



# St John Paul II Multi-Academy Equality and Diversity Policy



Bishop Walsh Catholic  
School



Holy Cross Catholic  
Primary School



St. Joseph's  
Catholic Primary School



St. Nicholas'  
Catholic Primary School

Date approved by Board of Directors: 10<sup>th</sup> October 2017

Next Review Due: October 2021

## **EQUALITY AND DIVERSITY POLICY**

### **Vision statement for Equality and Diversity**

The second Vatican Council clearly reiterated what is now fundamental to Catholic belief and teaching—namely the equality between all human beings.

*“All human beings are endowed with a rational soul, and are created in God’s image: they have the same nature and origin and, being redeemed by Christ, they enjoy the same divine calling and destiny ..... Forms of social or cultural discrimination in basic personal rights on the grounds of sex, race, colour, social conditions, language or religion, must be curbed or eradicated as incompatible with God’s design”.*

*(Gaudium et Spes 29)*

At all schools within the STJPIIMA we believe that every child and young person (irrespective of age, gender, ethnicity or disability) should have an equal right to be included as a valued, respected and equal member of the learning community along with all other children and young people of the same age.

We at the STJPIIMA are aware of the need to establish a written policy and code of practice for Equal opportunities. Our schools cater for pupils of all races, both sexes with special educational needs for all ages 3—18. It believes in equality of opportunity for all its staff and pupils.

### **The aims of STJPIIMA**

Underpinning the aims of our schools has to be a desire to value equally all our pupils. Each of our children, and each family he/she comes from, should feel confident that, at all our schools, the individual matters. Our schools are the richer for the varied backgrounds our pupils come from and the differing neighbourhoods. We are committed to valuing these backgrounds and building in our pupils a sense of self-worth. Our Equal Opportunities guidance aims to illustrate to our pupils, parents and communities that the home culture, the gender, and the special educational needs of the children in our schools are of paramount importance. From this starting point we hope to develop, across the curriculum and into the way of life of our Catholic schools, a desire to respect human dignity at all levels and a compassionate understanding of the cultural diversity of our world and the changing roles of men and women.

St John Paul II Multi-Academy Company is committed to promoting equality, diversity and inclusion, and eliminating discrimination against all job applicants, staff, parents, learners and members of the community served by us. Our aim is that everyone is treated fairly, openly, honestly, and with dignity, and to respect and value differences irrespective and regardless of:

- (1) sex (including marital status, gender reassignment, pregnancy, maternity and paternity);
- (2) sexual orientation (including marriage or civil partnership status);
- (3) race or racial group (including colour, nationality and ethnic or national origins);
- (4) religion or belief;
- (5) age;
- (6) caring responsibility; or
- (7) disability.

### **General Statement of Policy**

We believe that our policy and practice are a means of maximising the effective use of human resources, in the best interests of all our stakeholders.

All members of staff employed by us, all applicants for employment, and learners in the Multi-Academy, will be given equal opportunity irrespective of their sex, sexual orientation, religion/belief, race, age, disability or marital status in all aspects of employment and learning e.g. in their access to posts and in the terms of benefits on which employment is normally available in this organisation. We are committed not only to the letter of the law, but also to the promotion of equality of opportunity in all fields.

The operation of recruitment, training and promotion policies to all individuals will be on the basis of job requirements, and the individuals' ability and fitness for work/training.

Staff employed by this organisation, Parents and learners shall be made aware of the provisions of this policy. This may be done, for example, by means of advertisements, job descriptions application forms, posters, training courses and handbooks for appropriate managerial and supervisory staff.

Our commitment to equality covers all aspects of school work including:

- Progress, attainment and assessment
- Behaviour, discipline and exclusions
- Personal development and pastoral care for our pupils
- All aspects of teaching and learning in the wider curriculum
- Admissions and attendance
- Staff recruitment and professional development
- Partnership with parents and communities.

### **Definition of Discrimination & Legislation**

In this policy 'discrimination' means discrimination where a person is treated less favourably on grounds of disability, sex or marital status, as defined in the Sex Discrimination Act 1975, or on grounds of race, creed, colour or age as defined in the appropriate Acts (see below).

We will take all reasonable steps to ensure that we and our staff and associates do not unlawfully discriminate under the **Single Equality Bill (October 2010)** and the **following Acts preceding this:**

- (1) the Equal Pay Act 1970;
- (2) the Sex Discrimination Act 1975; (c) the Race Relations Act 1976;
- (3) the Disability Discrimination Act 1995;
- (4) the Employment Rights Act 1996;
- (5) the Human Rights Act 1998;
- (6) the Part-Time Workers (Prevention of Less Favorable Treatment) Regulations 2000;
- (7) the Fixed-Term Employees (Prevention of Less Favorable Treatment) Regulations 2000;
- (8) the Employment Equality (Sexual Orientation) Regulations 2003;
- (9) the Employment Equality (Religion or Belief Act) Regulations 2003;
- (10) the Work and Families Act 2006;
- (11) the Employment Equality (Age) Regulations 2006; and
- (12) any other relevant legislation in force from time to time relating to discrimination in employment and the provision of goods, facilities or services.

### **Nominated Person**

The Strategic Business Manager will be nominated as the person responsible for monitoring the effectiveness of the equality and diversity policy, with overall responsibility for its implementation and supervision remaining with the Board of Directors.

All aspects of HR policies and procedures shall be kept under review to ensure that they do not operate against equal opportunities and analysis made of the protected characteristics of employees in relation to their employment with this organisation.

Where it appears that any employees/applicants/learners are not being offered equal opportunities, the circumstances will be investigated by management to see if there are any policies or criteria which exclude or discourage employees and, if so, whether these policies and criteria are justifiable. Appropriate action will be taken, where necessary, to redress the effects of any policy or criteria which may be found to have unjustifiably limited the provision of equal opportunities.

### **Our commitment**

- To create an environment in which individual differences and the contributions of all our staff and learners are recognised and valued.
- Every employee and learner is entitled to a working environment that promotes dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated.
- Training, development and progression opportunities are available to all.
- Equality in the workplace is good management practice and makes sound business sense.
- We will undertake planned reviews all our employment practices and procedures to ensure fairness.
- Breaches of our equality policy will be regarded as misconduct and could lead to disciplinary proceedings.
- This policy is fully supported and agreed by senior management, employees, Directors and Trustees of the MAC
- The policy will be reviewed bi-annually against evaluations, feedback and changes to legislation.
- To raise awareness of policies and procedures to ensure that our services are accessible for a diverse range of parents and learners
- To promote the principles of equality and diversity with parents and learners / partners/ subcontractors and recruitment agencies.

We believe that by putting equality and diversity policies into action we have the benefit not only of compliance with the law, but also enjoy a number of other advantages including:

- Making full use of the talents of all members of the workforce and our candidates. This helps to ensure the best return on what is often a costly investment in recruitment and training.
- An improvement in staff motivation and performance which, in turn, can reduce turnover levels.
- A broadening of the "talent base" which develops people's abilities faster and further and opens up the potential for new and flexible approaches.
- Better two-way communications.
- An improvement in the external view of the organisation, so that talented people outside will want to join it and more candidates will be attracted to it.
- The implementation of equality and diversity policies stimulates a healthy and more productive atmosphere and creates a better quality of working life.

### **Recruitment and Promotion**

The Act provides that for schools with a religious character it will not be unlawful discrimination to do certain things permitted by the School Standards and Framework Act 1998 ("the SSFA").

This means that for Catholic schools, in common with other voluntary aided schools, preference may be given in connection with the appointment, remuneration or promotion of teachers and other key posts, to those whose religious beliefs or religious practice is in accordance with the tenets of the school's religion or religious denomination or who give or are willing to give religious education in accordance with the tenets of the faith.

Conduct that is incompatible with the precepts of the Church, or which fails to uphold its tenets, may be taken into consideration in determining whether the teacher's employment should be terminated.

Applicants for posts/training shall be given as much clear and accurate information about opportunities through advertisements, open days, inductions, job descriptions and interviews in order to enable them to assess their own suitability for the opportunity they are applying for. Information about opportunities shall also be placed and prominently displayed where it may reach individuals of all groups.

Recruitment literature shall not imply that there is a preference for one group of applicants unless there is a genuine occupational requirement. However, in accordance with Sections 47 and 48 of the Sex Discrimination Act 1975, we may encourage persons

of one sex only to apply for vacancies where, during the previous 12 months, the number of persons of that sex employed on particular work is small in comparison with the number of persons of the opposite sex employed on that work by us. However, after encouraging such applications each candidate must be considered on his/her merits and suitability for the post and their membership of an under-represented group shall not influence the appointment.

Advertisements and recruitment drives shall be aimed at as wide a group of suitably qualified and experienced people as possible.

All applicants shall be informed that we encourage equality and diversity. Such information could be conveyed in advertisements, job descriptions or application forms.

All person specifications for posts shall include only requirements that are necessary and justifiable for the effective performance of the job, as requirements that are convenient rather than necessary, may be discriminatory.

All interviews shall be thorough, conducted on an objective basis and shall deal only the applicant's suitability for the job and ability to fulfil the job requirements. Where it is necessary to assess whether personal circumstances will affect performance of the job (for example, where it involves unsociable hours or extensive travel), this should be discussed objectively without detailed questions based on assumptions about marital status, children and domestic obligation.

All staff shall be encouraged to discuss their career prospects and their continued training needs and aspirations with their manager.

Vacancies shall be given as wide an internal circulation as possible to staff who are likely to possess appropriate qualifications or have relevant experience.

We will not discriminate on the basis of sex, sexual orientation, race, marital status, age, religion or disability in the allocation of duties or shifts between staff employed in any grade or grades with comparable job descriptions, except where night work restrictions apply, in which case exemptions may be considered.

Where appropriate and/or necessary, we will endeavor to provide appropriately for the specific needs of employees, parents and learners which arise from their ethnic or cultural background; gender, responsibilities as carers, disability, religion or belief or sexual orientation.

All new employees will be issued with a Code of Conduct with details of employment related issues.

### **Staff training and development**

It is our Policy that we will not discriminate in the provision of training and development courses.

Appropriate training shall be provided to enable staff or perform their jobs effectively. Such training will make provisions where necessary for individuals returning work following a break for domestic reasons.

Age limits for entry to training schemes should not be unnecessarily restrictive to exclude certain groups.

### **Parents and Learners**

SJPIIMAC is an Equal Opportunities Employer. Our parents and learners are entitled to equal treatment irrespective of gender, race, disability, sexual orientation and civil partnership, religion or belief and age, taking into account the diversity of the community that we serve. We feel it is our responsibility to ensure that our parents promote equality and diversity codes of practice to our learners within the Academy. We will promote awareness are able to offer help and awareness on request.

The MAC is committed to meeting the diverse needs of parents and learners. We will take steps to identify the needs of parents and learners in our community and develop policies and procedures setting out how we will meet parents and learners' needs.

### **Possible Pre-conceptions**

In the application of this policy, it is essential that management guard against discrimination on the basis of possible assumptions that individuals, because of their sex, sexual orientation race, disability, religion, age or marital status, possess characteristics which would make them unsuitable for employment or receiving training. Examples of such assumptions might be:

- Lack of commitment to work.
- Have outside commitments which would interfere with work or training.

- Possess poor mental/physical ability.
- Produce an anticipated unfavorable reaction of other staff and members of the public.
- Be unsuitable for the job/training because of a feeling that certain types of work are only suitable for a member of the opposite sex or of single status.
- Be unable to supervise.
- Possess limited career intentions.
- Be unwilling to undertake training.
- Have poor standards of behavior/conduct.
- Have limitations imposed by so-called traditional female interests and experience.

We emphasise that discrimination as a consequence of any such pre-conceptions is unacceptable.

Any restrictions which are applied by management and which affect certain groups of staff more than others, may effectively result in indirect discrimination, and should be reviewed to determine whether they are necessary rather than convenient and removed if this is not so.

### **Community Partnerships**

SJPIIMA will seek to develop community partnerships within the areas that we serve. Through working within the community we aim to ensure that we reach as wide an audience as possible.

### **Disciplinary Procedure**

Any member of staff who does not abide by this policy will be subject to action under the disciplinary procedure. The Directors will fully investigate any reported incidents of discrimination by anyone with whom we work including learners and parents.

### **Grievances and Victimisation**

Particular care will be taken to deal effectively with any complaints of discrimination, sexual harassment and victimisation. Any such complaints will be dealt with through the Grievance Policy.

### **Recording and Reporting Racist Incidents**

To meet the General Duty and to comply with the EHRC code of practice, the school will recognise record and respond to every racist incident. A racist incident is legally defined as any incident deemed racist by anyone involved in or witness to it.

## **1. ROLES AND RESPONSIBILITIES**

The responsibility for ensuring that the policy complies with the Public Sector Equality Duty legislation and is implemented rests with the Academy Committee and the Principal at each school who also are the people to take appropriate action in cases of discrimination. They may seek advice and support from the Archdiocese of Birmingham/ LA as and when necessary. They also have the responsibility for keeping themselves and the school staff briefed on Equalities legislation.

Each school has nominated members of their SLT to have specific responsibility for equality:

All staff have the responsibility to promote equality and good relations between the pupils they teach.

Within the framework of the LA staff have the responsibility for the recording of any discriminatory incidents which may arise in school. There is a nominated member of senior staff [Principal] with responsibility for handling any incidents which may arise.

Parents are made aware of the school's/settings commitment to equality at the time of admission to the school. All opportunities are taken to remind them of our commitment throughout the time their children attend the school.

### **Implementation**

#### **1. The Academy Committee at each school are responsible for:**

- Ensuring the school/settings complies with the Public Sector Equality Duty
- Making sure the Equality policy and procedures are followed
- Reporting regularly to the LA on the number and nature of recorded incidents
- Taking appropriate action in cases of racial harassment or racial discrimination

**2. The Principals are responsible for:**

- Ensuring the Equality Policy is accessible and available and that Directors, governors, staff, pupils, parents and carers know about it
- Making sure the Equality policy and procedures are followed
- Providing the BOD, governors and staff with regular updates on the Equality policy and its implementation and providing training on the policy as necessary.
- Clarifying staff responsibilities and providing training and support for them to be able to carry out their responsibilities.
- Taking appropriate action in cases of harassment or discrimination.

**3. All staff are responsible for:**

- Dealing appropriately with discriminatory incidents
- Being able to identify and challenge racial and cultural stereotyping and bias
- Promoting equal opportunities and good race relations
- Avoiding and eliminating discrimination against anyone on the grounds of race, colour, language, religion, gender, sexual orientation, disability, cultural background, nationality or ethnic backgrounds (including Travellers, refugees and asylum seekers)
- Keeping up to date with equal opportunities and discrimination legislation and guidance; undertaking training and other learning opportunities
- Supporting pupils in their class for whom English is an additional language
- Incorporating principles of equality and diversity into all aspects of their work

**4. Parents/carers** are responsible for knowing and following the school's Equality Guidance. They are expected to support the school in implementing the policy.

## **RACE EQUALITY POLICY REVIEW/HEALTH CHECK**

This guidance reflects the school's general and specific duties, as detailed in:

Race Relations (Amendment) Act 2000;  
Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);  
Preparing Race Equality Guidance for Schools (CRE 2002).  
The Equality Act (2010)

The following publications were helpful:

CRE's handbook 'Learning for All: Standards for Racial Equality in Schools' (2000);  
The Runnymede Trust 'The Future of Multi-Ethnic Britain: The Parekh Report' (2000);  
The Macpherson Report (1999) on the Stephen Lawrence inquiry.

### **Aims and objectives**

Our Schools will:

strive to eliminate all forms of racism and racial discrimination;  
promote equality of opportunity;  
promote good relations between people of different racial and ethnic groups.

We are required to:

prepare written guidance on racial equality;  
monitor and assess the impact of all our policies/guidance, including this one, on pupils, staff and parents/ carers of different racial groups, paying particular attention to the impact of these policies/ guidance on pupils' attainment levels.

## **A. Principles**

These three principles underpin all our procedures and practice:

- Every pupil should have the opportunity to achieve the highest possible standards.
- Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allow them to be receptive and respectful with regard to other people's identities.
- Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society, but also in the wider context of an interdependent world.

## **B. Racist Incidents**

A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our schools. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.

### **Forms of racist incident can include**

- Physical assault, including jostling, physical intimidation, punching/ kicking and other physical contact which may include use of a weapon.
- Verbal abuse, insults or racist jokes, including racist comments/statements/jokes
- Provocative behaviour, including inciting others to behave in a threatening/racist way, abuse of personal property, vicious threatening behaviour, racist propaganda, bringing racist literature into school, racist graffiti, wearing racist insignia.
- Alienation/ refusal to co-operate or work with a pupil of a different ethnic origin, including refusal to sit next to, talk, work with, and help others, parental objections.
- Cyber-bullying via emailing, mobile phone, video clips etc.

### **Racist incidents can involve**

- Pupil to pupil
- Pupil to school staff
- Incidents outside school premises involving pupils
- Staff member to pupil
- Staff member to parent
- Parent to staff member
- Parent to parent on school premises
- Pupil/parent to Academy Committee
- Incidents involving outside contractors on school premises.
- Public to pupils

### **Guidance to be followed when an incident has occurred**

#### **Adult in charge (Principal) will:**

- Never ignore a suspected or alleged incident
- Not make assumptions
- Interview informant and make initial factual record of the incident
- Inform the class teacher including both victim and perpetrator
- Report to a member of the SLT to record incident in the racist incidents book/folder
- Inform parents/carers or ensure they are informed
- Consider whether the police need to be contacted and whether there is a need to use Safeguarding Children procedures
- Provide support for the victim
- Investigate allegations, unless the police are starting a criminal investigation or child protection procedures are initiated
- Deal effectively with the perpetrator in line with the school's Pastoral Care, Behaviour and Discipline Policy and provide support where necessary
- Complete racist incident Recording Form
- Follow up shortly after action and review at a later date to check that there has been no further racist incident.



**The victim should be**

- assured s/he will receive support and action will be prompt
- encouraged to tell the perpetrator the behaviour is unwelcome

**Other pupils should**

- Show sympathy to the victim
- Seek help from an adult in charge
- Seek help from an alternative adult until appropriate help is given.
- Raise issues, incidents in their own forums e.g. School Council

**Preventative Measures**

**Action Plan, as part of School/Academy Development Plan**

1. Annual review of STJPIIMA’s Equality Policy.
2. Annual review of STJPIIMA’s Pastoral Care, Behaviour and Discipline Policies
3. Following a reported discriminatory incident **and/or** race-related events or activity in the media or community, consider any implications for policies and practice.
4. All staff and pupils to adopt a shared responsibility towards ensuring those pupils’ standards of behaviour are acceptable – being vigilant at all times whilst moving in or around school.
5. PSHE/Circle time activities to include delivery of skills and strategies to recognise prevent and overcome discriminatory behaviour.
6. Use of posters and educational resources where available to promote positive role models for all cultures.
7. All forms of racist material/literature/insignia/graffiti to be removed immediately from school.

**Monitoring and Reviews**

The Strategic Business Manager will be nominated as the person responsible for monitoring the effectiveness of the equal opportunity policy, with overall responsibility for its implementation and supervision remaining with the Directors.

The Strategic Business Manager will actively monitor equality and diversity data of our learners to ensure that we are recruiting to meet the diversity of our community and that achievement opportunity to equal to all.

The Staffing Committee will review the operation of this policy not less than once a year (or more regularly if we identify any non-compliance or problem concerning equality and diversity issues with parents, learners, staff or sub-contractors or changes in legislation). We will take remedial action if we discover non-compliance under this policy or barriers to equality and diversity.

This document sets out our policy. It must be strictly adhered to unless there are legal limitations on employment to particular posts). Disciplinary procedure may be used in the case of a breach of our Policy

Signed

Director

Date Updated