



2022-23

Equality Information & Objectives Policy

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**Date of Next Review:
2023-24**

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1. Aims

Our values:

“God is love, and he who lives in love lives in God, and God lives in him” (1 Jn 4:16)

Our mission is to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives. Caritas – the love which is God – is the gold thread running through everything we do. We welcome and accept all our students and staff as unique individuals created in the image of God. We treat one another with kindness and respect. We are a community of Caritas where everyone feels safe, supported and inspired to make a difference in our local, national and global communities. We strive for the highest quality of learning and teaching that inspires us all to discover and develop our God-given gifts and talents, to excel in the present and aim high in the future.

Our three Newman values are;

Caritas – I have been created for a specific purpose

Excellence – I always aim for my personal best

Together – I am a link in a chain

We are involved in promoting equality precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins our Equality Information and Objectives policy.

Cardinal Newman Catholic 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

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the

Principal The equality link governor will:

- Meet with the designated member of staff for equality every term , and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. This is supported by ongoing training through regular Pastoral/House meetings

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay (LGBTQ+) pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils of other faiths to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

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- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies and liturgies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and liturgies we will also invite external speakers to contribute
- Working with our local community. This includes inviting local clergy and leaders of other local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school ambassador groups are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's extra-curricular activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures
- We have developed wide links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays/ Holy Days
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Examples of objectives are included below. Please insert your own objectives relating to your school's context.

Objective 1

Ensure that staff have received training in anti-racism, anti-sexism and LGBT issues.

Why we have chosen this objective: Staff report feeling unconfident in discussing and addressing issues in these areas within their classrooms.

To achieve this objective we plan to:

- Offer anti-racism and anti-sexism training to all staff bi-annually
- Offer training from Allsorts annually

Progress we are making towards this objective:

- Racial Literacy training is offered to staff every year. So far over 120 staff have taken part in this training and follow up sessions.
- Anti-sexism training offered in November 2022 (65 staff attended)
- All staff have received training from Allsorts (Summer 2022)

Objective 2

Ensure that all students have PSHE lessons in anti-racism, anti-sexism and LGBT inclusivity

Why we have chosen this objective: Feedback from students revealed that they wanted these issues to be more explicitly addressed via the curriculum.

To achieve this objective we plan to:

- Embed PSHE into the English and RSE curriculum to allow sufficient time for these areas to be covered.

Progress we are making towards this objective:

- Lessons in these areas are now being taught as part of the English curriculum
- Anti-racism sessions were delivered to the whole of KS3 in summer 2022 in the chapel

Objective 3

Develop a clear process for dealing with prejudice-based incidents

Why we have chosen this objective: Staff and students have reported feeling unclear about the process for dealing with prejudice-based incidents.

To achieve this objective we plan to: Obtain feedback from a focus group of staff and students. Run a pilot project trialling a new, clearer approach with a small group of teachers.

Progress we are making towards this objective: The pilot project has been completed and the process was rolled out whole school at the start of January 2023 via whole staff CPD.

Objective 4

Increase the diversity of the governing body so it better reflects the diversity of our student population.

Why we have chosen this objective: The governing body does not currently reflect our student diversity.

To achieve this objective we plan to:

- Highlight this issue to both students and parents to encourage interest.
- Ask the governors to consider how they could help to widen the diversity of their group.

- Create a parents of colour group to become more involved in the work happening within the school.

Progress we are making towards this objective:

- The chair of governors is aware of this issue and fully supports the aim to diversify the governing body.
- The issue has been highlighted to our students of colour and we have personally contacted some parents/carers of colour.

10. Links with other policies

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This document links to the following policies:

- Accessibility plan
- Risk assessment

