



# St Paul's Catholic College

## Equality Policy

**"You are, all of you, children of God through faith in Christ Jesus. All baptised in Christ, you have all clothed yourself in Christ, and there are no more distinctions between Jew and Greek, slave and free, male and female, but all of you are one in Christ Jesus."**

Galatians 3: 26-29.

### Contents

1. Introduction
2. Policy Statement on Equality
3. Purpose
4. Admissions
5. Curriculum
6. Personnel
7. Responsibilities
8. Monitoring, Reviewing, Assessing Impact.

# Our Mission at St Paul's

**S**ervice to each other: learning to become a self disciplined leader

**T**eaching that inspires me, that challenges me,  
that gives me a lifelong love of learning

**P**artnership at the heart of our school:  
a partnership between school, home and community

**A**chievement: learn and achieve beyond my expectations within an  
internationally enriched curriculum, using world-class technology,  
with people who care

**U**nderstanding of me as an individual: staff who know me by name  
and help make my experience of school rich and happy

**L**ove and respect experienced through our vibrant Catholic Christian  
community

**S**uccess: academically, spiritually, morally, socially and beyond the  
classroom

## ***'Learn to Serve'***

***St Paul's is a community of faith echoing St Paul's letter to Timothy where,  
as hallmarks of Christian living Paul stresses  
"love... service and doing the best that is possible."***

## 1. Introduction

St Paul's Catholic College has a long-standing commitment to equality. Where equality exists, all staff and learners work in a more rewarding and less stressful environment, one free from direct discrimination, indirect discrimination, harassment and victimisation. (Definitions of unlawful behavior see Appendix 1)

The Equality Act 2010 is supported by The Single Equality Scheme. This requires St. Paul's Catholic College to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- St. Paul's Catholic College should consider age as a relevant characteristic in their role as employers, but not in relations to pupils

### The General Duty

St. Paul's Catholic College has a General Duty to

- Eliminate discrimination and its related 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 across all characteristics – between people who share a protected characteristic and people who do not share it.

### The Specific Duties

- Publish information annually showing that St. Paul's Catholic College has complied with the General Duty
- Publish evidence of the equality analysis undertaken annually
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality Objectives

## 2. Policy Statement on Equality

"All human beings are endowed with a rational soul and are created in God's image ... there is here a basic equality between all people and it must be given ever greater recognition ... forms of social or cultural discrimination ... on the grounds of sex, race colour, social conditions, language or religion, must be curbed as incompatible with God's design" Gaudium et Spes 29.

The Governing Body of St Paul's Catholic College is committed to ensuring that all aspects of school life including admissions, curriculum, and staffing are dealt with in a fair and just

manner. Governors believe that the principle of equality in all things is consistent with social justice and best educational and personnel practice; it is in keeping with our Catholic aim to recognise the dignity and worth of all people. We aim to create a culture of respect for others, promoting equality by recognising and celebrating differences between people in a community where students are well prepared for life in a diverse society. To this end we aim to comply with both the letter and the spirit of the Law.

### **3. Purpose**

The purpose of the Policy and Guidelines is to:

- Ensure that St. Paul's Catholic College complies with the equality legislation provided by the Equality Act 2010. This is a single, consolidated source of discrimination law and extends the protection from discrimination against students because of their actual or perceived;
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Sexual Orientation
  - Students who may be pregnant or just had a baby
  - Students undergoing gender reassignment.We acknowledge that it is also unlawful to discriminate against a student due to another person with whom the student is associated.
- Support the Catholic ethos of the school and create a climate for school improvement, enabling all pupils and staff to give of their best and attain the highest possible standards;
- Enable the School Governing Body to respond to legislation linked to the Equality Act 2010;
- To enable all staff, students, parents and carers to respond to legislation linked to the Equality Act 2010
- Provide a clear framework for action in relation to equality over the coming years through our Single Equality Scheme.

### **4. Admissions**

In common with other Catholic schools in England, St Paul's Catholic College was established to serve the local community, predominantly by providing education for the children of Catholic Families. The school thus has a duty to give preference in admissions to Catholic children and children from our Catholic Primary Feeder Schools. The Governing Body follows its admissions arrangements carefully and does not discriminate in relation to actual or perceived sex, race, disability, religion or belief, sexual orientation, students who may be pregnant or just had a baby and students undergoing gender reassignment. We acknowledge that it is also unlawful to discriminate against a student due to another person with whom the student is associated.

Also see Admissions Policy

## **5. Curriculum**

All students are entitled to equal access to a full and balanced curriculum, recognising the importance of differentiating that curriculum in order to meet students' individual needs. The Equality Act 2010 implicitly states the content of the school curriculum is explicitly excluded, ensuring that schools are free to include a full range of issues, ideas and materials that reflect the diversity of the school community, exposing students to thoughts of all kinds, however challenging or controversial, without fear of legal challenge based on a protective characteristic. The way the school delivers the curriculum is implicitly included in the Act. The school staff must model non-discriminatory behaviour so as not to affect students' achievement, behaviour and status.

The school is aware that it must not discriminate in access to curriculum, benefits, facilities and services, e.g counsellor, sports equipment, option courses, etc.

Students may be grouped according to gender if deemed appropriate and neither unfairly advantageous or disadvantageous, when compared to students of the other sex in other classes.

## **6. Personnel**

The Governing Body's selection processes aim to select the best applicants assessed against professional criteria for the post. The school is aware that it is now unlawful for employers to ask health related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. The school acknowledges its commitment to conducting our affairs in accordance with the Equality Act 2010. When drawing-up or applying selection criteria, the governors do not discriminate on grounds of sex, race, disability, religion or belief and sexual orientation.

The Roman Catholic community maintains schools which have, as part of their character, a duty to provide Religious Education and a requirement that those schools be conducted in accordance with the rites, practices and traditions of the Roman Catholic faith. It would therefore be clear that where applicants are equal in qualifications and experience in the context of selection criteria for a teaching post, that a Roman Catholic applicant would have an advantage over applicants not of Roman Catholic faith in being able to contribute to the mission of the Church in Catholic education. The posts of Headteacher, Deputy Headteacher, Head of Religious Education Department are reserved for practising Catholics.

In fulfilling the objectives of Catholic schools, governors must have regard to matters which are particularly significant in the light of the sacramental teachings of the Church. Catholic teachers by their example and practice are witnesses to the Gospels and to the Church's teachings. The Governing Body would therefore, in line with its responsibilities, reserve the right to take account of circumstances which were genuinely within a person's control and which might include marital status, avowed personal conviction, belief or conduct.

## **7. Responsibilities**

**School governors are responsible for:**

- Making sure that the school complies with current equality legislation, in particular the Equality Act (2010);
- Making sure the equality policy and its procedures are followed.

**The Headteacher with the Leadership Team is responsible for:**

- Making sure the policy has a high status and that the governors, staff, students and their parents/carers know about it and how to access it;
- Making sure the procedures are followed;
- Producing regular information for staff and governors about the policy and how it is working;
- Providing training for them on the policy, if necessary;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination.

**All school staff are responsible for:**

- Modeling good practice;
- Dealing immediately with discriminatory incidents in class and around school, modeling correct behavior and implementing sanctions where necessary;
- Being able to recognise and tackle bias and stereotyping;
- Promoting equality and avoiding discrimination against anyone;
- Keeping up to date with the law on discrimination;
- Taking training and learning opportunities.

**Students are responsible for:**

- Keeping equality and diversity issues on the School Council agenda sixth form committee agenda and through Peer Supporters, through a shared input with staff on developing policies relating to this area. For example the anti-bullying policy and specifically racist and homophobic bullying and developing school/class rules which challenge discriminatory behavior;
- Modelling appropriate behavior to their peers.

**Parents/Carers are responsible for:**

- Supporting the school in its commitment to the principles, aims and objectives underlying this policy.
- Upholding the policy via their commitment to our Home-School Agreement that reflects our inclusive ethos and policies that support this. e.g. Anti-Bullying and Behaviour Policy.
- Encourage students to show a respectful and positive attitude towards all students, staff, parents/carers and visitors to the school.

**Responsibility for overseeing equality practices in the school lies with a named member of staff and governor. These responsibilities include:**

- Coordinating and monitoring work on equality issues;
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents);
- Monitoring the progress and attainment of potentially vulnerable groups of students;
- Monitoring exclusions.

## 8. Monitoring, Reviewing and Assessing Impact

The Governing Body is committed to ensuring that this policy is carried out. This Equality Policy is supported by a Single Equality Scheme and will be monitored and reviewed by the Headteacher to be considered by the Governing Body annually and when the policy is next reviewed. Any pattern of inequality found as a result of impact assessments will be used to inform future planning and decision making. The Governing Body recognises its duty to report progress against discrimination in its annual report to parents. All incidents of bullying, victimisation, harassment and discrimination of any kind will be dealt with using the appropriate sanctions and reported to the governing body as required.

Equal opportunity policy reviewed and updated using the Equality Act 2010 and advice from Surrey / Babcock 15<sup>th</sup> May 2012

LT to review and feedback

Staff to review and feedback

Governors to review and feedback

Member of Staff responsible for Equality

Governor member responsible for Equality

### Appendix One

#### Unlawful Behaviour

Equality Act 2010 defines four kinds of unlawful behaviour:

- 1. Direct Discrimination** – this occurs when one person treats another less favourably, because of a protected characteristic, than they treat, or would treat, other people.
- 2. Indirect Discrimination** – this occurs when a ‘provision, criterion or practice’ is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
- 3. Harassment** – this is ‘unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.’ This covers unpleasant and bullying behaviour.
- 4. Victimisation** – this occurs when a person is treated less favourably than they otherwise would have been because of something they have done in connection with the Equality Act. A “protected act” includes anything that is done under or in connection with the Equality Act 2010. For example, if a student makes an allegation of discrimination (a protected act), it would be unlawful to victimise them if that claim was found to be unsubstantiated. This is to protect people who raise genuine concerns against fear of retaliation.

<b>Reviewed</b>	<b>16 November 2017</b>
<b>Approved By</b>	<b>Spiritual Life Committee</b>
<b>Next Review Date</b>	<b>Autumn 2020</b>