



BLESSED THOMAS HOLFORD
CATHOLIC COLLEGE
Inspiring People – Changing Lives

Equality, Diversity and Inclusion policy

This policy was approved by Governors 16th March 2023

Adopted on 16th March 2023

This policy will be reviewed annually on or before 16th March 2023

1 Introduction

- 1.1 Blessed Thomas Holford Catholic College is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity and inclusivity for all staff and pupils across its school.
- 1.2 The school is committed to promoting a positive and diverse culture in which all staff and pupils are valued and supported to fulfil their potential irrespective of any protected characteristic.
- 1.3 The school recognises its obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our employees, pupils and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Equality Act 2010 and its subsequent provisions.
- 1.4 The following groups have been identified as key recipients in terms of the implementation of this policy:
- Looked After Children or Children in Need
 - SEND
 - Children at risk of exclusion
 - Children from an ethnic group, including those from Gypsy, Roma, Traveller background
 - Children missing in education
 - Children with medical conditions affecting attendance at school
 - Are school age / teenage parents
 - Are young carers
 - Children within, or at risk of joining, the criminal justice system
 - Children with mental health issues
 - Children in receipt of free school meals
 - Children living in areas of deprivation
 - Gifted and talented
 - Are gender questioning or going through transition
 - Children who are Lesbian, Gay or Bisexual
- 1.5 This policy and all associated procedures apply to all staff (including volunteers and pupils on placement), young people and visitors at our school and should be read in conjunction with the following school-wide policies or policies of the respective school: SEN, admissions, uniform, behaviour, exclusions, complaints, employment policies, accessibility plan, Equality Action Plan.
- 1.6 Failure to comply with these policies and procedures may result in disciplinary action. Discriminatory treatment, bullying or harassment of staff or pupils by visitors will also not be tolerated.

2 Compliance

- 2.1 This policy has been developed in response to the Equality Act 2010 and replaces previous policies relating to race, gender and disability equality. It has been designed to help the school meet the public sector equality duty to:
- 2.1.1 Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.

- 2.1.2 Advance equality of opportunity between those who have a protected characteristic and those who do not.
- 2.1.3 Foster good relations between those who share a protected characteristic and those who do not.
- 2.2 The Equality Act 2010 defines nine protected characteristics. Each of the following are potentially applicable to each school community (pupils, staff and governors):
- Age (as an employer but not applicable to pupils)
 - Disability
 - Sex
 - Gender reassignment
 - Race
 - Pregnancy and maternity
 - Religion or belief
 - Sexual orientation
- 2.3 Staff governors will:
- Actively promote equality of opportunity in all areas of school life.
 - Ensure that members of each school community know their rights, and respect the rights of others.
 - Aim to ensure that prejudice or discrimination in all its forms is actively rejected.
 - Raise awareness of equality issues for all members of each school community, and through our links with the local community.
 - Establish strategies to ensure equal access to the curriculum and enable each individual to fulfil his/her potential regardless of ability, gender, race, disability, religion or sexual orientation.
- 2.4 Equality and diversity principles based on the above aims will be embedded in our daily practices, policies and the processes of decision-making, including:
- Admissions, induction and attendance.
 - Pupils' progress and achievement.
 - Pupils' personal development and wellbeing, particularly in relation to safeguarding.
 - Parental involvement.
 - Working with the wider community.
 - Behaviour management.
 - Staff recruitment and professional development.
 - Curriculum access and participation.
 - Teaching styles and strategies.

3 Publication of Information and Equality Objectives

- 3.1 The school acknowledges its legal duties to publish information on compliance with the three strands of the public sector equality duty and, in addition, to publish specific and measurable equality objectives.
- 3.2 The school will work across its school communities to analyse data and existing practices to set out the actions taken in compliance of the equality duty and to inform the setting of relevant equality objectives to support the development of each school and its community. These will be set out in our school's Equality Action Plan.
- 3.3 The information on the equality duty will be updated annually and the objectives every 4 years. The Equality Action Plan is published on the respective school's website.

4 Roles and responsibilities

- 4.1 The Board of Governors has overall responsibility for this policy and for ensuring compliance. The designated senior member of staff with overall responsibility for all equality and diversity matters at each school is the Head Teacher.
- 4.2 It is the responsibility of all staff to:
- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation.
 - Support and participate in any measures introduced to promote equality and diversity.
 - Actively challenge discrimination and disadvantage in accordance with their responsibilities.
 - Report any issues associated with equality and diversity in accordance with this policy.

5 Duty to make reasonable adjustments

- 5.1 The school will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.
- 5.2 The duty to make reasonable adjustments covers all aspects of school life, including the curriculum, classroom organisation and timetabling, access to facilities, clubs and visits, sports and policies.
- 5.3 In making reasonable adjustments, the school is required to provide auxiliary aids and services for disabled pupils. Staff will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.
- 5.4 The school will monitor the physical features of the school's premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the school will take steps to improve access for disabled users of the premises. Please see the Accessibility Plan for further information, which can be found on the respective school's website.
- 5.5 Parents should notify the Head Teacher in writing if they are aware or suspect that their child has a disability and provide copies of all written reports and other relevant information about their child's disability upon request. Providing such information will enable the school to support the student as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. Every school will have due regard to any request made by a parent or student (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

6 Uniform policy

- 6.1 Each school's uniform policy is consistent with this policy. The same uniform policy applies equally to all pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, all school will consider reasonable requests to alter the uniform, for example for genuine religious

requirements and in making reasonable adjustments for disabled children to avoid substantial disadvantage.

- 6.2 Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred to the Head Teacher, whose decision will be final, subject to the complaints procedure.

7 Admissions policy

Admissions criteria are defined under the school's admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.

8 Religious Beliefs

The school respects the religious beliefs and practice of all staff, pupils and parents, and each school will comply with reasonable requests relating to religious observance and practice wherever possible. An example where a request may be refused is if the religious observance takes place during lesson time. Whilst the school will explore other ways to accommodate the request, such as amended timetabling, this may not always be possible.

9 Curriculum delivery

- 9.1 The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum. Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any student in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.
- 9.2 The school recognises and promotes awareness of the possibility of bias (for example gender or racial), and work to eliminate such bias in both teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum to avoid stereotypes and bias.
- 9.3 The school may take positive action to give pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the needs of the pupils in that group, for example, special language training for groups whose first language is not English.
- 9.4 All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of any protected characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the school, and pupils are encouraged to question assumptions and stereotypes.

10 Exclusion policy

The decision to exclude a child for a fixed period or permanently is a last resort and will be made in accordance with the behaviour & exclusion policies. That policy applies to all pupils and any exclusion decision will take into account our duties under the Equality Act 2010.

11 Gender Identity

- 11.1 The school is mindful of its responsibilities under the Equality Act 2010 towards pupils identifying as transgender and non-binary. In respect of pupils identifying as trans-gender or non-binary, the School will be sensitive to their individual needs whilst also recognising the needs and sensitivities of other pupils. Pupils who have confirmed that they have commenced the process of transitioning, and therefore fall under the protected characteristic of gender-reassignment will be provided with appropriate pastoral care and support.

12 Recruitment and selection

- 12.1 All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate.
- 12.2 Where appropriate, the school will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by a third party, on behalf of the School, we will take all reasonable steps to ensure they adhere to the principles of this policy.

13 Reporting and recording incidents of discrimination and harassment

All incidents of discriminatory treatment, bullying and harassment must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy.

14 Complaints and grievances

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure (as appropriate).

15 Implementation, monitoring, evaluation and review

- 15.1 The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of this 'Equality, Diversity and Inclusion Policy' in each school is the Head Teacher.
- 15.2 Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on each school's premises during office hours and an electronic copy is posted on our website.
- 15.3 The Equality, Diversity and Inclusion Policy will be reviewed on a three-year cycle by a representative working party consisting of the following stakeholders:
- Pupils
 - Parents
 - Staff
 - Local Governors
 - Community representatives

- 15.4 The effectiveness of this policy will be assessed using a self-evaluation framework and an assessment of progress against targets identified the Equality Action Plan together with stakeholder views. Following this evaluation, recommendations will be made for changes to the policy and action planning for the future to continue to improve the culture of equality, diversity and inclusion for all within the school.