviour Support Unit information
- Bullying Register
- Racist Incidents File
- Regular assessment and analysis of student performance data broken down by ethnicity, gender and all vulnerable groups which informs performance management information for all teaching staff
- Consultations of stakeholders through School Self Evaluation this will include Student Voice and questionnaires
- Continuous monitoring by all levels of school management and governors.
- School Development Plan consultation
- Policy review
- Monitoring of staffing trends and structures by the Finance and Personnel Committee
- Stakeholders have a variety of ways to share their views and identify any issues for improvement; any matters raised are investigated and appropriate action taken in line with school policies
- Equality issues are monitored through the implementation of all school policies
- Pupil Premium Information

Publicising the Policy and Plan

This Policy is a public document that should be made available to any interested stakeholder and should be publicised. Our Policy is available on our website.

St Peter and St Paul Catholic Voluntary Academy intends to publicise its Single Equality Policy and its commitment to fairness and equality through:

- school website,
- staff and parent newsletters,
- induction booklets

The Governing Body is legally required to report annually on our progress and performance in respect of our policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled learners, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report.

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Appendix A: Data about Employees

This does not need to be published where employees number less than 150. St Peter and St Paul Catholic Voluntary Academy is totally committed to protecting the confidentiality of its community and adheres to the Data Protection Act.

At St Peter and St Paul we collect and analyse a range of profile information for our staff and governors:

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

Staffing and Staff Development

We recognise 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 school 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

- 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
- Equalities policies and practices are covered in all staff inductions
- 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 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 those roles that provide spiritual leadership e.g. Head teacher, Deputy Head teacher, 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.

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Appendix B – Equality Legislation Guidance

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 2014 publish a Race/Hate Equality Policy, 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 Lincolnshire 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.

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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).

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.

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).

General duties

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

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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.