



Archdiocese of
Birmingham



All Saints Catholic Collegiate

Equality Policy



All Saints Catholic Collegiate

Policy Aim

1.1 All Saints Catholic Collegiate is committed to ensuring equality of education and opportunity for all students, staff and parents of every race, gender, disability, faith, and socio-economic background. We aspire to develop a culture of inclusion and diversity in which all connected to the Collegiate feel proud of their identity and are fully enabled to contribute and enhance daily working practice.

Outcomes for students will be monitored by age, heritage, gender and disability. Information and data will be used to identify and address gaps, support students, improve outcomes and ensure opportunities for all pupils and staff. We will tackle discrimination, promote equality of opportunity, challenge bullying and stereotypes, and maintain an environment which champions respect for all. We are united and uncompromising in promoting a positive culture where everyone feels they are treated equally and fairly, and where diversity is acknowledged as a strength, which enriches the knowledge and experiences of all who learn, teach and visit our academies.

2. Relationship to Guidelines, Procedures, Other Policies & Legal Requirements

2.1 With regard for the Equality Act 2010 we aim to:

- Eliminate discrimination and other conduct 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 positive relations across all characteristics – between people who share a protected characteristic and people who do not share it.

2.2 We understand the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the Act covers the groups listed below:

- Age (for employees not for service provision).
- Disability.
- Race.
- Sex (including issues of transgender).
- Gender reassignment.
- Maternity and pregnancy.
- Religion and belief.
- Sexual orientation.
- Marriage and civil partnership (for employees).

2.3 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 Academies 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 Academies.

2.4 In fulfilling our legal obligations, we will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, and a shared sense of belonging.
- Tackle prejudice and promote understanding between people from different groups.
- Observe good equalities practice, including staff recruitment, retention and development and procurement.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely.
- Strive to ensure that the communities within, around and beyond the All Saints Catholic Collegiate will benefit.
- Follow guidance from our HR advisors on equality in recruitment, selection and employment.
- Use the All Saints Catholic Collegiate's complaints procedures to deal with any complaints under the Equality Act 2010,

3. Advancing Equality of Opportunity

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (for example, students with disabilities, or gay students who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (for example, encouraging all students to be involved in the full range our Academies' societies).

3.1 Leaders in all academies will:

- Monitor, record and publish attainment data each academic year showing how students 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 (for example, declines in incidents of racist, homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect pupils.

3.2 Fostering good relations

The following are suggestions only and will need to be adapted depending on each Academy's circumstances.

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

- Provide a curriculum which is intent on promoting respect and understanding of a range of cultures, faiths and traditions, and where pupils are taught and nurtured in their understanding of discrimination in any form.
- Planning assemblies, dealing with relevant and topical issues. Students will be encouraged to take a lead in such assemblies and external speakers may be invited to broaden awareness.
- Working with the local community. This could include inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the academies. For example, Academy Councils have representatives from different year groups and are formed from students from a range of backgrounds. All students are encouraged to participate in academy activities, such as sports clubs.
- Working with parents, where possible, to promote knowledge and understanding of different cultures.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

3.3 Equality considerations in decision-making

The following are suggestions only and will need to be adapted depending on each Academy's circumstances. The Collegiate ensures it has due regard to equality considerations whenever significant decisions are made.

ASCC considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, academy leaders will consider :

- Timing, and the impact on any religious holidays.
- If the visit is accessible to students with disabilities.
- Has equivalent facilities for boys and girls.

Each academy maintains a record (eg a Equality Impact Assessment) to show we have actively considered our equality duties and posed relevant questions. This is recorded alongside the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically as part of the completed risk assessment.

4. Policy Statements

4.1 Mainstreaming equality into policy and practice – as well as the specific actions set out beneath this plan, the Collegiate operates equality of opportunity in its day to day practice in the following ways:

Teaching and Learning – we aim to provide all pupils with opportunities to succeed. In order to achieve this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all students when planning for future learning and setting challenging targets.
- Ensure equality of access for all students and prepare them for life in a diverse society.
- Deploy resources and use materials which reflect the diversity of the community.
- Promote attitudes and values which will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staff room discussion of equality issues, which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom-based approaches appropriate for the whole Collegiate population, which are inclusive and reflective of our students.

Admissions and Exclusions – Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will be in line with each academy's Behaviour for Learning Policy. Directors will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and managed.

5. Access Arrangements

ASCC adheres to the definitions in relation to access arrangements, reasonable adjustments, disability, special educational needs and learning difficulties as agreed by the Joint Council for Qualifications (JCQ) awarding bodies and the Federation of Awarding Bodies (FAB).

In line with JCQ regulations, each academy will make all decisions with regard to access arrangements based upon:

Whether the candidate has a substantial and long term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at their academy – demonstrating the involvement of the teaching staff in determining the need for the access arrangement.

6. Reasonable Adjustments

The Equality Act 2010* requires **an awarding body** to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at **a substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille.

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- The needs of the disabled candidate;
- The effectiveness of the adjustment;
- The cost of the adjustment; **and**
- The likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- Involves unreasonable costs to the awarding body;
- Involves unreasonable timeframes; or
- Affects the security and integrity of the assessment.

This is because the adjustment is not “reasonable”.

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made.

7. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff employed by All Saints Catholic Collegiate.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are, however concerned to ensure that wherever possible the staffing of the All Saints Catholic Collegiate reflects the diversity of our community.

7.1 Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

8. The Role of the Board of Directors

- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout to staff, students and parents, and that they are reviewed and updated at least once every **two** years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal.

9. The Role of the Senior Executive Leader

- Support the board of directors and Principals in the implementation of the policy.
- Report to the board, if there are any concerns relating to an individual academy's failure, or reluctance to implement the policy.

10. The Role of the Academy Committee and/or Principal

- It is the responsibility of the academy committee to ensure the daily implementation of the MAC Equality Plan by discharging responsibility to the Principal.
- The Principal will ensure that all staff are aware of the Equality Plan, and that all staff apply these guidelines fairly in all situations.
- The academy committee ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The committee will promote and ensure equality of opportunity when developing the curriculum.
- Any complaints relating to unfair treatment, and any incidents of bullying or discrimination, including racist incidents, will be delegated to the Principal. Any complaint relating to the Principal, will be managed under the MAC Complaints procedures.
- The Principal will report to governors on the implementation of this policy.

10. The Role of all Staff – Teaching & Non-Teaching

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the All Saints Catholic Collegiate' s Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Principal.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

11. Tackling Discrimination

Any form of harassment, on account of race, gender, disability or sexual orientation, is unacceptable and is not tolerated within the MAC.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents, or any other incidents of harassment or bullying, should be reported to a senior leader. All incidents are reported to the Principal and racist incidents are reported to the Board of Directors and Academy Committee through the Principal's termly report.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

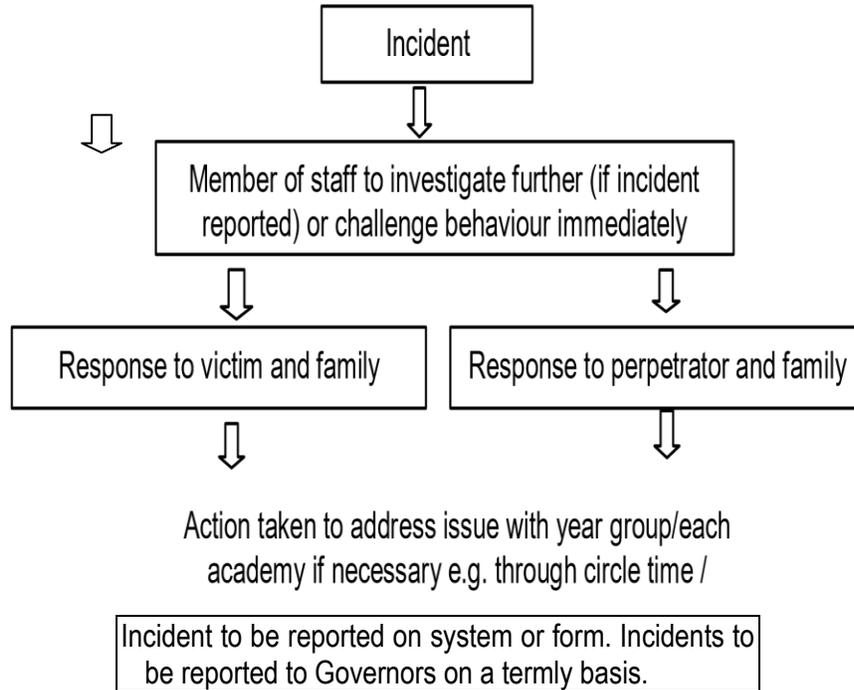
‘Any incident which is perceived to be racist by the victim or any other person’.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into the All Saints Catholic Collegiate.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

12. Responding to and Reporting Incidents

It should be clear to students and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole All Saints Catholic Collegiate.



12.1 Review of Progress & Impact

In line with legislative requirements, the board of directors will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a two-year cycle.

Regular assessments of students' learning will be completed and information used to track student progress. Outcomes for all groups are closely monitored so that all groups of students are supported, where necessary. This includes planned interventions to accelerate progress and diminish differences in performance and outcomes

12.2 Publishing the Plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish the plan on the All Saints Catholic Collegiate website;
- Raise awareness of the plan through individual academy websites, newsletters, assemblies, staff meetings and other communications;
- Make sure hard copies are available, on request (*with small payment cost*)

13. Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed within a 2 year cycle.

Approval

Approved by

Date