



Archdiocese of
Birmingham

St Thomas More Catholic Academy

Equality Policy

**Including Equality Information and Objectives
(Public Sector Equality Duty) statement**



POLICY

Approval and review

Committee to approve policy	ASCC BOD
Date of Board / Academy Committee Approval	10/09/2024
Chair of Board / Academy committee – Name	Anne Middleton-Hill
Signature	
Chair of Board / Academy Representatives	Mr R Fello
Head teacher	Mr M Rayner
Signature	
Policy review period	24 months
Date of policy review	Summer Term 2026

MISSION STATEMENT

*United in faith, love and learning,
we place Christ at the centre of all that we do,
to inspire all members of our community to reach their God-given potential.*

This policy has been adopted on behalf of all five academies in the All Saints Catholic Collegiate (ASCC)

St. Augustine's Catholic Academy
St. Gregory's Catholic Academy
St. Maria Goretti Catholic Academy
Our Lady's Catholic Academy
St. Thomas More Catholic Academy



Contents

Policy Aim.....	4
Legislation and Guidance.....	4
Equality Policy Statement	5
Key Responsibilities.....	6
Ethos and Inclusion.....	7
Teaching and Learning	8
Admissions	9
Exclusions	9
Access Arrangements	9
Reasonable Adjustments	9
Tackling Discrimination.....	10
Responding To And Reporting Incidents	11
Review Of Progress And Impact.....	12
Equal Opportunities For Staff	12
Equality Objectives.....	13



Policy Aim

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 students 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.

With regard for the Equality Act 2010 we aim to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- 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.

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. (including colour, nationality, ethnic or national origin)
- Sex (including issues of transgender).
- Gender reassignment.
- Maternity and pregnancy.
- Religion or belief.
- Sexual orientation.
- Marriage and civil partnership (for employees).

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.

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 Policy procedures to deal with any complaints under the Equality Act 2010

Equality Policy Statement

This plan derives from the Equality Act 2010 and it encompasses all other equality policies in the school. It establishes the legal and moral duties upon Governors, The Headteacher and all staff to promote this plan

All Saints Catholic Collegiate is committed to equal opportunities and aims to consider the needs of the individual within our school communities. Equality of opportunity is central to the ethos of our Collegiate as outlined in the Mission Statement with a focus on equality and inclusion.

All Saints Catholic Collegiate operates equality of opportunity in its day to day practice and demonstrates mutual respect between all members of the school community. Each person is unique, with God-given talents, and inspired by the example of the Gospel we aim to treat each person with the same dignity and respect. This simply means that all members of the community and visitors to our community will be treated equally irrespective of age, gender, colour, religion, social class, ethnic origin, disability, cultural heritage, family origin, sexual orientation, gender re-assignment pregnancy/maternity. Where societal or perceived barriers exist that prevent individuals from achieving their potential, including explicit or implicit discrimination, it is the responsibility of each member of staff and each member of the community to overcome those barriers. Staff are entrusted to lead the way in fulfilling this duty and to set an example for all students in order that we can help them to achieve their potential.



Key Responsibilities

As an employer we will ensure that we eliminate conscious and unconscious 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;
- When recruiting
 - Omitting all personal questions from job interviews
 - Maintaining a diverse panel to make decisions
 - Referring to specific job criteria when making recruitment decisions
 - Discounting any favourable personal relationships with staff.
 - Making decisions collectively between HR and management
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.
- Annual Gender Pay Gap reporting
- 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 students.

The Board of Directors will:

- 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 Headteacher

The Headteacher will:

- 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.

All staff will:

- 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.

Ethos and Inclusion

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 protected 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 protected characteristic.
- Encouraging people who have a protected characteristic to participate fully in any activities (for example, encouraging all students to be involved in the full range of our Academies' societies).

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

- Providing a curriculum which is intent on promoting mutual respect and understanding of a range of cultures, faiths and traditions, and where students are taught and nurtured in their understanding of discrimination in any form.
- Planning acts of worship which include relevant and topical issues. Students will be encouraged to take a lead in such acts of worship 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 acts of worship, 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.
- Actively encouraging and seeking student views, including by ensuring that Student Council and Leadership Groups have representatives from different year groups and are formed from students from a range of backgrounds.
- Encouraging all students 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 protected characteristics to inform and develop our approach.

We respect the religious beliefs and practice of all staff, students and parents and comply with reasonable requests relating to religious observance and practice

Teaching and Learning

All Saints Catholic Collegiate seeks to ensure that its curriculum is personalised to the needs and aspirations of all students so that all students can access a mainstream curriculum which takes into account cultural backgrounds and linguistic needs. All students have access to qualifications which recognise attainment and achievement, and promote progression. Planning reflects our commitment to equality in all subject areas and cross curricular themes promote positive attitudes to equality and diversity. Students have opportunities to explore concepts and issues relating to identity and equality.

We aim to provide all students 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 take action to address any gaps.
- Take account of the achievement and progress 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

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

Exclusions

All exclusions are 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.

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 records within an applicable risk assessment to show we have actively considered our equality duties and posed relevant questions 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

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.

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.

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, are reported to pastoral, safeguarding and/or senior leads in order that it can be swiftly and effectively dealt with.

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.

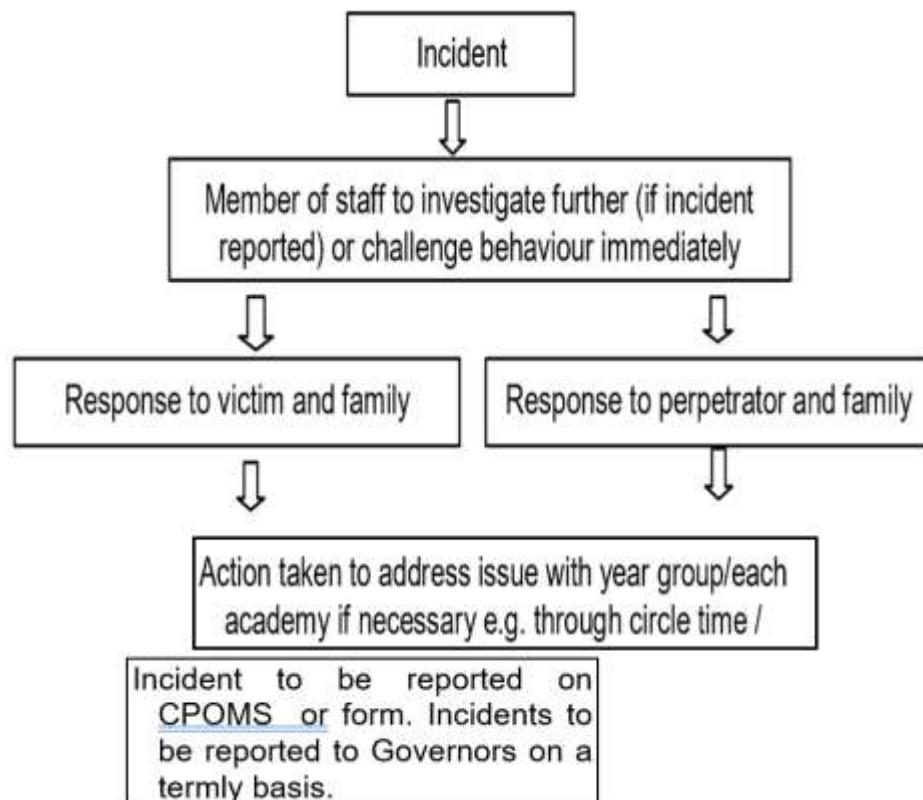


- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into the All Saints Catholic Collegiate.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or 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.
- Where students are singled out and harassed because of their difference this will be interpreted as a form of bullying and will be centrally recorded in line with the latest DfE regulations. These include racist, homophobic and disability bullying.

Staff are equally entitled to the same protections. Harassment of staff/workplace bullying is completely contrary to the ethos of All Saints Catholic Collegiate. (See Staff Code of Conduct and Whistle blowing Policies)

Responding To And Reporting Incidents

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





Review Of Progress And Impact

In line with legislative requirements, the ASCC 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

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.

Advertisements and job specifications will all carry a statement that this School is an Equal Opportunities employer. People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment. The requirements of job applicants and existing members of staff who have, or have had, a disability will be reviewed to ensure that whatever possible reasonable adjustments are made to allow them to enter into, or remain in, employment. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully.

Person and job specifications shall be limited to those requirements which are necessary for the effective performance of the job. Interviews will be conducted on an objective basis and personal or home commitments will not form part of employment decisions, except where necessary. Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment.

All employees should have equal chances of training, career development and promotion. Staff development opportunities will be monitored and information presented to the governors as requested. Appropriate training will be provided, where necessary, to enable staff to implement and uphold this commitment to equality of opportunity. Training needs will be assessed as part of the normal annual personal



development review process. Working patterns will be reviewed, when necessary, so as to enable flexible working by staff with carer and/or childcare responsibilities, where this is possible.

Equality Objectives

	Equality Objective
1.	To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community
2.	To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.
3.	To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs
4.	To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with special educational needs and disabilities, and children in care.
5.	To ensure staff and students are confident in challenging and reporting instances of prejudicial language, behaviour and discrimination
6.	Ensure that perpetrators of prejudicial language / behaviour are sanctioned consistently and that victims are supported effectively, with education and restorative work made a priority in all cases.
7.	Ensure that students understand the significance and impact of racially-motivated prejudicial language and behaviour, and reduce the number of racist incidents
8.	To ensure there are no incidents of the use of homophobic, sexist and racist language by students in the school.