



ST THOMAS MORE CATHOLIC SCHOOL

Equality Information and Objectives

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Required on Website	Yes
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Public Sector Equality Duty (PSED)

Our school aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

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

Equality Objectives

Objective 1

- To help all members of our school community reach their full potential, embracing them as individuals and demonstrating respect in all that we do.

Objective 2

- To ensure that all pupils gain the skills and knowledge they need to prepare them for adult life, through a curriculum that meets the needs of all - including the Personal Development curriculum.
- The curriculum will be planned to meet the needs of the pupils and not driven by external factors.

Objective 3

- To narrow the achievement gap for children and young people, including children in care, by ensuring increased opportunities and improved outcomes.
- We will monitor and review all additional funding streams to secure the best outcomes for pupils and provide inspiration, encouragement and support for them to achieve within school and move on to the best possible destinations.



Statement

St Thomas More Catholic School is a multi-cultural, multi-racial community of both adults and pupils. We believe that everyone in the school is of equal value and should have equal opportunities in school, the community and in life.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability. This is not acceptable in our school.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our schools and of the community. The staff and governors for their part strive to give unconditional trust and ask of pupils that they endeavour to be honest and give respect to other people and their property.

Equal opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make St Thomas More Catholic School an inclusive school.

Aims

Our main aim is to offer an education appropriate to each individual pupil's needs, regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability, gender reassignment, pregnancy or maternity or religious beliefs.

We aim to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability. We regard all our pupils as being of equal value and to ensure that the needs of all pupils are identified and met, and that they are able to achieve their full potential, helping to raise standards across the Trust.

We aim to ensure that active encouragement is given to all pupils in order to enable them to fully develop talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another person their educational opportunity.

We aim to ensure that everyone at the schools, (staff, pupils, parents, carers, contractors and visitors) are afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.

Where contractors are working on-site, measures will be taken to ensure, as far as possible, that their employees operate according to the school's policies.



We aim to challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, which contradicts the school equality objectives. This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.

We aim to create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, the schools will maintain strong community/parental links, and governors will give support to the schools and all their stakeholders, to ensure an effective educational delivery.

Guidelines

Any provisions related to equal opportunities and racial equality must set out clearly its aims and objectives:

- Human dignity (pupils develop a sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background).
- Justice and fairness (pupils value genuinely democratic processes and principles and are willing to take action on this).
- Commitment to equality (pupils recognise the principle of equality as the underpinning of relationships between individuals, groups and societies).
- Appreciation of diversity (pupils develop an open-minded approach to other cultures and social groups and are willing to learn from them).

From this, the following key guidelines emerge:

- All pupils should be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
- Every member of staff needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They must address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity.
- The provision of genuine equality of opportunity must be inherent in the education the schools offer. The curriculum opportunities must be open to all [and post-16 provision must give access for all sexes to all subjects]. The schools must challenge any gender stereotyping, which leads to constraints on the development of pupils' abilities and aspirations and should include the opportunity to study multicultural issues as an intrinsic part of all programmes and teaching.
- The schools should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that offend, intimidate, devalue another's view or opinion, or undermine another's self-esteem.



More specifically, this means the following codes of practice for governors and staff, pupils, parents/carers and visitors and contract staff.

Governors and Staff

Staff will treat each other and all pupils with respect.

Staff will examine the ideas and images in books and other resources, and will challenge negative images and give all pupils positive images.

Policies on displays, notices, meals, uniform, etc in the schools will reflect their multi-racial population.

Attendance at in-service training courses on equal opportunities will be encouraged. Staff will make every effort to understand the origins and nature of racism, disability, sexism and other forms of prejudice to recognise their own prejudice where it exists.

The school values the fact that many pupils are bilingual and will encourage the teaching and/or use of community languages.

Positive links will be developed with the homes of pupils and communities from which our pupils come.

Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The school will support victims of such incidents, on or off the premises

Pupils

Pupils will treat each other and staff with respect.

All pupils are valued for themselves and can expect to have their culture and language treated positively and with respect.

Pupils will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice.

If pupils feel they have been abused racially or bullied they should report the matter immediately to their Classroom Teacher / Pastoral Tutor / Head of House. All pupils can expect to be listened to and have their complaints investigated. If a pupil feels their complaint has not been properly dealt with they may take the matter to the Head Teacher.

Pupils who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and in particular by their Classroom Teacher / Pastoral Tutor / Head of House. Anyone who has committed such offences will be dealt with appropriately – in the case of pupils this may include exclusion from the school.



Parents/Carers, Visitors and Contract Staff

Parents/carers are very important to the school and in particular they have much to contribute to the single equality scheme; their views are welcomed and valued at all times. We ask that all parents/carers fully support the school's single equality scheme.

The school will discuss with parents/carers any incidents of racist, disability, sexist abuse or bullying and harassment incidents in which their children have been involved.

If parents/carers are aware of incidents of racism, sexism or bullying then they should contact their child's Head of House.

Any visitors or contract staff visiting or working at the school who become aware of any incidents of racism, sexism, disability or other discrimination should report them to the Head Teacher or a member of the Senior Management Team. They should also abide by the Code of Conduct established by the Trust.

Implementation

The Trust will incorporate a Code of Conduct into school handbooks that includes the codes outlined above with details of contact personnel to whom to report incidents.

Detailed procedures will be developed and published to make sure that everything in this policy statement happens.

The school will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.

All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.

Information will be collected about pupils' performance and progress in all areas of school activity, including racial groupings, to analyse trends that could have an adverse impact on pupils' attainment:

- Admissions and transfer procedures.
- Assessment, and subsequent groupings by ability/attainment levels.
- Curriculum, teaching and learning (including language and cultural needs).
- Pupil behaviour, discipline, punishment and reward.
- Exclusions (fixed term and permanent).
- Racism, racial harassment and bullying.



- Staff recruitment and career development.
- Membership of the governing board.
- Parental involvement.
- Working with the community.
- Support, advice and guidance given by teachers).

All contraventions of this policy will be treated as disciplinary matters.

Action Planning

New objectives will be determined as part of the school's annual review process. Action planning will be integrated into the school's development plans & monitored as part of the whole school MRE process.

Monitoring disability equality

The governing board will ensure that matters of confidentiality are dealt with appropriately. We will ensure parents/carers and members of staff understand which impairments and health conditions meet the definition of disability and why it is important that the school has information about disability and health conditions.

In order to monitor the effectiveness of our policies and practices, all staff members will be given the opportunity to raise personal issues throughout the school year.

The school will make sure pupils feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.

When admitting new pupils to the schools, we will ensure information about disability is shared.

When appointing new staff, we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.

The lead professional for the DES will collate information about the recruitment, development and retention of disabled employees based on data collection and on staff interviews. Any updates will be shared with governors through the staffing committee.

Developing disability equality

The lead professional for the DES will gather together all the information relating to disability equality in order to produce an annual action plan. In producing this plan, there will be involvement of representatives of anyone in schools who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities.



The action plan will incorporate success criteria against which progress will be measured.

A key feature of the evaluation of our developing disability equality scheme will be its impact on disabled children and adults. Impact assessments will be an essential element of our review process and will focus on the extent to which we have taken the right actions and the extent to which school activities do not inadvertently disadvantage disabled pupils, employees, parents and carers and any other disabled people using the schools' facilities.

All action plans will incorporate a timetable for action. Specific goals will be set for improving the educational attainment of disabled pupils though regard will always be given to the extent to which the gap between disabled and non-disabled children can reasonably be achieved in the case of those disabled pupils who also have special educational needs. Specific goals will also be set to encourage disabled applicants for positions within the school. The appointment of more disabled members of staff is also encouraged, although the appropriateness of this will be considered in relation to the size and location of our school impact assessment.

As well as evaluating the actuality of the impact of our policies and practices, we will seek the perceptions of disabled pupils and their parents and the perceptions of disabled adults. This will be undertaken in the following ways:

- The impact of policy and practice will be monitored against the stated goals of the initial DES and the subsequent annual action plans;
- School leadership will evaluate the impact of policy and practice using the published success criteria.
- School governance will formulate a response to the progress made and the impact of policy and practice and their views will be taken into the record of a governors' meeting.

A decision will be made each year by the Head Teacher, on the recommendation of the lead professional for DES and based on the actual number of pupils and staff who are disabled, as to the method of gathering the perceptions of disabled pupils and/or their parents and members of staff. Whether the decision is to speak to all disabled members of staff or whether it is to carry out a survey, the outcomes will be recorded, considered by leadership, reported to governors and acted upon accordingly.

Evaluation (Monitoring and Assessment) and Concluding Notes

This policy is to be monitored by the Senior Leadership Team to ensure its effectiveness through the schools' self-review processes.

Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, pupils and parents understand and meet their responsibilities.

The effectiveness of the policy will be confirmed by its impact upon the raising of all pupils' levels of attainment, together with an increased inclusive atmosphere for all stakeholders and towards particular goals such as maintaining the gender/disability/racial balance within the staffing establishment, including at senior level.



This policy statement will continue to be discussed with pupils, parents/carers, interested parties, staff and governors.

The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole school community.

The single equality scheme should impact upon all the policies and procedures in the Trust and all other school policies and procedures will be assessed to ensure their compliance with this scheme.

Additional Notes on Disability Equality

The disability provisions in the Equality Act mainly replicate those in the Disability Discrimination Act (DDA) 2005 and place a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment and requiring that reasonable adjustments are made where needed.

Promoting Disability Equality

This Trust operates in ways to ensure each and every person at our schools who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage. We will take reasonable steps to avoid disadvantage for all stakeholders.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults is woven into the culture of our schools in practical and demonstrated ways.

We will maintain information about all our school members who have a condition that has a substantial and long term adverse effect on that person's ability to carry out their normal day-to-day activities.

We will embrace all disabilities including those due to:

- Cancer
- Diabetes
- Epilepsy



- HIV
- Multiple sclerosis
- Hearing or sight impairments
- Mobility difficulties
- Mental health or learning difficulties

We will advertise the name of our designated lead professional for the disability equality scheme (DES), who in addition to the annual review, will also ensure that disabled school members are involved in discussions about policy or practice changes that occur at times during the year.

The lead professional for the DES will involve disabled school members and others in the production, delivery, monitoring and evaluation of an annual action plan for disability equality.