



Equalities Policy Statement

January 2022

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Guidance is available from the Equality and Human Rights Commission:
[PublicSectorEqualityDutyGuideforSchoolsEngland.docx](#)

Trust Mission Statement

We are a partnership of Catholic schools and our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

We will achieve this by:

- Placing the life and teachings of Jesus Christ at the centre of all that we do
- Following the example of Our Lady of Lourdes by nurturing everyone so that we can all make the most of our God given talents
- Working together so that we can all achieve our full potential, deepen our faith and know that God loves us
 - Being an example of healing, compassion and support for the most vulnerable in our society

Romans 12:4-8

Good News Translation

4 We have many parts in the one body, and all these parts have different functions. 5 In the same way, though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body.

1 Introduction

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish equalities information every year about our academies; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

2 Legal Framework

The new Equality Act came into force on 1 October 2010, bringing together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that will provide a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act simplifies, strengthens and harmonises the previous legislation to provide Britain with a new discrimination law, which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

The Equal Pay Act 1970

The Sex Discrimination Act 1975

The Race Relations Act 1976

The Disability Discrimination Act 1995

The Employment Equality (Religion or Belief) Regulations 2003

The Employment Equality (Sexual Orientation) Regulations 2003

The Employment Equality (Age) Regulations 2006

The Equality Act 2006, Part 2

The Equality Act (Sexual Orientation) Regulations 2007

3 Protected Characteristics

We recognise the protected characteristics under the Equality Act 2010 as:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership Status
- Pregnancy and maternity
- Religion or belief
- Sex
- Sexual orientation
- Race, colour, nationality, ethnic origin

We will not discriminate either:

- **Directly*** - by treating someone less favourably than we treat or would treat others because of one of the protected characteristics;
- **Indirectly** - by imposing a provision / criterion / practice (PCP);
- **By association** – because of someone's association with a person with a protected characteristic;
- When someone makes **a complaint** about discrimination or supports someone else's claim; or
- Because of something arising from a **Disability**.

*We will have certain posts reserved for practising Catholics i.e. Chief Executive Officers and their deputies, Headteachers and their deputies, Lay Chaplains, Heads of Religious Education.

We recognise that protection from discrimination applies:

- at work – to employees;
- in education – to pupils;
- in governance – to Directors and Local Governors;
- as a supplier – when providing goods or services

4 General Principles

We will act within the 7 principles set in the Equality Act:

1. All learners are of equal value: all learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.
2. Relevant differences should be recognised: treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.
3. Workforce development: policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.
4. Positive attitudes and relationships should be fostered: policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community
5. Society as a whole should benefit: policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.
6. Current inequalities and barriers should be addressed and reduced: in addition to mitigating, avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

5 Publishing Information

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any 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 good relations between people who share a protected characteristic and people who do not share it.

We will collect and use equality information to help us to:

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively to advance equality of opportunity;
- Assess whether we are discriminating unlawfully when carrying out any of our functions;
- Identify what the key equality issues are for each of our academies and plan accordingly;
- Benchmark our performance against those of similar organisations, nationally or locally;
- Take steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations, including training for staff;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;

6 Meeting Our Duties for Our Staff

Recruitment and Selection: Our policy on recruitment and selection follows model policy guidelines and ACAS best practice. Appointments are made based on merit, matching knowledge, skills and attributes to the essential and desirable criteria for the post. Our selection procedures are fair, transparent and recorded. Selection panels include at least one member trained in safer recruitment. Where employees have a disability then we will make every effort to provide reasonable adjustments to the working environment.

Staff Development and Training: We ensure that all staff, regardless of job role, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. Priorities for training are identified in the relevant Improvement Plan for each academy. Staff with line management responsibility will be provided with advice and support from the central HR team to ensure that HR policies are applied fairly and consistently making reasonable adjustments where necessary.

We will publish our Gender Pay Gap Report annually on the government portal and on our website. We will monitor our Key Performance Indicators regularly to ascertain whether our policies and procedures have a disproportionate impact on any of the protected groups and this information will be reported to the Trust Board and action taken where appropriate.

7 Meeting Our Duties for Our Pupils

Ethos and Religious Observance: As a Catholic community we strive to create an ethos which reflects Christian values and these are evident throughout each academy in our daily Acts of Worship and in displays and on our websites. We will continue to promote and express these values. However, we respect the views and practices of other beliefs and religions and allow for expression of these views, including time off to celebrate key religious festivals and wearing of items which are essential to a religion where these do not present a health and safety risk.

Curriculum and Learning & Teaching: We keep each curriculum area or subject under review in order to ensure that teaching and learning addresses gaps in attainment between groups. Our teaching resources are reviewed to ensure there is no inbuilt bias which would negatively impact on a protected group. Our teaching seeks to challenge stereotypes by providing positive role models and appropriate teaching materials. We recognise that treating everyone equally does not mean treating everyone in the same way and we differentiate teaching materials to give all pupils equal access.

Teaching of Religious Education: Religious Education is taught from a Christian perspective with particular emphasis on the teachings of the Catholic Church. However, the curriculum for religious education is broad and balanced and allows for the exploration and understanding of other cultures and beliefs.

Admissions: We recognise that a significant proportion of our intake will be Catholic students and this is reflected in our Admissions Policies and Oversubscription Criteria which are fully compliant with the Admissions Code. Decisions relating to admissions are made solely on the basis of the agreed Admissions Policies which are set at Diocesan and Trust level and published in advance on the academy websites. Children with a statement of special educational needs or Education, Health and Care Plan, where parents name one of our academies, are given priority for admission under the Admissions Policy.

Accessibility: Each academy is developing an accessibility plan reflecting their accommodation and their pupils. Pupils with additional needs constitute a very diverse group: they include pupils with physical, emotional, behavioural, sensory or learning needs. We seek assistance from a wide range of agencies where appropriate: for example, speech and language therapists, occupational therapists, medical practitioners, social workers and psychologists. We are committed to making reasonable adjustments to enable pupils with additional needs to participate in academy life to the fullest possible extent. The academies work in close collaboration to ensure that the transition between phases is as smooth as possible for pupils.

Responsibility to our Wider Community: We strive as a Catholic community to develop responsible citizens with a strong sense of moral purpose. This is achieved through the many cross curricular projects and activities taking place, through our links with local parishes and through our charity fund raising to support local causes.

Positive Behaviour Strategy: Our academies operate positive behaviour strategies which reward appropriate behaviour based on our values and sets clear expectations relating to unacceptable behaviour, in particular any form of prejudice. Each academy records and reports on prejudice related incidents, particularly those categorised as homophobic or racist, and any bullying for whatever reason. Each academy has age appropriate behaviour policies in place to ensure that prejudice of any kind is challenged.

8 Meeting our Duties for our Directors and Governors

Appointment and Election: Appointment of Foundation Directors comes under the jurisdiction of the Catholic Bishop and also follows guidelines provided to us by NRCDES. Parent Governors are elected via a documented election process which is in line with guidance provided by the National Governance Association. Appointments and elections procedures are fair, transparent and recorded. Where Directors/Governors have a disability, then we will make every effort to provide reasonable adjustments to assist them in their role.

Development and Training: We ensure that all Directors/Governors have appropriate and comprehensive training & development opportunities available to them. Priorities for training may be identified in annual Skills Audits and Governance Reviews. Directors/Governors are provided with advice and support from NRCDES, the Trust Governance & Compliance Manager, Governance Clerks and the Trust Executive Team to help support them in their roles.

9 Roles & Responsibilities

The Trust together with the relevant Local Governing Body is responsible for ensuring that each academy complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Chair of Governors in each academy will monitor progress against the Equality Objective(s).

The Headteacher at each academy is responsible for implementing the policy, for setting Equalities Objectives and publishing information; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up to date with equalities legislation relevant to their work.
- treat work colleagues with respect and in line with the principles of this policy

All pupils are expected to:

- comply with the classroom codes appropriate to them and work with others in their classroom
- report any prejudice-related incidents that may occur
- behave appropriately at all times in line with their academy behaviour policy

Date Issued	January 2022
Date of Review	Review Policy Statement annually (OLoL) - January 2023

	Review Trust/Academy Equality Objectives every 3 years (OLoL Trust Board /LGB) - January 2025
Date of Next Review	Review Policy <u>Statement</u> annually (OLoL) - January 2024 Review Trust/Academy Equality <u>Objectives</u> every 3 years (OLoL Trust Board /LGB) - January 2025
Reviewer	HR & Pay Committee / OLoL Trust Board

Appendix I

Trust Equality Objectives

Our Pupils

- There will be equality of access for all pupils to OLoL CMAT Schools.
- The curriculum will represent the diverse nature of society, encourage tolerance and respect and will take local context into consideration.
- It is important for pupils to live alongside and show respect for a diverse range of people. CMAT Schools will foster good relationships between pupils who share and pupils who do not share a relevant Protected Characteristic.
- Pupils and staff all contribute towards a happy and caring environment, supported by parents, where everybody shows respect for and appreciates one another as individuals without prejudice.

Our Staff

- We will continue to develop a diverse workforce across our Trust that better reflects the communities we serve by taking action to increase the diversity of our workforce through our recruitment and selection activities.
- We will create a working environment that values difference and fosters an inclusive workplace culture, where Trust employees from all backgrounds can give their best, are treated fairly, valued for their contributions, and where they can progress their careers.

Our Governance

- We will ensure & promote transparent, fair, inclusive and equal processes through providing recruitment and selection training to Directors/Chairs and Governors.
- We will achieve a broader, more diverse Governing Body across the Trust to better-reflect the communities in which we serve by reviewing the marketing of Governor vacancies, engagement with local community groups, to look to encourage a broader, more diverse composition.
- We will ensure Governors are fully aware of their roles & responsibilities and are able to provide the necessary level of challenge within their setting and across the Trust by supporting equality for all, helping remove any barriers and helping to eliminate variations in outcomes for different groups helping to ensure compliance whilst promoting a fair & inclusive of education provision and equal opportunities to help encourage each child to reach their potential

Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

Eliminate unlawful discrimination, harassment, victimisation and any 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 good relations between people who share a protected characteristic and people who do not share it.

St Augustine's Catholic Primary Academy is an inclusive Academy where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All our children are of equal value.
2. We have the highest expectations of all our children.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging in our local and wider community.
4. We observe good equalities practice in staff recruitment, retention and development.
6. We recognise and respect difference.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010. We eliminate discrimination by:

- Adhering to the Equality Act 2010.
- Our behaviour policy ensures that all children feel safe at St Augustine's and addresses prejudicial bullying.
- Reporting, responding to and monitoring all racist incidents.
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping.

Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success

Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary.

Ensuring that all pupils have the opportunity to access extra-curricular provision.

Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.
- Ensuring participation of parents/carers and pupils in Academy development.
- Listening to parents/carers.
- Listening to pupils at all times.

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that St Augustine's Catholic Primary Academy is seen as a community school within our local community and parish.
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

Equality Objectives 2025-2026

At St Augustine's Catholic Primary Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1: To increase understanding of all staff of equality and its implications on a day to day basis, and in this way to reduce or to remove inequalities attainment thought out the Academy, particularly inequalities relating to protected characteristics listed in the Equality Act.

Objective 2: To increase the membership of vulnerable pupils in after school clubs

Equality Objective	Why we have chosen this objective:	To achieve this objective we plan to:	Progress we are making towards this objective:
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<p>1. Embed a values-led, inclusive curriculum that reflects and celebrates the diversity of our school community.</p>	<p>Our school community continues to grow in diversity. We want all pupils to see themselves positively represented in the curriculum and ensure accessibility for all learners.</p>	<ul style="list-style-type: none"> • Review and adapt curriculum content to reflect diverse cultures and identities. • Provide staff CPD on inclusive curriculum design. • Audit learning resources to ensure representation. • Ensure adaptations for SEND and EAL learners are embedded. 	<ul style="list-style-type: none"> • Curriculum audits show increased representation. • Pupil voice indicates strong sense of belonging. • Improved engagement across groups. • Evidence of adaptive teaching in monitoring.
<p>2. Promote equality of opportunity in sport, physical activity and enrichment, increasing participation and achievement across all ethnic groups.</p>	<p>To ensure equal representation and remove barriers to participation in sporting and enrichment activities.</p>	<ul style="list-style-type: none"> • Track participation data across groups. • Target underrepresented pupils. • Celebrate diverse sporting role models. • Provide additional support where needed. 	<ul style="list-style-type: none"> • Increased extra-curricular participation. • Representation reflects school demographics. • Narrowing participation gaps. • Positive pupil feedback
<p>3. Strengthen multicultural education and increase parent and community engagement.</p>	<p>To rebuild and strengthen parental engagement and formally recognise the diversity within our school community.</p>	<ul style="list-style-type: none"> • Expand multicultural theme days and events. • Invite parents and community members to contribute. • Embed cultural and faith learning across subjects. • Develop partnerships with local groups. 	<ul style="list-style-type: none"> • Increased parental attendance. • Wider range of cultural celebrations documented. • Positive community feedback. • Clear curriculum links evidenced.
<p>4. Reduce attainment gaps between pupil groups through targeted support and inclusive teaching.</p>	<p>Ensuring equity in outcomes remains central to school improvement priorities.</p>	<ul style="list-style-type: none"> • Analyse attainment data across ethnicity, gender, SEND and disadvantaged groups. • Implement targeted interventions. • Provide CPD on adaptive teaching. • Monitor progress termly. 	<ul style="list-style-type: none"> • Data shows narrowing attainment gaps. • Improved progress for identified groups. • Intervention impact evaluated regularly.
<p>5. Promote pupil voice, wellbeing and belonging so every child feels safe, valued and respected.</p>	<p>A strong sense of belonging supports academic achievement and personal development.</p>	<ul style="list-style-type: none"> • Conduct regular pupil surveys. • Strengthen school council and equality ambassador roles. • Deliver assemblies and PSHE lessons on equality. • Maintain clear systems for reporting prejudice incidents. 	