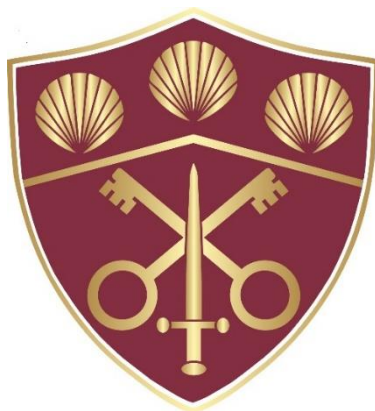


Ad Gloriam Dei et Servitium Omnium

The Palmer Catholic Academy

EQUALITIES POLICY

MISSION STATEMENT



Ad Gloriam Dei et Servitium Omnium

The Academy's Mission promotes the academic and personal development of each member of its community, both students and staff alike.

We serve Christ in each other to the Glory of God and Service of all



Adoption by Governing Body of The Palmer Catholic Academy:

Date of Implementation: November 2023

Signature of Chair of Governors:

Signature of Headteacher:

Review Date: November 2024

Rationale

At The Palmer Catholic Academy we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the academy irrespective of Sex, Age, Race, Disability, Religion or Belief, Sexual Orientation, Gender Identity, Pregnancy, Maternity, Marriage or Civil Partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in academy life.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. Our academy believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Equality and the law The Equality Act (2010) replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The Equality Act (2010) simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas. The protected characteristics are:

- Sex
- Age
- Race
- Disability
- Religion or Belief
- Sexual Orientation
- Gender Reassignment
- Pregnancy or Maternity
- Marriage & Civil Partnership

There are two general exceptions that apply to the academy as a faith school.

“Schools with a religious character (commonly known as faith schools) have certain exceptions to the religion or belief provisions which allow them to discriminate because of religion or belief in relation to admissions and in access to any benefit, facility or service.”

The exceptions are:

Admissions - Schools with a religious character may give priority in admissions to members of their own religion. The Admissions Code provides that this may only be done when a school is oversubscribed – schools subject to the Code are not permitted to refuse admission to students not of their faith if they have unfilled places.

Act of Worship - There is a general exception, which applies to all schools, to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. This means the daily act of collective worship, which for maintained schools is mandatory and should be of a broadly Christian nature, is not covered by the religion or belief provisions. The exception means that schools will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths.

Schools are also free to celebrate religious festivals and could not be claimed to be discriminating against children of other faiths if Easter is celebrated, for example.

Information about student population (as at November 2023)**Number of students on roll at the academy: 1188****Special Educational Needs**

SEN	Number of Students	% of academy population
ECHP (Code E)	12	1.01%
SEN Provision (Code K)	92	7.74%
Total Number	104	8.8%

English as an additional language (EAL)

EAL	Number of Students	% of academy population
Total Number	497	41.8%

Ethnicity

Ethnic Group	Number of Students	% of academy population
BAFR- Black African	235	19.8
AIND - Indian	189	15.9
APKN -Pakistani	140	11.8
ABAN -Bangladeshi	122	10.3
AOTH-Any other Asian Background	52	4.4
BOTH-Any other Black Background	34	2.9
White European	84	7.1
WOTH -White other Background	12	1.0
WBRI - White British	43	3.6
BCRB - Black Caribbean	46	3.9
MWBC - Mixed White and Black Caribbean	33	2.8
MOTH -Any other Mixed	25	2.1
OOTH - Any other Ethnic Group	38	3.2
REFUSED	22	1.9
MWBA - White and Black African	19	1.6
MWAS - Mixed White Asian	21	1.8
WIRI - White Irish	6	0.5
Information Not Yet Obtained	8	0.7
CHNE - Chinese	1	0.08
WROM-Gypsy/Roma	2	0.17
WGRE-Greek/Greek Cypriot	1	0.08
WKOS-Kosovan	1	0.08
WTUR-Turkish/Turkish Cypriot	1	0.08
ASNL-Sri Lankan Sinhalese	6	0.5
ASLT-Sri Lankan Tamil	39	3.3
ASRO-Sri Lankan Other	2	0.17
MOTH-Asian and Black	6	0.5

Looked After Children (LAC)

LAC	Number of Students	% of academy population
Total Number	3	0.25

Free School Meals (FSM)

FSM	Number of Students	% of academy population
Total Number	262	22.1%

Pupil Premium (PP)

PP	Number of Students	% of academy population
Total Number	257	21.6

Gender

Gender	Number of Students	% of academy population
Male	666	56.1
Female	521	43.9%

Duties

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to Gender, Age, Race, Disability, Religion and Belief, Sexual Orientation, Pregnancy or Maternity, Marriage and Civil Partnership.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our Equality Objectives for 2023-2024:

- To improve outcomes for all students including those with protected characteristics so that they make progress at least in line with expectations based on their prior attainment and ability.
- To promote mental health and well-being so that all members of the academy community are valued and supported, regardless of special educational needs and disability, gender, ethnicity, and sexual orientation.
- To develop processes around all transition points for all students, including those in groups with protected characteristics to ensure that appropriate advice, guidance and support is in place to ensure successful transition to next steps.
- To promote equal working conditions for all staff regardless of disability, race, ethnicity, sex, religion, pregnancy, marital status, sexual orientation or gender re-assignment.

The Curriculum

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the academy, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge all discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Consider carefully any material that could be deemed offensive to teachers and students in terms of their protected characteristic;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole academy population, which are inclusive and reflective of our students.

Ethos and organisation

We are guided by a range of our policies and practices, including those that are concerned with:

- students' progress, attainment and achievement
- students' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions

Recognising and dealing with discriminatory incidents

When incidents of a discriminatory nature occur, it is our collective responsibility to challenge and intervene positively.

Manifestations of discrimination may be:

- a student towards another student
- a student towards a member of staff
- a member of staff towards a student
- a member of staff towards another member of staff
- a parent/carer or member of the public towards a student
- a parent/carer or member of the public towards a member of staff

Actions which are clearly unacceptable and/or hurtful include:

- derogatory and discriminatory name-calling, insults, comments and jokes
- discriminatory graffiti or any other written insult including text messages, websites and social networking sites
- provocative behaviour such as wearing discriminatory badges or insignia

- bringing materials such as leaflets, comics or magazines into the academy which are judged to be;
 - discriminatory or designed to diminish, including pornography
 - attempts to recruit others to organisations and groups practising discrimination
 - making threats against a person or group
 - offensive and/or hurtful actions against a person or group
 - physical assault against a person or group
 - unwelcome suggestions or physical contact including varying degrees of sexual assault
 - any other instances of discriminatory behaviour

Any or all of these actions will be seen as particularly serious when the perpetrator is in a position of power or authority over the victim.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the academy's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Roles and Responsibilities

The Role of Governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the academy is fully inclusive to students, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our academy on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the academy environment gives access to people with disabilities, and also strive to make academy communications as inclusive as possible for parents, carers and students.

The governors welcome all applications to join the academy, whatever a child's socio-economic background, race, gender or disability. The governing body ensures that no child is discriminated against whilst in our academy on account of their race, sex or disability.

The role of the Headteacher (or senior leader responsible for Equalities)

It is the Headteacher's role to implement the academy's Equality Plan and they are supported by the governing body in doing so. It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of academy life. The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the academy's Equality Plan.

All staff will strive to provide material that gives positive images based on age, race, gender, sexual orientation, disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, by reporting these on CPOMs.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents. promote an inclusive and collaborative ethos in their classroom plan and deliver curricula and lessons that reflect the principles in above support students in their class for whom English is an additional language, keep up-to-date with equalities legislation relevant to their work.

Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other academy policies are dealt with, as determined by the Headteacher and governing body.

Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our academy policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

In order to meet the statutory, we will:

- Publish our plan on the academy website;
- Raise awareness of the plan through the academy staff briefing, assemblies, staff meetings and other communications;
- Make sure hard copies are available on request.

Related policies

This policy should be read alongside the School Improvement Plan, Safer Recruitment Policy, Admissions Policy, Behaviour and Discipline Policy, Anti-Bullying Policy, SEND and our Accessibility Plan.

This policy has been developed to ensure the inclusion of all students and staff with due regard to SEN, Most Able, gender, chosen sexual orientation, ethnicity, disability, Looked After Children, and those students who are subject to a Child Protection Plan. This policy also ensures that due regard is given to staff in respect of

their maternity/paternity entitlement. The academy values the worth of every individual and the contribution they make to the academy community as a whole.

Tackling discrimination

Harassment on account of age, race, religion, gender, disability or sexual orientation is unacceptable and is not tolerated within the academy environment. All staff are expected to deal with any discriminatory incidents that may occur and report these via CPOMS.

Staff are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported on CPOMS.

What is a discriminatory incident?

Harassment on grounds of race, religion, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group
- Use of derogatory names, insults and jokes;
- Graffiti;
- Provocative behaviour such as wearing discriminatory badges or insignia;
- Bringing discriminatory material into the academy;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people

Responding to and reporting incidents

It should be clear to students and staff how they report incidents.

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole academy. Incidents must be reported on CPOMS.