

Equality and Diversity Scheme

MISSION STATEMENT

“We are of the Gospel, educating all children in order for them to grow and reach their full potential as fulfilled people in Christ.”

Holy Cross and All Saints is a Catholic school and has the life and teaching of Jesus Christ as its foundation.

Through the Catholic ethos of our school and through the celebration of feasts and the Church's seasons, the children come to know Jesus Christ as a person and friend who guides them through life.

Our mission is to provide a Catholic education with a curriculum that is broad and balances with R.E. at its core.

We aim to achieve the highest possible standards and to provide for the special needs of our children. We strive also to help each person in the school community to grow in fullness of life and to fulfil their potential.

We recognise that each child is unique and each contribution to school life is valued and accepted.

We work with the parents and people of Holy Cross and St Matthews parish to teach the Catholic Faith and the moral values of the gospels. In this way, we serve them and through them the wider community.

OVERVIEW

1.1 THIS POLICY REFLECTS THE SINGLE EQUALITY ACT 2010 WHICH HARMONISES AND REPLACES PREVIOUS LEGISLATION INCLUDING THE RACE RELATIONS ACT 1976, DISABILITY DISCRIMINATION ACT 1995, GENDER RECOGNITION ACT 2004 AND SEX DISCRIMINATION ACT 1975. THIS POLICY THEREFORE SUPERSEDES ALL PREVIOUS SCHOOL POLICIES ON DISABILITY, ETHNICITY (IE RACE) AND GENDER. HOWEVER, AS ST EDMUND'S RC PRIMARY SCHOOL IS A VOLUNTARY AIDED SCHOOL WITH A REGISTERED, RELIGIOUS CHARACTER THERE ARE SOME GENERAL EXCEPTIONS TO THE ACT WHICH ARE FOLLOWED BY OUR SCHOOL. THESE ARE IDENTIFIED IN APPENDIX 2.

1.2 THE SINGLE EQUALITY ACT COMBINES THE EXISTING THREE DUTIES INTO ONE NEW EQUALITY DUTY THAT COVERS THE EQUALITY STRANDS: AGE, DISABILITY, GENDER, GENDERIDENTITY, RACE, RELIGION OR BELIEF AND SEXUAL ORIENTATION. IN THIS SCHOOL WE WILL ENSURE THAT AT EVERY LEVEL, IN ALL OUR WORK AND THROUGHOUT ALL ASPECTS OF THE SCHOOL COMMUNITY AND ITS LIFE, EVERYONE WILL BE TREATED EQUALLY. THIS SINGLE EQUALITY POLICY SUMMARISES THE SCHOOL'S APPROACH IN ENSURING EQUALITY FOR ALL.
[HTTPS://WWW.EQUALITYHUMANRIGHTS.COM/EN/EQUALITY-ACT/PROTECTED-CHARACTERISTICS](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics)

2. OBJECTIVES

2.1 TO ENSURE THAT ALL LEARNERS HAVE EQUAL ACCESS TO A RICH, BROAD, BALANCED AND RELEVANT CURRICULUM.

2.2 TO ADVANCE EQUALITY OF OPPORTUNITY BY ENSURING THAT TEACHING, LEARNING AND THE CURRICULUM PROMOTE EQUALITY, CELEBRATE DIVERSITY AND PROMOTE COMMUNITY COHESION BY FOSTERING GOOD RELATIONS.

2.3 TO ELIMINATE ANY DISCRIMINATION, HARASSMENT AND VICTIMISATION. TO ENSURE THAT NO-ONE IS UNFAIRLY OR ILLEGALLY DISADVANTAGED AS A CONSEQUENCE OF THEIR AGE, DISABILITY, GENDER, GENDER IDENTITY, SEXUAL ORIENTATION, COLOUR, RACE, ETHNIC OR NATIONAL ORIGIN, DISABILITY OR RELIGIOUS BELIEFS.

2.4 TO RECOGNISE AND CELEBRATE DIVERSITY WITHIN OUR COMMUNITY WHILST PROMOTING COMMUNITY COHESION.

2.5 TO ENSURE THAT THIS POLICY IS APPLIED TO ALL WE DO

2.6 TO ENSURE THAT PUPILS AND PARENTS ARE FULLY INVOLVED IN THE PROVISION MADE BY THE SCHOOL.

2.7 TO ENSURE THAT WITHIN THE SCHOOL BUDGET, ADEQUATE FUNDING IS PROVIDED TO UNDERPIN THIS POLICY AND THAT INTERVENTION, POSITIVE AND PREVENTATIVE ACTION IS FUNDED WHERE NECESSARY.

3. GOOD PRACTICE

3.1 WE STRIVE TO ACHIEVE A COHESIVE COMMUNITY AND EXPECT THAT CHILDREN RESPECT ONE ANOTHER AND BEHAVE WITH RESPECT TO ONE ANOTHER, AND THAT THEIR PARENTS FEEL FULLY ENGAGED IN THE SCHOOL.

3.2 WE AIM TO ENHANCE A WIDER SENSE OF COMMUNITY LOCALLY, AS WELL AS IN THE CONTEXT OF THE UK AND THE WORLD COMMUNITIES.

3.3 WE SUPPORT THE UN CONVENTION ON THE RIGHTS OF THE CHILD, THE UN CONVENTION ON THE RIGHTS OF PEOPLE WITH DISABILITIES, AND THE HUMAN RIGHTS ACT 1998. THROUGH OUR POLICIES AND ACTIONS WE UNDERTAKE TO ENSURE THAT EVERY CHILD AND YOUNG PERSON IS HEALTHY, SAFE, IS ABLE TO ENJOY AND ACHIEVE IN THEIR LEARNING EXPERIENCE, AND IS ABLE TO CONTRIBUTE TO THE WIDER COMMUNITY.

3.4 WE CONSIDER IT PRUDENT AND SENSIBLE TO MAINTAIN THE PRACTICE OF LOGGING RACIST INCIDENTS AND REPORTING THEM TO THE LOCAL AUTHORITY. WE MONITOR AND LOG INCIDENTS THAT DISCRIMINATE AGAINST CHILDREN AND YOUNG PEOPLE OR ADULTS IN OUR SCHOOL WITH PROTECTED CHARACTERISTICS, EG HOMOPHOBIC BULLYING. WE ALSO MONITOR AND LOG BULLYING INCIDENTS, PARTICULARLY THOSE DIRECTED TOWARDS THOSE WITH SPECIAL EDUCATIONAL NEEDS.

4. STRATEGIES

4.1 MONITORING, EVALUATION AND REVIEW CARRIED OUT BY THE LEADERSHIP TEAM WILL ENSURE THAT PROCEDURES AND PRACTICES WITHIN THE SCHOOL REFLECT THE OBJECTIVES OF THIS POLICY.

4.2 PARENTS AND GOVERNORS WILL BE INVOLVED AND CONSULTED ABOUT THE PROVISION BEING OFFERED BY THE SCHOOL.

4.3 TEACHERS WILL ENSURE THAT THE TEACHING AND LEARNING TAKES ACCOUNT OF THIS POLICY.

4.4 THE DIVERSITY WITHIN OUR SCHOOL AND THE WIDER COMMUNITY WILL BE VIEWED POSITIVELY BY ALL.

4.5 DIVERSITY WILL BE RECOGNISED AS A POSITIVE, RICH RESOURCE FOR TEACHING, LEARNING AND THE CURRICULUM.

4.6 PROFESSIONAL DEVELOPMENT OPPORTUNITIES WILL BE PROVIDED FOR STAFF TO PROVIDE THEM WITH THE KNOWLEDGE, SKILLS AND UNDERSTANDING THEY NEED TO MEET THE REQUIREMENTS OF THIS POLICY.

4.7 CONTRIBUTIONS WILL BE SOUGHT FROM PARENTS AND OTHERS TO ENRICH TEACHING, LEARNING AND THE CURRICULUM.

4.8 THE POSITIVE ACHIEVEMENTS OF ALL PUPILS WILL BE CELEBRATED AND RECOGNISED.

5. OUTCOMES

5.1 THIS POLICY WILL PLAY AN IMPORTANT PART IN THE EDUCATIONAL DEVELOPMENT OF INDIVIDUAL PUPILS.

5.2 IT WILL ENSURE THAT ALL PUPILS ARE TREATED EQUALLY AND AS FAVOURABLY AS OTHERS.

5.3 THE SCHOOL WILL MAKE ALL REASONABLE ADJUSTMENTS TO PROMOTE EQUAL OPPORTUNITY AND EQUAL TREATMENT OF ALL MEMBERS OF THE SCHOOL COMMUNITY.

5.4 WE ARE COMMITTED TO MEETING THE INDIVIDUAL NEEDS OF EACH CHILD AND WILL TAKE FULL ACCOUNT OF THEIR AGE, DISABILITY, GENDER, GENDER-IDENTITY, RACE, RELIGION OR BELIEF AND SEXUAL ORIENTATION IN ACCORDANCE WITH THE REQUIREMENTS OF THE SINGLE EQUALITY ACT 2010

6. EQUALITY OBJECTIVE

6.1 THE EQUALITY ACT 2010 REQUIRES SCHOOLS TO PUBLISH SPECIFIC AND MEASURABLE EQUALITY OBJECTIVES. OUR EQUALITY OBJECTIVES ARE BASED ON OUR ANALYSIS OF DATA AND OTHER EVIDENCE.

6.2 OUR EQUALITY OBJECTIVES FOCUS ON THOSE AREAS WHERE WE HAVE AGREED TO TAKE ACTION TO IMPROVE EQUALITY AND TACKLE DISADVANTAGES.

6.3 WE WILL REGULARLY REVIEW THE PROGRESS WE ARE MAKING TO MEET OUR EQUALITY OBJECTIVES.

7. POLICY REVIEW

7.1 THIS POLICY WILL BE REVIEWED EVERY THREE YEARS BY THE GOVERNING BODY, AS PART OF ITS MONITORING CYCLE.

APENDIX 1 OBJECTIVES 2022-2025

2.1. *To ensure pupils within the protected characteristics achieve in line with other groups of pupils.*

Review:

- ❖ *Pupils within the characteristics achieve in line with other pupils.*
- ❖ *Individuals and groups of pupils well supported in class.*
- ❖ *'Quality Texts' purchased for all year groups to support gender friendly writing opportunities.*
- ❖ *Robust analysis of performance data re Raise Online and internal mechanisms taking place in order to positively impact on provision.*
- ❖ *Comprehensive Intervention timetables in place.*
- ❖ *Addition provisions made as necessary to meet the needs of the individual.*

Next Steps: To respond to the changes and demands of the New Curriculum, the Assessment and Reporting Arrangements, and exemplification materials to ensure that all pupils within the protected characteristics achieve in line with other groups of pupils.

2.2. *To ensure pupils within the protected characteristics participate fully in the life of the school and have the same opportunities to experience achievement as other groups.*

Review:

- ❖ *Financial investment to support a comprehensive range of clubs to encourage children to explore and develop a wide range of skills and interests.*
- ❖ *Risk assessments, medical plans, specialist equipment, IEP's and close working relationships with external services and parents ensure inclusion in the day to day life of the school.*
- ❖ *Teaching and learning monitored across the school to ensure the same opportunities to experience achievement are realised for pupils within the protected characteristics.*

Next Steps:

- ❖ *To challenge stereotypes and to regularly celebrate the achievements of well-known people from diverse cultural backgrounds, faiths and people who have disabilities.*
- ❖ *To continue to monitor provision and make amendments as necessary.*

2.3. *To continue to foster close links with other faith and ethnic groups within our local community.*

Review:

- ❖ *Polish teacher employed.*
- ❖ *Parent/Teacher meetings better supported with the option of a Polish translator when required.*

- ❖ Whole school international days organised and delivered to promote cultural understanding and tolerance.
- ❖ International church services and community social events organised and well attended.
- ❖ World Religions taught on a rolling program. Visits to Eccles Mosque.
- ❖ Charitable acts represent an appreciation of local and global need through catholic charities such as CAFOD and CARITAS.

Next Steps:

- ❖ To further enrich the curriculum by incorporating opportunities to learn about different cultures and races and to celebrate cultural diversity.
- ❖ To make useful links with 'British Values' with other relevant curriculum content, policy and practice.

2.4. To ensure all staff recognise their own roles and responsibilities towards the equalities scheme and implement school policy accordingly.

Review:

- ❖ Staff aware of and fulfilling their roles and responsibilities with regard to the 'Equality Scheme' and other relevant school Policy.
- ❖ Teaching and learning monitored closely.
- ❖ Admission protocols followed and reviewed annually.

Next Steps:

- ❖ *To continue to work with staff, closely monitor provision including admissions and access procedures and arrangements.*

2.5. To continue to meet the needs of those with disabilities, by ensuring all reasonable adjustments are made, so that all children have the chance to reach their full potential.

Review:

- ❖ Ensure new classroom accommodation accessible for pupils with disabilities.
- ❖ Financial investment in the modification ICT Room in order to create a small, quiet intervention space which can be used by groups of pupils and individuals as necessary.

Next Steps:

- ❖ Continue to make necessary adjustments, purchase specialist equipment and resources as the need arises.

APPENDIX 2 – LEGAL AND LOCAL FRAMEWORK

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2010
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Salford Diversity and Equality Policy and Comprehensive Equality Scheme

APPENDIX 3 – GENERAL EXCEPTIONS TO THE 2010 ACT: CATHOLIC SCHOOLS

The general exceptions to the Act as laid down for schools with a religious character or a registered religious ethos can be identified thus;

- **Acts of Worship**

The Act contains a general exception to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. The daily act of collective worship is not covered by the religion or belief provisions, which means that schools are acting lawfully where provision of an equivalent act of worship for other faiths is not undertaken.

The character and content of collective worship in a Voluntary Aided school continues to be determined by the Governing Body and for a VA school with a religious character such will be in accordance with the school's Trust Deed or in accordance with the beliefs of the religion or denomination specified for the school. For Catholic schools this means compliance with the teachings of the Roman Catholic Church.

Schools are also free to celebrate religious festivals particular to their tradition and would not be discriminating against children of other faiths by, for example in a Catholic school, putting on a nativity play.

- **Employment**

All of the current characteristics in Catholic schools are covered by the employment provisions of the Act. It provides that for schools with a religious character it will not be unlawful discrimination to do things permitted by the School Standards and Framework Act 1998 and the 2006 Education and Inspections Act. The existing exemptions as they relate to schools with a religious character are therefore retained.

This means for Catholic schools that, in common with other Voluntary Aided schools with a religious character, they may give preference in connection with the appointment, remuneration or promotion of teachers at the school, to those whose religious beliefs or religious practice is in accordance with the tenets of their denomination, i.e. the Roman Catholic faith. This extends to the posts of Headteacher, Deputy Headteacher and Head or Co-ordinator of Religious Education which (cross reference the Bishops' memorandum on Appointment of Teachers to Catholic Schools) must be filled by baptised and practising Catholics ¹. Likewise they may give similar preference to those who give or who are willing to give religious education at the school in accordance with the tenets of the Catholic Church ².

Preference can be given to practising Catholics in non-teaching posts where there is a genuine occupation requirement ³.

The conduct of a teacher which is incompatible with the precepts of the Church, or which fails to uphold its tenets, may be taken into consideration in determining whether the teacher's employment should be terminated ⁴. In addition, the Governing Body of a Voluntary Aided school, (like other schools with a religious character) has the power to dismiss a Religious Education teacher, without the consent of the Local Authority, on the grounds that s/he fails to give religious education efficiently and suitably ⁵.

[Legal Data:

¹ Section 60, School Standards and Framework Act 1998

² Section 60, School Standards and Framework Act 1998

³ Section 37, Education and Inspections Act 2006

⁴Section 60, School Standards and Framework Act 1998

⁵ Section 58, School Standards and Framework Act 1998]

For reference a genuine occupational requirement means that discrimination is permitted in cases where a person's sex, race or religion is a genuine occupational requirement for the job. For Catholic schools these are itemised here under the continued general exceptions to the Act. Examples from the sex discrimination legislation are where a job had to be held by a man and not a woman or vice versa to preserve decency or privacy, such as where the job involved visiting changing rooms while they are in use. Further exemptions relate to single sex sport.

• **Admissions**

In Catholic Schools the Governing Body is the Admissions Authority for the school and makes decisions on admissions arrangements. It is their duty to ensure that such arrangements are compliant with the Admissions Codes and other relevant legislation. Further that:

- admissions criteria are clear, fair, objective and transparent
- arrangements are as simple as possible
- all parents' preferences are treated on an equal basis
- no discrimination is applied on the basis of race, sex (save in single sex schools), disability religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

However, in a Catholic school priority can be afforded to Baptised Catholic children where the school is oversubscribed and that action is in accordance with the school's published admissions policy. In addition, and for all schools, age is not a protected characteristic in relation to pupils so allowing schools to admit and organise pupils in age groups.

• **Delivery of the Curriculum**

The content of the curriculum has never been caught by discrimination law and the Act states that it is specifically excluded. The delivery of the curriculum is however explicitly included.

The DfE guidance highlights the relationship between protection because of sexual orientation and protection of religious freedom. It states that many people's views on sexual orientation/sexual activity are grounded in religious belief. It refers to concerns of schools with a religious character that they may be prevented from teaching in line with their religious ethos. It also refers to teachers having expressed concerns that they may be subject to legal action if they do not voice positive views on same sex relationships, whether or not this view accords with their faith. The guidance also refers to concerns that such schools may teach and act in ways unacceptable to lesbian, gay and bisexual pupils and parents when same sex relationships are discussed because there are no express provisions to prevent this occurring.

The guidance makes clear that, like all schools, those with a religious character have a responsibility to the welfare of children in their care and to adhere to curriculum guidance, it goes on to say that, provided their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Sex and Religious Education (SRE), then schools should not be acting unlawfully. Further that it would not be unlawful for a teacher in any school to express personal views on sexual orientation provided that it is done in an appropriate manner and context. The guidance however provides a note of caution about the influential role of a teacher

and that their actions and responsibilities extend beyond the requirements of the equality legislation and that expressing personal views should not extend to allowing unlawful discrimination.

- **Gender Reassignment**

In reality many of the protected characteristics within the 2010 Equality Act were already in place. However one that is new is the extension of the gender reassignment regulations to pupils. It may be that cases are relatively rare but to assist colleagues the CES has provided guidance on such which is provided as an Appendix to the Briefing Notes.

Appendix 4 - Equality Act 2010: Guidance Note for Catholic Schools

The CES has updated their original guidance on the 2010 Equality Act to reflect the Equality and Human Rights Commission's (EHRC) publication of *Technical Guidance for Schools in England* which deals with the Equality Act 2010 in the light of schools' legal obligations. CES updated guidance can be accessed here: <http://www.catholiceducation.org.uk/schools/guidance-for-schools/item/1000069-equality>