



# The Diocese of Westminster Academy Trust.

'A Multi Academy Trust supporting schools in delivering their Mission to provide outstanding Catholic Education for their pupils.'

## Equality Duty overview for Trust and Local Governing Boards

### Context:

#### 1. Legislative Background

- 1.1. The Equality Act 2010 replaced previous anti-discrimination laws. As part of this the public sector **Equality Duty** (section 149 of the Act) came into force on 5 April 2011 and states that in Academies we have a duty to:
  1. Eliminate discrimination, harassment and victimization;
  2. Advance equality of opportunity between people who share protected characteristics and those who do not *and*
  3. Foster good relations between people who share a protected characteristic and those who do not.
- 1.2. Protected characteristics as defined by the Equality Act are: Race, Disability, Sex, Age, Sexual Orientation, Religion or Belief, Pregnancy or maternity, gender reassignment, marriage and civil partnership.
- 1.3. This duty is supported by **specific duties** which in turn came into force on 10 September 2011. These specific duties state that we must also:
  1. **Publish Equality Information** – to demonstrate compliance with the general duty, in particular in relation to protected characteristics (both employees and those affected by our policies) on an annual basis.
  2. **Publish Equality Objectives** – one or more by 6<sup>th</sup> April 2012 and then **at an interval of no more than 4 years**.
- 1.4. All information must be published in a way which makes it easy for the general public to access. The easiest way to do this may be to publish this on Academy websites, but each Academy should consider whether to make this information available in other formats e.g. suitable for disabled people. This information can also form part of another document, such as an annual report or business plan.



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1.5. The Trust and Local Governing Boards have wider responsibilities under the Equality Act 2010 and will ensure that our schools strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

## 2. Ofsted Requirement

2.1. Not only do Academies need to comply with the Equality Duty outlined above but also with Ofsted, because treatment of the different diversity groups is covered throughout the inspectors evaluation schedule and particularly in the 'Effectiveness of Leadership and Management' section.

## 3. Equality Data

The Trust are required to publish information annually to demonstrate compliance with the general equality duty. This information should relate to people with protected characteristics who are: 1) employees; and 2) affected by the Diocese of Westminster's policies and practices (primarily pupils, but could include parents and the wider community).

## 4. Enforcement

The Equality and Human Rights Commission is responsible for assessing compliance with the specific duties, and for their enforcement

## 5. Check list for Board, Local Governing Boards and Staff

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training?

Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the academy provides?

- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?



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- Is pupil achievement analysed by race, disability and gender?  
Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in Academy life? Are pupils who make a positive contribution reflective of the Academy's diversity e.g. through assemblies/councils?
  - Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils?
- Are racist incidents reported to the local governing body and Trust Board on a termly basis?
  - Are visual displays reflective of the diversity of the Academy's community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the Academy take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the Academy's environment as accessible as possible to pupils, staff and visitors to the academy?
  - Are open evenings and other events which parents, carers and the community attend held in an accessible part of the Academy, and are issues such as language barriers considered?
  - Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Is the Academy's Accessibility Plan up to date?
  - Are procedures for the election of parent directors open to candidates and voters who are disabled?

Each Academy should review any actions which have been highlighted as high priority in part one and formulate these actions into SMART objectives :

<b><u>S</u></b>	<b>Specific</b>	Objectives should specify what you want to achieve and usually answer the 5 'W' questions: What, Why, Who, Where and Which.
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<b><u>M</u></b>	<b>Measurable</b>	You need to be able to measure whether you are meeting your objectives.
<b><u>A</u></b>	<b>Achievable</b>	Are the objectives you set achievable and measurable?
<b><u>R</u></b>	<b>Realistic</b>	Can you realistically achieve these objectives with the resources you have?
<b><u>I</u></b>	<b>Timely</b>	When do you need to achieve the objectives you have set?

**Chair of The Diocese of Westminster Academy Trust**

**September 2017**

**Review September 2019**

## PART ONE – EQUALITY ANALYSIS FOR THE TRUST

The Diocese of Westminster Academy Trust has certain exceptions to the general code as applied to most schools with a religious character in England and Wales. These are:

- The Admissions Code permits that any Academy within the Trust to give priority to practising Catholics providing that the Academy continues to be oversubscribed.
- When organising visits, any Academy within the Trust is not acting unlawfully if it does not organise similar visits for pupils of other faiths

The Equality Act does not permit us to offer less favourable treatment to a pupil who no longer belongs to the Catholic Church. This is also true if the pupils parents no longer belong to the church

- It is also unlawful for us to refuse to accept a pupil if, for example, the parents are gay

We may apply religious criteria when recruiting or dismissing any member of the teaching staff. In recruitment, remuneration and promotion, although we seek to appoint the person most suitable for the post, we may give preference to persons:

- Whose religious opinions are in accordance with the Catholic faith
- Who attends religious worship
- Who give, or are willing to give religious education

In considering dismissals, the Trust and local governing boards may have regard to any conduct that is incompatible with the precepts of the Church or fails to uphold its tenets

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
Race	<b>All:</b>	Equality Guidelines, translation of key documents, Diversity Awards, Harassment & Bullying Policy. Adopted CES guidance.	Inclusion Policy, celebrate diversity. CES annual report which identifies the diversity in Catholic schools and inclusion. Inter faith alliance groups across our schools.	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. Newsletters, celebrate diversity, Academy Vision Statement. OfSTED and S48 inspection reports.	Inclusive school environment. Survey of stakeholders focus on inclusion.
	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, HR data, record of cases, recruitment monitoring, CES Employment policies adopted by the Trust Board.	Those with protected characteristics included in Equality Steering Group and policy development, Fair recruitment processes, documents translated.	Include staff with protected characteristics in activities, culture of academy, teamwork. staff briefings, monitoring of workforce EAP Scheme. OfSTED and S48 inspection reports.	Analysis of school personnel data on breakdown of groups across the school. Review of new starter induction programme into Trust and school ethos.

	<b>Pupils:</b>	Admissions Policy, racial incident forms, Principal's report, Governors minutes, comparable attainment data, SIMS records, analysis of 'micro population groups' as defined by Ofsted.	RE Curriculum, Chinese New Year, extended school activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Student mentoring. School Counselling Service, Student Council/Voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, display flags from all countries, culture weeks, displaying student photos. School Counselling Service, Student Council/Voice. OfSTED and S48 inspection reports.	Analysis of school data understanding of group breakdown across school population. Analysis of Exclusions in relation to groups look at possible trends, Review of bullying incidents and groups across school look at possible trends. Develop a sharing of culture across assemblies, PSHE time.
<b>Disability</b>	<b>All:</b>	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy. Adopted CES guidance by the Trust.	Inclusion Policy, Equalities statement, DDA Compliance. DDA compliance – reasonable adjustments made. Follow CES procedure and guidelines.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under DDA, ENCP reviews, Academy Vision Statement. OfSTED and S48 inspection reports.	Survey of stakeholders who share protected characteristic on transition for early identification of support and sharing of good practice between schools to ease transition.

<b>Protected Characteristic</b>	<b>Group</b>	<b>What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u></b>	<b>What evidence do we hold that we <u>advance equality of opportunity with those who share a protected characteristic and those who do not?</u></b>	<b>What evidence do we hold that we <u>foster good relations with people who share a protected characteristic and those who do not?</u></b>	<b>What action do we need to take –these will form your objectives (see overleaf)</b>
<b>Disability (Cont'd)</b>	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled. Adopted CES guidance by the Trust.	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, staff counselling, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings. OfSTED and S48 inspection reports.	To advance equality of opportunity, remove or minimise disadvantage and encourage applications to Middle Leader roles within Trust by 10% over next academic year.

	<b>Pupils:</b>	SEN Policy, SEN achievement data, data on disabilities and adjustments made , evidence of exam access, interviews with parents, DDA compliance, student support from Academy, Disability & Access Policy, SEN/School Action Plus, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted. Adopted CES guidance by the Trust.	Assemblies, RE curriculum, parent's forums and workshops, discussions on tolerance, School Counselling Service, Student Council/Voice.	Supporting students with disabilities, staff advised via medical pen pictures, strategies in place, School Counselling Service, Student Council/Voice. OfSTED and S48 inspection reports.	To advance equality of opportunity, remove or minimise disadvantage and encourage participation in all activities. Improve participation in PE extra curricular activities of students identified with a Disability by 20% over the next academic year. Schools to review their accessibility plans.
<b>Sex</b>	<b>All:</b>	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy. Adopted CES guidance by the Trust.	Equality Guidelines, Inclusion Policy. Adopted CES guidance by the Trust.	CES guidance followed. DfE policies adopted by the Trust Board.	To continue to address equality issues and publicise gender equality.
	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data. CES Employment policies adopted by the Trust Board.	CPD access, EAP scheme, Staff survey. CES Employment policies adopted by the Trust Board.	CES Employment policies adopted by the Trust Board. Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme. Gender Pay Reporting statement.	to continue to address workforce-based equality issues by conforming to agreed Human Resource procedures on appointments, promotions and other employment issues but always appointing the best candidate

	<b>Pupils:</b>	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, SIMS, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted. CES and diocesan guidance followed.	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service, Student Council/Voice. CES and diocesan guidance followed.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice. OfSTED and S48 inspection reports.	Further develop PSHE programme on sexual equality. Focus on relationships and 'Disrespect Nobody' campaign across Trust.
<b>Protected Characteristic</b>	<b>Group</b>	<b>What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u></b>	<b>What evidence do we hold that we <u>advance equality of opportunity with those who share a protected characteristic and those who do not?</u></b>	<b>What evidence do we hold that we <u>foster good relations with people who share a protected characteristic and those who do not?</u></b>	<b>What action do we need to take</b>
<b>Gender Reassignment</b>	<b>All:</b>	Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, Adopted CES guidance for schools, Harassment & Bullying Policy. Working with School Nurses teams.	Inclusions Policy. Easy access to informed, relevant advice – newsletters. Electronic communication systems established. Regularly updated school websites.	Awareness of nationally recognised support groups who provide info Forums and Newsletters, EAP scheme, School Counselling Service, following guidance from CES.	Quality assurance of support and guidance offered by schools to support those with the protected characteristic to help to ease their life in society. To foster an environment of dignity and respect
	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition. Adopted CES guidance for employees.	Transgender colleagues given opportunity to be involved in Steering Group to review and develop policy. Staff training, clear recruitment processes, EAP scheme.	Include transgendered staff at local level policy/process, EAP scheme, staff briefings.	Feedback from transgender colleagues on the support provided at local level and suggestions to develop process based on their experience.
	<b>Pupils:</b>	Achievement data on gender dysphoric pupils, recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, Headteachers report, comparable attainment data, SIMS, Student Support Panels, Admissions Policy, analysis of	Anti-bullying to include specifically transgender (see Home Office booklet). PSHE or citizenship item on transgender, School Counselling Service, Student Council/Voice involved in review of Policy.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice.	Reference within Anti bullying survey of students to identify impact across individual schools. Develop assembly resources for anti-bullying to include transgender.

		'micro population groups' as defined by Ofsted.			
<b>Pregnancy &amp; Maternity</b>	<b>All:</b>	Equality Guidelines, Harassment & Bullying Policy, CES Employment policies adopted by the Trust Board.	Compliance with Guidelines and adopted policies of the Trust and LGB's, Inclusion Policy.	Ongoing communication and support, Academy Vision Statement.	Quality assurance of ease of access to documentation and guidance for those with the protected characteristic
	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	Survey from staff with the protected characteristic over the last school year to see how can improve provision across Trust schools in keeping in touch days ready for return to work.
	<b>Pupils:</b>	Exclusions Policy, SEN Policy, data available, Tutor time/PHSE, Admissions, SRE Policy Policy, achievement data, adjustment to timetable.	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and exams, curriculum, results analysis, specialist centres, School Counselling Service Student Council/Voice.	Support network from pastoral team, student encouraged to maintain links with school during absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School Counselling Service, Student Council/Voice	Review ease of access to lesson documentation and revision materials for those with the protected characteristic who are not in school. Look at opportunities of how curriculum provision can be delivered remotely to support students with the protected characteristic.
<b>Age</b>	<b>All:</b>	Equality Guidelines, Harassment & Bullying Policy, CES Employment policies adopted by the Trust Board.	Compliance with Guidelines. CES Employment policies adopted by the Trust Board.	Academy Trust Vision Statement.	Quality assurance of ease of access to documentation and guidance for those with the protected characteristic

	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance. CES Employment policies adopted by the Trust Board.	Compliance with legislation. CES Employment policies adopted by the Trust Board.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	to continue to address workforce-based equality issues by conforming to agreed Human Resource procedures on appointments, promotions and other employment issues but always appointing the best candidate
	<b>Pupils:</b>	Tutor time, pupil curriculum. , CES policies adopted by the Trust Board.	School Counselling Service, Student Council/Voice.	All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies Newsletter, School Counselling Service, Student Council/Voice.	Understanding of Life Long Learning across Trust schools. PSHE focus discussion on what each generation can “bring to the table” – sharing experiences.
<b>Religion and Belief</b>	<b>All:</b>	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy, awards for cultural diversity. CES policies adopted by the Trust Board.	Inclusion Policy, time off for religious observation. Inter faith groups. As a Catholic Trust seek to work together with other faiths for the good of society and peace in the world	School newsletter, community involvement.S48 Inspection Report.	Inclusion policy for all members of the school community.
	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data.	Fair recruitment processes, available, guidance on working in a Catholic school for Teachers. CES policies adopted by the Trust Board.	Assemblies, awareness and community involvement, time off for religious observation, staff briefings, Academy Vision Statement.	School focus on tolerance and respect.
<b>Protected Characteristic</b>	<b>Group</b>	<b><u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u></b>	<b><u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u></b>	<b><u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u></b>	<b><u>What action do we need to take –these will form your objectives (see overleaf)</u></b>

<b>Religion &amp; Belief (Cont'd)</b>	<b>Pupils:</b>	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time. RE Curriculum Directory. CES policies adopted by the Trust Board.	RE curriculum directory, use data to identify groups and implement interventions, extended school activities for all, School Counselling Service, Student Council/Voice.	Assemblies, community involvement, School display, time off for religious observation, School Counselling Service, Student Council/Voice,	PSHE focus on tolerance and respect. RE module on Other Faiths.
<b>Sexual Orientation</b>	<b>All:</b>	Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy. CES policies adopted by the Trust Board.	Inclusion Policy. CES policies adopted by the Trust Board.	Academy Vision Statement, briefings.	Review inclusion policy
	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment data, grievance outcomes. CES policies adopted by the Trust Board.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, TD days, assemblies.	to continue to address workforce-based equality issues by conforming to agreed Human Resource procedures on appointments, promotions and other employment issues but always appointing the best candidate
	<b>Pupils:</b>	Admissions Policy, Tutor time, incident forms, Governors minutes, comparable attainment data, SIMS, Student Support Panel, pupil population data – benchmarked against local population data, pupil exclusion for discriminatory behaviour, analysis of ‘micro population groups’ as defined by Ofsted.	RE curriculum, data to identify and implement interventions, School Counselling Service, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School Counselling Service, Student Council/Voice.	Inclusion policy acknowledging that all pupils have a fundamental right to have their life respected whatever household they come .

**Our Trust's Equality Objectives are:**

1.To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support

for pupils.

2. To deliver a broad and balanced curriculum, that provides opportunities for all pupils to achieve the highest standards of education, using specialist programmes and dedicated resources to support pupils who need it the most. We will deliver a programme of assemblies, outside visitors, residentials and education trips to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics.

3. To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. We will aim to raise aspirations among children and parents and raise awareness of career options for all children, challenging gender stereotypes.

The implementation and impact of these objectives and the equality plan will be monitored and reviewed by the Trust Board of directors through:

- Reviewing pupil progress and attainment for different sub-groups (e.g. individual schools, boys vs girls, Pupil Premium, SEN and Children in Care) annually in the autumn term, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.
- Receiving reports from the Local Governing Boards, Headteachers, SENCO, school administrators.
- Receiving reports from monitoring visits, Local Governing Boards
- Taking advice from relevant parties such as the Trust professional consultants
- Monitoring parental engagement and attendance.

## Appendix 3 - Equality Template Policy Matrix

X = Not applicable \* Applicable

Policy	RACE	DISABILITY	SEX	GENDER REASSIGNMENT	PREGNANCY AND MATERNITY	AGE	RELIGION AND BELIEF	SEXUAL ORIENTATION
Admissions Policy	*	*	*	*	*	X	*	*
Adoption Policy	X	X	X	X	*	X	X	X
Community Cohesion Policy	*	*	*	*	*	*	*	*
Disability & Access Policy	X	*	X	X	X	X	X	X
Exclusions Policy	X	X	X	X	*	X	X	X
Equality Guidelines	*	*	*	*	*	*	*	*
Equal Opportunities Statement	*	*	*	*	*	*	*	*
Grievance Procedure	*	*	*	*	*	*	*	*
Harassment & Bullying Policy	*	*	*	*	*	*	*	*
Inclusions Policy	*	*	*	*	*	X	*	*
Recruitment & Selection Policy	*	*	*	*	*	*	*	*

SEN Policy	x	*	x	x	*	x	x	x
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## **Appendix 4 - Equality Objectives Web Site Template for Trust Schools to add data:**

### **Introduction**

This Equality Statement sets out the approach that our school is taking to meet the general and specific requirements of the Public Sector Equality Duty introduced by the Equality Act 2010. It reflects the Single Equality Policy adopted by governors and includes the data that is required to be published as part of that policy.

### **Overview**

At XXXXX School we have developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act covers all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- Disability;
- Ethnicity (including Gypsy and Traveller groups);
- Gender;
- Gender identity and transgender;
- Faith, religion and belief;
- Marriage and civil partnership;
- Sexual orientation;
- Pregnancy and maternity;
- Age.

Every person has one or more of the protected characteristics; therefore the Act protects everyone against unfair treatment. The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, victimisation and by failing to make a reasonable adjustment for a disabled person. Since 6 April 2011 all public bodies including:

- local authorities
- schools, colleges and other state-funded educational settings including academies have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

### **General Duty**

When reviewing all of our policies and procedures we take care to have due regard to equality and recognise our general duty to ensure that everybody has equality of opportunity, that illegal discrimination, harassment, and victimisation is eliminated and to foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no less than every four years.

### Policies

XXXXX School has a Single Equality Policy that sets out the detail of how we will meet our obligations to the Equality Act 2010 and states our support for the values that the act underpins. In addition, there are a number of additional policies that provide further detail on areas covered by the Single Equality Policy including the Behaviour Policy, Anti Bullying Policy, Race and Equality Policy and Whistleblowing Policy. All of these policies set out the aims of the school and how any behaviour contrary to the policies will be dealt with.

### Leadership

The Trust, Local governors and staff all recognise their responsibilities to ensure that policies are followed. The senior school staff lead by example. Governors take into account the Single Equality Policy when discussing all other policies, procedures and issues. We will provide relevant training by using all suitable delivery methods.

### Procurement and Contractors

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement.

### Visitors to the School

We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement.

### **Publishing the Statement**

We will publish our statement as a separate policy within school and upon the school's website.

### Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms, to the Trust and Local Governing Board of the school.

### Equalities Information

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and the Protected Characteristics. In collating equality information we have:

- Identified evidence of what policies and practice are already in school and identified gaps.
- Explored how we engage with protected characteristics.
- Analysed the effectiveness of our approach to equality.

### **Our equality evidence highlights:**

***(Please note where there is a small sample where individuals could be recognised provide just an overview narrative such as small number rather than a percentage- remove this sentence before publication)***

### **Disability**

	% of school with a range of disabilities
	% of school with Special Needs
	% of staff who had a declared disability.

- The school is accessible to all staff, pupils and members of the community, but we are mindful of ensuring that our accessibility plan is up to date.
- We take a flexible approach towards making adjustments to support our disabled pupils, staff, parents and members of the public.
- Our curriculum includes activities designed to increase pupils' awareness of disability issues, and to promote disability issues positively.

### **Ethnicity (including Gypsy and Traveller groups)**

	% of school from BME background.(Black/Ethnic minority. This includes pupils with Asian, African and Eastern European heritage.
	% of school who have English as an Additional Language (EAL)
	% of staff who had a declared disability.

### **Gender**

	% of school pupils male
	% of school pupils female

- Our staffing profile is predominantly male/female
- We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly.

### **Gender Identity and transgender**

- All of our policies and procedures are based on the guidance of the Catholic Education Service (CES)

### **Faith, Religion and belief**

- As well as a strong Catholic ethos, we also provide pupils with the opportunity to learn about and be respectful to other faiths and beliefs.
- We have frequent assemblies, liturgies, prayer times and Masses.

### **Marriage and Civil Partnership**

- All of our policies and procedures are based on the guidance of the Catholic Education Service (CES).

#### Sexual orientation

- Though we do not collect or retain information in this regard, as a school all of our policies and procedures are based on the model policies the CES and any pupil, parent, member of staff or the Governing Board would be supported as necessary.

#### Pregnancy and maternity

- All of our policies and procedures are based on the model policies of the Trust and comply with employment law.

#### Age

- Our workforce profiling data shows that our staff covers a wide range of ages.
- Given the age profile of our workforce, as a school we feel that there is a good balance of experience and skills within our staff.

#### Equalities Objectives and Action

- Continue to monitor progress and attainment in the context of gender and ethnicity and incorporate any findings into the School Development Plan where necessary.

#### [Reviewing and Revising the Equality Statement](#)

We will review and revise the Statement no later than four years from publication of this statement.

Agreed XXXXX