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**Policy history:**

<b>Approved by:</b>		<b>Date: September 2024</b>
<b>Last reviewed on: Lent Term 2024</b>	<b>Next review due: Lent Term 2026/27</b>	
<b>Version</b>	<b>Internal</b>	

**Linked policies and procedures:**

<b>Policy Name</b>
Staff Code of Conduct
Staff Discipline, Grievance and Capability Policy
Communications Policy
Whistleblowing Policy

## Context

As Christ is the foundation of the community of St Paul's we must follow his example of accepting all and treating each person with equal respect no matter their background or who they are. Each person is equally important because each is a child of God and redeemed by Christ. Our School values each member of our school community as an individual created in the image of God. We are therefore committed to the implementation of a policy to achieve equality of opportunity for all staff, students and visitors, and to meeting the requirements of the Equality Act 2010. Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes, this might mean giving people extra help so that they have the same chances and parity of opportunity.

The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

The protected characteristics are:

- Age (refers to school employees but not to the treatment of students / prospective students)
- Disability
- Gender re-assignment
- Marriage and Civil Partnerships (Only in relation to employees)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act has a single equality duty of positively combating inequality. The definition of equality is wider than it has been before (see above) and requirements that in the past have been seen as good practice are now legally enforceable. In order to meet the requirements of the Equality Act, the School will give 'due regard' to the need to:

- Eliminate Unlawful Discrimination, harassment, victimisation and any other conduct prohibited by the Act
- 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.

## Aims and Values:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that is connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic that is different from the needs of persons who do not share it.
- To encourage participation where it is disproportionately low for a recognised group in school.
- The School is committed to providing a curriculum that enhances the education of all students, regardless of their gender, race, class, religion or ability.

- Celebrate the fact that the community has a rich diversity of age, gender, ability, culture and religion. The School is therefore committed to ensuring that all are given every opportunity to develop their talents to the full, whilst operating in line with the core values of Christianity which are mirrored throughout religions and society.
- The School is determined to prepare all students for a life of working with others in a community which is richly diverse socially, culturally and religiously. The School hopes to achieve this by offering both pupils and staff the experience of life in a community founded on Gospel values and working together in harmony.
- As a Catholic community, the School has the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

## **Guiding principles**

In fulfilling the legal obligations referred to above we are guided by seven principles, no matter:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

### **Principle 1: All members of the community are of equal value**

We see all learners and potential learners as of equal value.

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, appearance and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences are recognised.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between everyone, and an absence of sexual harassment
- a recognition, challenge and eradication of any form of stereotyping

#### **Principle 4: Staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

#### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist in unconscious bias**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- members of our community who do not have English as a first language
- girls and boys, women and men and people who don't identify with a gender

#### **Principle 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve all members of our community and stakeholders for whom are impacted by our decisions and actions are appropriate.:

#### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice:

- Prejudices around disability and special educational needs.
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities.
- Prejudices reflecting sexism and homophobia.

All forms of prejudice will be addressed immediately as part of our preventing and tackling bullying strategy. Preventative measures will be taken through collective worship, PHSE and the wider curriculum.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

### **Involvement, Consultation and Monitoring**

The Leadership Team and Governing Board are involved in the analysis of equality policy data through examination of a variety of policies and procedures.

## Data about Employees

The School is totally committed to protecting the confidentiality of its community and adheres to the Data Protection Act/GDPR. The school collects and analyses a range of profile information for our staff and Governors, including:

- Applications for employment
- Staff profile
- Governing Board profile
- CPD and training
- Disciplinary and grievance cases
- Staff Mentoring
- Exit Surveys from staff who leave.

## Staffing and Staff Development

The School recognises the need for positive role models and fair distribution of responsibility among staff.

Therefore, we aim to:

- Give learners' access to a balance of male and female staff at all key stages where possible
- Encourage the career development and aspirations of all staff
- Provide staff with training and development, which will increase awareness of the needs of different groups of learners
- Ensure that access to opportunities for professional development is monitored on equality grounds

## Staff Recruitment

- At least one member of a staff recruitment panel will hold an up to date Safer Recruitment Training certificate and all panel members will be aware of what they should do to avoid discrimination and ensure equality and good practice throughout the recruitment and selection process.
- Equality policies and practices are covered in the induction of new staff, trainee teachers and Governors. This is through the handbook and explicit induction sessions.
- All temporary staff are made aware of equality policies and practices through our website and internal policy drive.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

### Note:

Under the Equality Act 2010, a Voluntary Aided Faith School can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. This applies particularly to those roles that provide spiritual leadership e.g. Headteacher, Deputy Headteacher, Head of RE Department and usually for RE teachers. However, this would not apply for all staff in school. In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

# Equality Legislation Guidance & Definitions

This single Equality Policy replaces the individual Race, Disability, Gender, Sexual Orientation, Transgender and gender reassignment policies. However, the following descriptors are still relevant in current legislation.

## Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

### The Race Equality Duty.

#### What is it?

The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976. It came into effect from April 2001

#### Who is covered?

Learners, parents/carers, prospective learners and parents/carers, staff, job applicants, governors and others using school facilities

#### General duties:

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

#### Reporting racist incidents in schools:

Schools are required to have in place a procedure for dealing with and reporting racist incidents.

## Disability

#### What is a disability?

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day- to- day activities. That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected)

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause. Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

#### General duties

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities.

## **Gender**

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender). The term gender fluid relates to a person who does not identify themselves as having a fixed gender.

### **What is the difference between sex and gender?**

- Sex refers to biological status as male or female.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

### **Sexual Orientation**

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGBTQ) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGBTQ people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment. Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

### **General duties**

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between learners/employees who are male, female and who identify as a gender which is not their biological sex or no gender at all.
- Promote good relations

### **Transgenderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

### **Publicising this Policy**

This Policy is a public document that is available to any interested stakeholder and is published on our school Website.

The Governing Board are responsible for ensuring that the school complies with the current Equality Legislation and that this policy including its related procedures and practices are implemented.

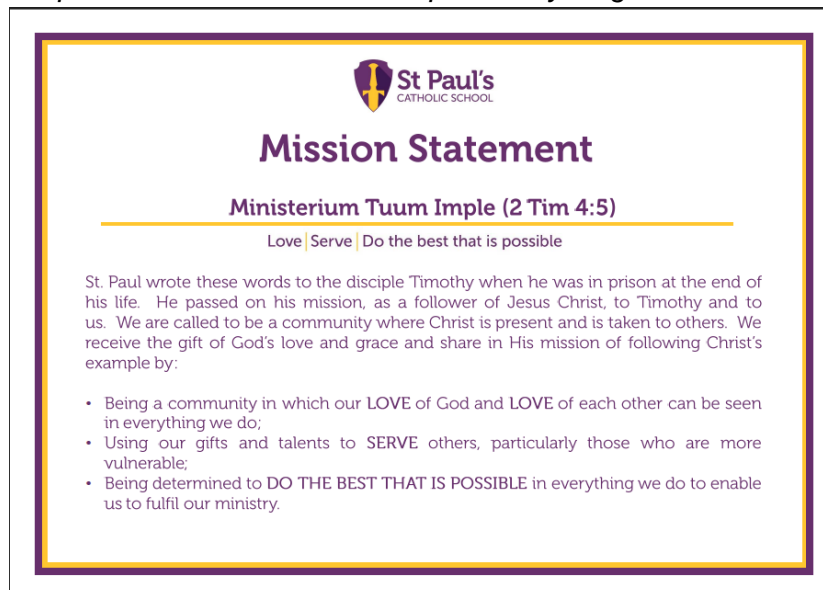
# The Equality Act (2010): Protected Characteristics

## Context

At St. Paul's we believe that every individual is made in God's image and that we must do everything we can to preserve their dignity. We live out our mission by ensuring that every child is well known as an individual and that their unique personality, talents and gifts are nurtured and developed to the full. This means that everyone has an equal place and an equal contribution to make in our school. It means that we have a fundamental respect for each other in and out of school. It means that we operate within a framework of forgiveness and reconciliation and that we learn from our mistakes. It means that we share a responsibility to give something back and to care for the most vulnerable within our community and society on a wider scale.

## The Foundation

*This is a Catholic School in which we strive to achieve academic excellence and where we love, serve and do the best that is possible. Our Mission underpins everything that we do.*

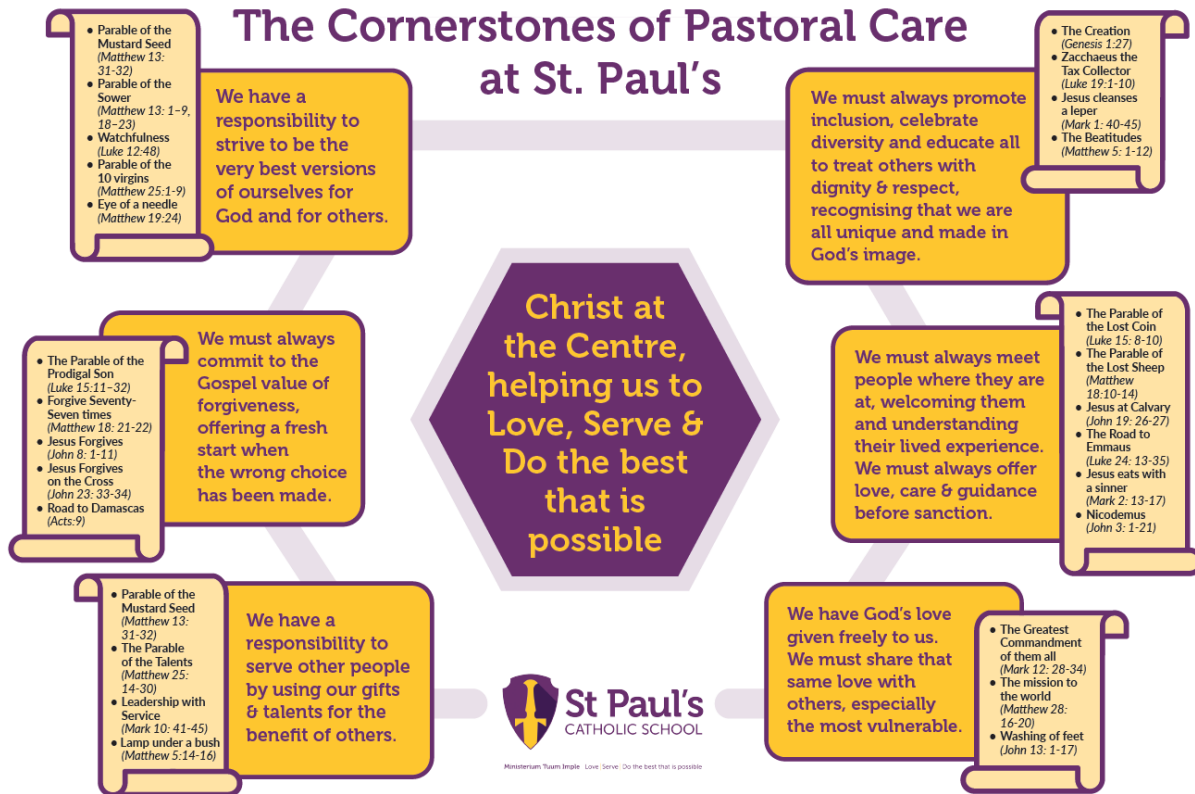


The graphic is a rectangular box with a purple border and a yellow inner border. At the top center is the St Paul's Catholic School logo. Below the logo is the title "Mission Statement" in a large, bold, purple font. Underneath the title is the Latin phrase "Ministerium Tuum Imple (2 Tim 4:5)" in a smaller, bold, purple font. Below this is the motto "Love | Serve | Do the best that is possible" in a small, black font. The main body of the graphic contains a paragraph of text in a small, black font, followed by a bulleted list of three items in a small, black font.

Our values and principles are encapsulated in our mission statement which can be summarised in three words: Ministerium Tuum Imple (2Tim 4-5). It is everywhere and is what we try to live in our community. It can be translated roughly as Love, Serve and Do the Best That is Possible. Love and service are evident throughout the school. The importance of putting others first and caring for each other are our core values.



The Cornerstones of Pastoral Care at St. Paul's underpin the way we work together as a community.



### Catholic Social Teaching & The Gifts We Grow

## Living the Mission at St Paul's

Catholic Social Teaching and Gifts we Grow

**Human Dignity**

All life is unique and should be respected. We are all equal in God's eyes.

*"Before I formed you in the womb I knew you."* Jeremiah 1:5

THE GIFTS WE GROW: Prophetic and intentional

**Solidarity & Peace**

We are all one family and are stronger together.

*"So far as you did this to the least of the brothers you did it to me"* Matthew 25:40

THE GIFTS WE GROW: Attentive and discerning

**The Common Good**

We should be active in our community. We need to know what is right for everyone not just ourselves.

*"Do we, who are many, care one body in Christ"* Romans 12:5

THE GIFTS WE GROW: Loving and compassionate

**Option for the Poor**

We should give extra help to the poor and vulnerable.

*"Do not have any one bring good news to the poor"* Luke 4:18

THE GIFTS WE GROW: Hopeful and faith filled

**Care for our Common Home**

We are stewards of God's creation and must care for our planet.

*"God created him in the Garden of Eden, to cultivate and care for it"* Genesis 2:15

THE GIFTS WE GROW: Curious and active

**Rights & Responsibilities**

Everyone has the right to life and the responsibility to respect others.

*"You shall love your neighbour as yourself"* Mark 12:31

THE GIFTS WE GROW: Eloquent and truthful

**Dignity of Work**

All work is valued and provides a sense of purpose and dignity. All workers should be equally respected.

*"You are all one in Christ"* Galatians 3:28

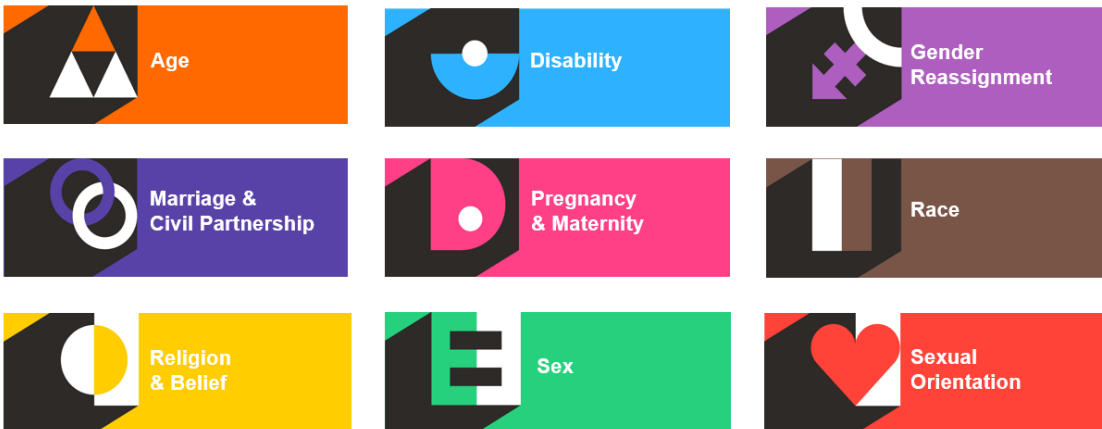
THE GIFTS WE GROW: Generous and grateful

*"Love one another as I have loved you"*  
John 13:34

These are our principles for living the mission at St. Paul's. They provide:

- The foundation for developing catholic values
- A shared language for interactions within our community and beyond
- The concepts that underpin the decision we make

## The Equality Act (2010): The Protected Characteristics



### A summary of our responsibilities under the Equality Act 2010

#### What is the Equality Act 2010?

The act is a law that protects people from discrimination and advances equality of opportunity

#### It is based on protected characteristics

- The 9 protected characteristics are: age, sexual orientation, race, pregnancy and maternity, disability, marriage and civil partnership, gender reassignment, religion or belief, sex
- Schools can occasionally treat pupils with a particular protected characteristic more favourably if it's done for a legitimate reason, **and** it is a proportionate way of achieving that legitimate aim
- For example, pupils with disabilities (more on disability discrimination below)

#### Types of discrimination

**Direct discrimination:** treating someone with a protected characteristic less favourably than others. For example, making a lesbian pupil change separately because she makes the other girls feel 'uncomfortable'.

There are also more specific ways of directly discriminating against someone:

- **Perception:** treating someone worse because of a characteristic that you think a person has, even if you are mistaken

For example, a heterosexual male pupil signed up for dance club instead of football. The PE teacher made homophobic comments about the pupil for wanting to do dance. The teacher discriminated against the pupil because he thought the pupil was gay.

- **Association:** treating a someone worse because they are associated with someone who has a protected characteristic

Example: a cis pupil ran a campaign to make school uniforms unisex to support her non-binary friend. When the pupil asked the school for a reference for her university application, the school

declined as she was seen as disruptive. The school discriminated against the pupil because she was associated with her non-binary friend.

**Indirect discrimination:** putting rules or arrangements in place that apply to everyone, that put someone with a protected characteristic at an unfair disadvantage.

For example, having a school uniform policy that doesn't allow for any religious clothing would indirectly discriminate against Muslim girls who wear head coverings.

**Harassment:** unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them.

For example, making fun of the voice of a deaf colleague.

**Victimisation:** treating someone unfairly because they've complained about discrimination or harassment.

For example, a teacher is branded a 'troublemaker' for raising complaints about sexist behaviour in the staffroom, and as a result, they're passed over for a promotion they were the most qualified candidate for.

#### **Disability discrimination:**

- Pupils with disabilities **may**, and often **must**, be treated more favourably to those who don't have disabilities
- This involves making reasonable adjustments and providing auxiliary aids and services

#### **How do we take account of the protected characteristics at St. Paul's?**

- By living our mission to Love, Serve and Do the Best that is Possible.
- By ensuring that our Cornerstones of Pastoral Care are at the centre of what we do.
  - By following the principles of Catholic Social Teaching.
  - By being welcoming and celebrating difference.
  - By proactively identifying and removing barriers preventing people from engaging in school life.
  - By providing people with everything they need to be confident and thrive.
  - By considering equity in all decision-making.
  - By reviewing all policies and practice through the lens of each protected characteristic.
  - In line with statutory guidance, we ensure that protected characteristics are explicitly covered through our comprehensive PHSE/RSE programme.
  - We respond to all incidents where protected characteristics are involved. Incidents are tracked carefully and there is forensic analysis of trends and patterns.