



### **Mission Statement**

We are a Catholic family of aspiration, dedicated to all our students excelling spiritually and academically in our school and beyond.

We change lives through our culture of high standards and expectations of everyone who learns and works in our school and a belief that achievement is for all.

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#### **1. Statement**

This scheme outlines the commitment of the staff and Governors of Blessed Thomas Holford Catholic College to promote equality. We will work to ensure that groups with the protected characteristics (gender, race, disability, religious belief, age, gender reassignment, marriage and civil partnership, pregnancy and maternity, and sexual orientation) are free from discrimination and harassment. Our college will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our college community.

In accordance with our Mission Statement we pledge:

- To respect the equal human rights of all our community
- To positively promote equality and diversity
- To tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- To educate pupils about equality
- To respect the equal rights of our staff and other members of the school community
- To be aware that it is illegal to discriminate by association.

We will promote community cohesion at school, local, national and global levels, comparing our college community to its local and national context and implementing necessary actions as appropriate.

#### **2. Aims**

- To provide a safe, secure environment where all members of the community can flourish, thrive and feel a sense of belonging in keeping with the college's Mission Statement.
- To ensure that all pupils within College meet the Every Child Matters criteria (be healthy, safe, enjoy and achieve, positive contribution, economic well-being).

- To prepare children for life outside of the College as members of a diverse and cohesive society, where all members of the community will be able to develop as active citizens on local, regional, national and international levels.
- All members of the community will respect and recognise the individuality and worth of members of different gender, religion, sexuality, disability, age, race and ethnicity.
- To plan to ensure that the whole college keeps abreast of new legislation and guidance in relation to equality and diversity.
- To ensure that inclusion is a thread that runs through activities and departments in the whole college and that all staff are aware of this philosophy.
- To monitor and provide non-discriminatory information about different groups based on data.
- To monitor, challenge, record and address effectively and appropriately any incidents arising with regard to any discrimination.

### **3. To achieve these aims we will:**

- Ensure that all stakeholders and members of the community are consulted on the development, review, evaluation and impact of all relevant improvement plans, procedures and policies;
- Collect and analyse available information and data without discrimination in relation to vulnerable minority groups across the whole school;
- Provide analysis in order to ensure all students are making at least expected progress in relation to suitable learning targets, and ensure that appropriate intervention be put into place if necessary in order to overcome any barriers to learning;
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity and a cohesive community;
- Employ systems to maintain a high standard of behaviour and respect for others throughout the whole college, and ensure that any incidents of discrimination are recorded, monitored and addressed appropriately – information will be reported to other stakeholders where appropriate.

Admissions to the College will be in keeping with published criteria which address any issues to be taken into consideration regarding SEN status, Looked After Children or the purpose of the college to provide an education to Roman Catholic children. See admissions policy.

Blessed Thomas Holford Catholic College undertakes to:

- Meet its legal obligations under relevant legislation
- Treat everyone fairly and with respect for their culture, values and beliefs
- Operate in an open and accountable fashion
- Encourage and enable the involvement of people in decisions which affect them

#### **4. Statutory Requirements**

The equality objectives in Section 12 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Trafford Council procedure for recording incidents involving pupils in schools.

The access plan in Section 13 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and the Children and Families Act 2014

#### **5. Equal Opportunity in employment**

Vacancies will be advertised internally or externally as appropriate in order to allow equal opportunities to applicants who are likely to possess appropriate qualifications or relevant experience.

In relation to staff\*, no job applicant or employee shall receive less favourable treatment because of his or her gender, sexuality, race, ethnicity, disability, gender reassignment, or pregnancy and maternity. They will not be disadvantaged by any other condition that cannot be demonstrated justifiable.

All involved in the appointment of staff on behalf of the college will be made aware of the policy. There may be training provided, if appropriate, in order to ensure that all involved with its implementation receive necessary guidance and training.

The Governors do have a duty imposed upon them to preserve the character of this voluntary-aided school. As part of this duty, preference may be given to professionally competent teaching staff who are committed to the practice and teaching of the Roman Catholic faith.

\* refers to any employee whether full or part time or in temporary or permanent employment who acts on behalf of the college

#### **6. Responsibilities**

One named Governor takes the lead, but the Governors as a whole are responsible for:

- Drawing up, publishing and implementing the college's equality objectives;
- Making sure the college complies with the relevant equality legislation;
- Making sure the college Equality Scheme and its procedures are followed;
- Monitoring progress towards the equality objectives and reporting annually.

### **The Head Teacher is responsible for:**

- Making sure steps are taken to address the college's stated equality objectives;
- Making sure the equality and access plans are readily available and that the Governors, staff, pupils and their parents and carers know about them;
- Producing regular information for staff and Governors about the plans and how they are working;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents;
- Anticipating and enabling reasonable adjustments to be made, in relation to disability, with regard to students, staff, parents/carers and visitors to the school.

### **All staff are responsible for:**

- Promoting equality in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups;
- Dealing with prejudice-related incidents;
- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities.

### **The Head Teacher is responsible overall for:**

- Dealing with reports of prejudice-related incidents;
- Being role models for pupils and treating all other staff and students with respect, in keeping with the Mission Statement.

### **Visitors and contractors are responsible for:**

- Following relevant College policy

## **7. Staff Development**

Staff training and development will be delivered via the programme of INSET. Aspects related to equality and cohesion include:

- Whole school SEN training
- Whole school medical conditions training
- Whole school Child Protection training
- Whole school anti-bullying/anti-racist/anti-sexist/ anti-homophobic incident training
- Departmental audits
- Whole school differentiation training
- Mental health training
- EAL training

## **8. Publication and Review**

This Equality Policy fulfils statutory requirements under the terms of the legislation referred to above. As it is a public document, the Governors publish it by making it available as a paper document on request, on the college website, and by sending an electronic copy for monitoring purposes to the Local Authority. The policy will be kept under regular review.

## 9. Policy Planning and Development

Views of stakeholders will be taken into consideration in the implementation of this policy. There will be a systematic review of the impact of policies within an appropriate time scale.

## 10. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of college practice in terms of ethnicity, religion or belief, and disability:

- SEN provision mapping and tracking analysis
- whole school tracking
- Pupil Voice
- whole school/departmental audit
- Inspection data dashboard
- racist incident data – CPOMs
- bullying (of all forms ie. Sexism/ homophobia) CPOMs incident data
- Ofsted report
- SIMS & 4Matrix data
- attendance data
- minority groups data

## 11. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- Parent, governor and staff survey
- Pupil surveys / Voice
- SEN data
- SEN provision mapping
- Racist incident data – CPOMs
- Bullying incident data - CPOMS

in order to:

- (i) **Promote equality of opportunity** for members of identified groups
- (ii) **Eliminate unlawful discrimination**, harassment and victimisation, and
- (iii) **Foster good relations** between different groups in terms of
  - Ethnicity
  - Religion or belief
  - Disability

## **12. Community cohesion: a shared contextual statement**

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the college's context it relates closely to the beginning of the SEF. It demonstrates the awareness of the Governors and their community partners of how the college community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 15 below to promote community cohesion.

- Ethnicity/culture context of the college (local and national)
- Religion/belief context of the college (local and national) – the college is Roman Catholic and the ethos of the college follows the teachings of Jesus Christ but we also endeavour to meet the needs of other major religions through the curriculum and Assemblies.
- Socio-economic context of the college (local and national) - (please see current census for further information)

## **EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION**

We at Blessed Thomas Holford Catholic College will also comply with, and have due regard to, the following equalities legislation:

### **New Equality Act 2010**

The Equality Bill passed through Parliament and became an Act on 8<sup>th</sup> April 2010. It took effect from Autumn 2010. The Equality Act has put a new single Equality Duty on public bodies. The Duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The Act protects people from discrimination on the basis of "protected characteristics" (which previously used to be called "grounds"). The relevant characteristics for services and public functions are:

- **Disability** (definition changed)

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

To qualify for protection from discrimination, a disabled person no longer has to show that their impairment affects a particular "capacity" such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability.

- **Gender re-assignment** (definition changed)

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination, a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way which differs from or is inconsistent with the physical sex they were born with.

- **Pregnancy and Maternity** (no change)

Pregnancy and maternity is not a protected characteristic for the purposes of the college's provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds of pregnancy and maternity status.

- **Race** (no change)

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

- **Religion or belief** (no change)

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

- **Sex** (no change)

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

- **Sexual orientation** (no change)

Everyone is protected from being treated worse because of sexual orientation whether they are straight, gay, lesbian or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

- **Age** (no change)

Under the college's provisions of the Act, age is excluded from the list of protected characteristics.

An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds, including the new socio-economic duty. It also extends the use of positive action in the workplace. The Equality Act also introduces a dual discrimination provision which enables people to bring claims where they have experienced less favourable treatment because of a combination of two protected characteristics.

Guidance on all areas replaced by the Equality Act can be found at [www.equalityhumanrights.com/advice-and-guidance](http://www.equalityhumanrights.com/advice-and-guidance). There are links to guidance for how the Act impacts on employers, service providers, schools etc.

**Human Rights Act 1998 and Article 14 of the European Convention on Human Rights** – Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as "sex, race, colour, language, religion, political or other opinion, national or social origin, associated with a national minority, property, birth or other status".



## **GLOSSARY (taken from Equality Act 2010)**

### **Diversity is:**

- About including everyone
- Valuing differences
- Harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- Having a better understanding of the diverse needs of our community.

### **Duty**

- A mandatory and legal obligation to do something.

### **Promote**

- Contribute to the progress and growth of ...
- Make publicity for ...

### **Equality and Human Rights Commission (ERC)**

- This new body brings together the Equal Opportunities Commission, the Disability Rights Commission, and Commission for Race Equality. It also serves as a national body for age, religion and belief, and sexual discrimination, as well as human rights.

### **What is meant by 'discrimination'?**

- Generally, "discrimination" means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.
- Discrimination can take a number of forms:
  - "Direct"
  - "Indirect"
  - Failure to make reasonable adjustments for disabled people
  - Discrimination arising from a disability
  - Discrimination because of "association" with someone who has a protected characteristic, or
  - Discrimination because a person is thought to have a protected characteristic, whether correctly or incorrectly perceived.
- People are also protected from:
  - Harassment related to a protected characteristic
  - Victimisation because they have, or their education provider thinks they have, made or helped make a complaint about discrimination, unless they know the complaint was not true.

## **Direct Discrimination**

- Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic.
- Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate.
- It is not direct discrimination against a non-disabled person to treat a disabled person better.
- Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as "combined characteristics".

## **Indirect Discrimination**

- People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

## **Victimisation**

- If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

## **Harassment**

- Harassment in the Equality Act 2010 means:
  - Unwanted behaviour which has purpose or effect
  - Violating the dignity of another person, or
  - Creating for that person an intimidating, hostile, degrading and humiliating or offensive environment.
- Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

## **Positive Action**

- Positive Action means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristic from groups with different needs, or a past track record of disadvantage or low participation to access education.