

Ref: Single Equality Policy
Approved by Governors: June 2018
Reviewer: Business Manager/June 2019



SINGLE EQUALITY POLICY



Governing Body Approval

Policy approved by:

_____ (NAME)

_____ (SIGNATURE)

_____ (GOVERNOR POSITION)

_____ (DATE)

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Introduction

Blessed Trinity RC College is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to the principles of diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against employees, job applicants, pupils or other members of the school community or treat them less favourably because of their sex (gender), race, disability, gender reassignment, sexual orientation or pregnancy or maternity.

The Act provides an exception from the prohibition on religion and belief discrimination in the provision of services in faith schools. The exception extends to Blessed Trinity RC College's curriculum provision, collective worship, admission arrangements, the school's governing body and certain positions within the school.

Age and marriage and civil partnership are "protected characteristics" for adults in school.

The school aims, through its policy, to:

- reinforce the school's position as a provider of high quality education and as a good employer providing development opportunities;
- ensure that equality remains high on the school's strategic agenda;
- establish good people management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response;
- achieve a staffing composition that reflects the composition of the wider community;
- ensure all staff work together with a shared sense of purpose to meet the needs of every pupil;
- ensure that pupils and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;

Legislative Framework

The school is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010. This requires all public organisations, including schools, to eliminate unlawful discrimination, harassment and victimisation and to advance the equality of opportunity between different groups and foster good relations between different groups.

The Act makes it unlawful to discriminate against, harass or victimise **a pupil or potential pupil** (subject to the approved exception on religion and belief):

- In relation to admissions;
- In the way it provides education for pupils;
- In the way it provides pupils access to any benefit, facility or service; or by excluding a pupil or subjecting them to any other detriment.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability

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- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- sexual identity and orientation.

The Act does not cover socio-economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the social factors and recognised indicators, such as the Income Deprivation affecting Children Indices (IDACI) and Free School Meals (FSM) which are taken into account when measuring the impact of the Pupil Premium Grant. We welcome the emphasis in the OFSTED Framework (2012) on the importance of narrowing the gaps in achievement.

The school must also have due regard to the Human Rights Act 1998 and the School Standards and Framework Act 1998.

The Local Context - Burnley

Gender

In the 2011 census the population of Burnley was 87,059 and is made up of approximately 51% females and 49% males. The average age of people in Burnley is 39, while the median age is also 39. 89.9% of people living in Burnley were born in England. Other results for country of birth included 2.8% Pakistan, 1.4% Scotland, 1.0% Bangladesh, 0.6% Ireland, 0.5% Northern Ireland, 0.4% Wales, 0.3% Philippines, 0.2% India, 0.1% Hong Kong.

Language

94.2% of people living in Burnley speak English. Other results for languages spoken are 1.3% Panjabi, 1.3% Bengali, 0.9% Urdu, 0.7% Pashto, 0.3% Polish, 0.2% Tagalog/Filipino, 0.1% All other Chinese, 0.1% Italian, 0.1% Latvian.

Religion

The religious make up of Burnley is 63.6% Christian, 19.4% No religion, 9.9% Muslim, 0.2% Buddhist, 0.2% Hindu.

Marital Status

43.5% of people are married, 12.2% cohabit with a member of the opposite sex, 0.7% live with a partner of the same sex, 25.1% are single and have never married or been in a registered same sex partnership, 10.3% are separated or divorced. There are 5,348 widowed people living in Burnley.

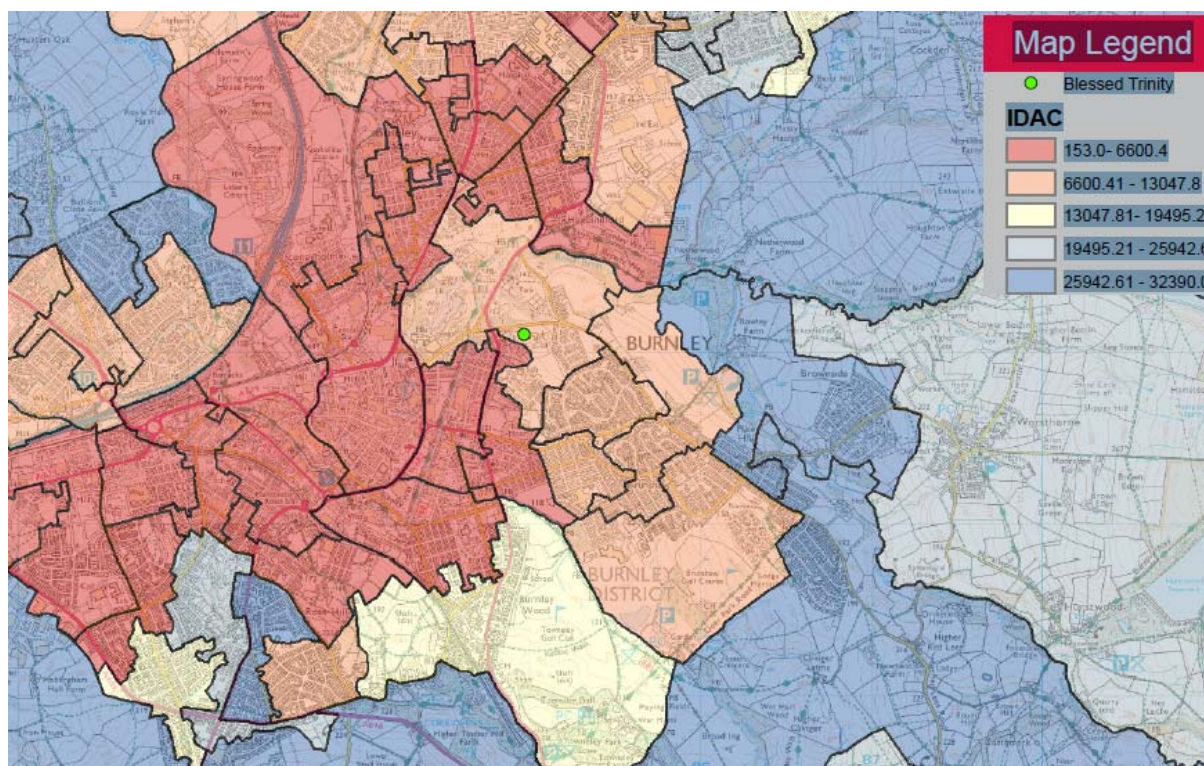
Employment

Occupations listed by people in Burnley are Skilled trades 13.6%, Elementary 12.7%, Professional 12.7%, Caring, leisure and other service 12.1%, Process, plant and machine operatives 11.0%, Administrative and secretarial 10.4%, Elementary administration and service 10.3%, Associate professional and technical 10.1%, Caring personal service 9.9%, Sales and customer service 8.7

Geographical Location

Burnley is a town in Lancashire. It is 21 miles north of Manchester and 20 miles east of Preston. Blessed Trinity is located close to the town centre (as indicated on the map below)

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Pupils Served

The pupil cohort broadly reflects the demographics of the local area.

Pupil Characteristics as at February 2016 census					
Pupils	Male 630	Female 626	TOTAL 1256		
Ethnic Groups	White British 1101	Pakistani 36	White & Asian 21	Other White 34	Other Groups 64
First Language	English 1176	Polish 25	Urdu 12	Punjabi 7	Other 36
Types of Pupils	Eligible for free school meals 188	Adopted from care (known) 3	Service children 4	Child Looked After 12	
Special Education Needs	Education, health & care plan 0	Statemented 12	SEN Support 93		

Employees

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda. Staff are advised on school policies as they commence employment with whole school updates provided at the start of each academic year.

The Headteacher and his representatives ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

Behaviour, Exclusions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act.

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We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief.
- Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation.

Staff are provided with guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

Relevant Policies

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan and school web site. There are also references in the Behaviour, Attendance, SEN and Anti-Bullying policies.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment processes.

Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils. There is extra provision for certain pupils/groups. The SEN needs of pupils are monitored throughout a pupils time at Blessed Trinity.

There are activities across the curriculum that promote pupils' spiritual, moral, personal, social and cultural development. These include work within the Religious Education curriculum, Personal, Social and Health Education curriculum and the activities undertaken to support the faith life of the school.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services. Our school has a duty to make reasonable adjustments. In this respect we support pupils and employees to access the curriculum and employment within our organisation.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so. Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.

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At Blessed Trinity RC College we will use the following mechanisms to ensure the views of parents and the community inform the Equality Policy and objectives:

- Parental input identifying adjustments we need to make to help support pupils, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter.
- Feedback through Governing Body meetings
- Feedback through Parents Focus meetings and other parental meetings.

Roles and Responsibilities for Implementing the Single Equality Policy

The Head Teacher:

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Single Equality policy.
- Ensures that the policy is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures Liaison with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the policy has direct relevance, with assistance from relevant agencies such as, LCC Special Education Needs.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body

- Ensures that the school complies with all relevant equalities legislation.
- Supports the Head Teacher in implementing any objectives necessary.
- Evaluates and reviews the objectives annually.

The Senior Leadership Team

- Has responsibility for supporting other staff in implementing this policy.
- Provides a lead in the collection and dissemination of information relating to the policy.
- Identifies good quality resources and CPD opportunities to support implementation of the policy.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Ensures coverage in the curriculum of equalities issues.

School Staff

- Accept that this is a whole school issue and support the Single Equality Policy.
- Have read and signed the policy to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.

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- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Support the implementation of objectives through key action points.

Pupils

- Are made aware of any relevant part of the policy, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the policy.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Policy – non-compliance will be dealt with by the Head Teacher or other relevant member of the Senior Leadership Team.

Parents/Carers

- Have access to the scheme.
- Are encouraged to support the policy.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the policy.
- Have the right to be informed of any incident related to this policy which could directly affect their child.