

Date ratified at Full
Directors' Meeting
14 July 2016

Review Date
Audit Committee
July 2018



THE MAT MISSION STATEMENT

Our family of schools is united in the belief that God's love, peace, truth, and joy is for all. We are dedicated to the achievement of excellence in all we do. We cherish the uniqueness of each of our school communities and celebrate together as one Trust family. By following Jesus' example we bear witness to the greatness of God.

'To think, to feel, to do' Pope Francis

St John the Baptist Catholic MAT
Company No: 7913261
Registered Office: Surrey Street, Norwich NR1 3PB

EQUALITY & DIVERSITY POLICY and ACTION PLAN



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ST JOHN THE BAPTIST CATHOLIC MAT

EQUALITY & DIVERSITY POLICY and ACTION PLAN

1. Vision, Values and Ethos

The Directors, Local Governing Bodies and each school within the St John the Baptist Catholic MAT are deeply committed to the principles of equality. In each school we have a caring and supportive school ethos that seeks to value all individuals and ensure that they achieve their potential. Each school is active in its role in promoting equality of opportunity for everyone who makes up our school community.

Through our policies and practices we strive to eliminate all forms of discrimination and harassment that present barriers to both staff and students achieving their full potential. We actively promote positive, respectful attitudes and relationships between and amongst all members of our school community and encourage them to be active partners in the promotion of equality of opportunity in all aspects of school life and beyond.

We provide a broad and balanced curriculum in a happy, challenging environment where everyone can develop their maximum potential and feel valued as individuals who can contribute to the life of our schools and society in general.

We have robust and supportive policies in place that are underpinned by our Catholic ethos which ensures that our practices actively promote equality of opportunity amongst staff and do not in any way discriminate against any gender in any area of recruitment, retention, promotion, training or any aspect of employment.

We are committed towards ensuring that the development, implementation and monitoring of our equality action plan (evidenced in our MAT Improvement Plans and individual School Improvement Plans) is the vehicle for actively embedding equality within our policies and practices.

The underlying and overriding principle of our faith in Jesus Christ binds us together in love, understanding and mutual enrichment.

'You are, all of you, sons 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)

The Gospel itself leaves us in no doubt that our belief in its values should place us in the forefront of the movement for equality between all members of our community of schools.

2. The Legal Context

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief and sexual identity.

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.

We understand that from time to time further legislation and guidance is published by Government and relevant legal bodies and we will continually monitor and implement relevant policy and practice to ensure compliance.

3. Guiding Principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners, members of staff*, directors, governors and volunteers are of equal value

We see all learners and potential learners, and their parents and carers, members of staff, governors, directors and volunteers as of equal value:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

(*Staff = all individuals working at all grades, including senior managers, employees, trainees, part-time and fixed-term employees, casual workers and agency staff)

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate* but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- age
- disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of each gender or gender identity, are recognised
- religion, belief or faith background
- sexual identity

*discrimination may be direct or indirect and it may occur intentionally or unintentionally

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards people of different ages and an absence of harassment of elderly people
- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between genders, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- people of different ages
- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- genders
- sexualities, hetero and LGBT

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult widely and will aim to involve:

- people of different ages
- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- all genders
- all sexualities – hetero and LGBT

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- people of different ages
- disabled people as well as non-disabled to people of a wide range of ethnic, cultural and religious backgrounds
- all genders.
- all sexualities – hetero and LGBT

Principle 8: We base our policies and practices on sound evidence

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

4. Responsibilities

All directors, governors, staff, volunteers, students and their families need to develop an appropriate understanding of, and act in accordance with, the school's Equality & Diversity Policy and Action Plan. In addition:

The MAT Directors are responsible for ensuring that the MAT prepares, publishes, implements, reports on and reviews a Equality & Diversity Policy and Action Plan

(including budget requirements), and in particular the employment implications of meeting the Duty.

Each Head teacher works with the Local Governing Body to ensure that:

- the Policy and Action Plan are implemented
- staff recruitment, training opportunities and conditions promote equality and diversity
- all staff, students and their parents/ carers are consulted regarding, and are aware of the school's responsibilities to meet, the Equality Duty
- existing and planned policies are assessed for the ways in which they impact on equality and diversity
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality and diversity
- incidents of sexual/gender, racist, ageist, disabled bullying or harassment are dealt with according to the Behaviour for Learning and Anti-Bullying policies and the Code of Conduct for staff
- the Equality and Diversity Policy and Action Plan is published on the SJB CMAT website and copies of are available in the office of each of the schools

All staff have a responsibility to deal with incidents of harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents / carers) that take account of the need to eliminate unlawful discrimination and harassment and promote equality and diversity.

Students and parents / carers have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

5. The Specific Duties

We are working to develop our understanding of the major equality and diversity issues in each school's functions and services. In order to do this we:

- collect and analyse school data and other equality-relevant information.
- consult all staff, students, parents / carers and relevant communities
- review all our MAT and school policies and practices to assess the ways in which they might impact on equality and diversity
- ensure directors, governors, staff, students, parents and others in our schools are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting equality and diversity
- assess and address the causes of any pay gap related to protected characteristics

- publish and implement the Action Plan within our SIDPs with our proposed objectives and actions

We will:

- set out the results of reviews, consultations and impact assessments
- report on progress annually and set further objectives where necessary
- review and revise the Policy and Action Plan at least every three years

6. Consultation; publishing; staff, students and parent / carer development

This policy has been drawn up in consultation with directors, governors, staff, the trades unions and the school community. These consultations have contributed to developing the awareness among directors, governors, staff, students and parents / carers of the ongoing need to eliminate unlawful discrimination and harassment and to promote equality and diversity.

We will continue to develop awareness of what constitutes unlawful discrimination and harassment, and of the need to eliminate this and to promote equality and diversity.

This policy does not form part of any employee's contract of employment and may be amended at any time.

7. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher, the Directors of the MAT and Local Governing Bodies as appropriate.

If you believe that you may have been discriminated against, bullied or harassed you are encouraged to raise the matter through our Grievance Procedure.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

Associated Policies and Procedures

SJB CMAT Equality Duty

SJB CMAT Performance Management, Appraisal & Capability Policies and Procedures for Teachers and Support Staff

SJB CMAT Pay Policy

SJB CMAT Complaints Policy and Procedure

SJB CMAT Data Protection Policy
SJB CMAT Code of Conduct Policy
SJB CMAT Dignity at Work Policy
SJB CMAT Whistle-blowing Policy
SJB CMAT Employee Disciplinary Procedures
SJB CMAT Contracts of Employment
SJB CMAT Grievance Procedures
SJB CMAT Safer Recruitment Selection Policy
SJB CMAT Allegations of Abuse Policy
SJB CMAT Discretionary Leave of Absence Policy
Local Schools' Policies as appropriate, e.g. Behaviour for SEN, Learning, Attendance etc.

St John the Baptist Catholic MAT Equality Action Plan

1. Each school's commitment to equality and diversity

a. Ethos

The school will fulfil its commitment to equality by:

- promoting an atmosphere of mutual trust and respect among all members of the school community, regardless of protected characteristic;
- ensuring that all staff, parents/carers and students are treated with dignity;
- challenging stereotypes in all aspects of school life;
- encouraging classroom and staffroom discussion of issues related to protected characteristics which reflect on stereotypes, expectations and the impact on learning;
- striving to eliminate all forms of bullying and violence

b. Curriculum, learning and teaching

The school will fulfil its commitment to equality by:

- ensuring equality of access for all students to all areas of the curriculum, to include subject choice and careers advice to meet students' individual needs;
- ensuring that the curriculum is balanced, broadly based and culturally inclusive that provides opportunities for students' spiritual, moral, social and cultural development;
- ensuring that teachers' planning and delivery takes account of issues related to protected characteristics and the need to challenge stereotypes;
- ensuring that resources in all areas of the curriculum promote knowledge and understanding of issues related to protected characteristics;

- ensuring that any particular learning needs of the genders are met

c. Achievement, attainment, assessment progress

The school will fulfil its commitment to equality by:

- having procedures to monitor and track progress and achievement by protected characteristics in order to identify and respond to trends and patterns;
- striving to maintain equally high expectations of all students

d. Attendance

The school will fulfil its commitment to equality by:

- monitoring student attendance by protected characteristics;
- using the data to develop strategies to address poor attendance

e. Behaviour

The school will fulfil its commitment to equality by:

- monitoring student behaviour and exclusions by protected characteristics;
- using the information collected to ensure that procedures are applied fairly and equitably to all students, ensuring their safety and security in the school;
- developing and implementing strategies to address any specific examples of inappropriate behaviour related to protected characteristics

f. Staff recruitment, training, career development and conditions of service

The school will fulfil its commitment to equality and diversity by:

- ensuring that all staff, directors and governors responsible for appointing staff and reviewing staff performance and pay do not discriminate against members of staff according to the protected characteristics;
- taking account of the requirement to eliminate unlawful pay discrimination;
- ensuring that opportunities for professional development, career progression and promotion are free from unlawful discrimination
- monitoring workforce composition and promotions to ensure equality of opportunity at all levels
- reviewing regularly conditions of service, benefits and facilities to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them

g. Community and parental / carer consultation

The school will fulfil its commitment to equality by:

- working in partnership with parents/carers and the wider community to develop positive attitudes to issues relating to the protected characteristics

2. Implementation

The school's development/improvement planning process will be the main vehicle for implementing the policy. The process for implementation is as follows:

- Ensuring this policy is freely available to the Local Governing Body, staff, volunteers, students, parents/carers and visitors to the schools including all contractors, and where necessary making its provisions explicit
- undertaking audit throughout the year to inform our action planning, including:
 - i. auditing the current progress and attainment of all students by the protected characteristics*, using Raiseonline and other data, and the school's data tracking system
 - ii. targets to improve the performance of students with protected characteristics* in any core area
 - iii. enhancing opportunities for students with protected characteristics* equally to participate in extra-curricular activities
 - iv. monitoring the attendance and exclusion data by protected characteristics*
 - v. monitoring data on behaviour by protected characteristics* and dissemination to the appropriate Local Governors' Committee
 - vi. analysis of any student rewards by protected characteristics*
 - vii. analysis of participation in school trips and visits by protected characteristics*
 - viii. monitoring those staff undertaking middle management and leadership training according to protected characteristics*
 - ix. monitoring the implementation of this policy via staff consultation
 - x. reviewing existing policies informed by the light of these duties
 - xi. develop the awareness among directors, governors, staff, students and parents of the ongoing need to eliminate unlawful discrimination and harassment and to promote equality by consulting and disseminating this policy and action plan to all groups

*where known
- developing training for all staff, directors and governors

3. Equality and Diversity Scheme Checklist

Service Provision

- Information is collected on protected characteristics, where known and subject to data protection, with regards to both students and staff and is used to identify priorities and objectives to eliminate discrimination and improve provision of services
- Achievement and attainment data is analysed by protected characteristics and action is taken to narrow any identified gap as appropriate
- All students are actively encouraged to participate in all aspects of school life e.g. assemblies, School Council, physical activities, and where there are barriers to this occurring, action is taken to reduce them to maximise inclusion for all
- Bullying and harassment of staff and/or students on the grounds of protected characteristics are monitored and action is taken to eliminate such practice
- Health education provision has been reviewed (including sex education, physical activity and healthy eating) and improvements made to ensure further equality
- Stereotyping in terms of protected characteristics is actively challenged within and outside of the classroom including challenging stereotypes in subject choice and careers advice
- The local governing body is representative of the students, staff and local community it serves
- Reporting of the impact of the Equality & Diversity Policy and Action Plan is a standing item on the last Local Governors meeting of the academic year
- Any students who may be vulnerable are supported by there being both male and female Designated Safeguarding Officers who are available

Employer Duties

Issues related to protected characteristics are carefully considered when appointing staff e.g. when allocating Teaching and Learning Responsibilities or re-evaluating staff structures, to ensure decisions are free of discrimination

Processes for the implementation of pay systems have been reviewed and we are assured that there is no negative impact on equality

Any bullying and harassment of staff on the grounds of protected characteristics would be monitored and action is taken to eliminate such practice

In the process of procuring goods and services we consider equality of opportunity issues and if appropriate we ensure equality requirements are contained within the contract

Appendix 1

This is intended to be a basic outline pro-forma to use as a starting point to develop the MAT's staffing information analysis and objective setting.

The analysis could be separated into specific categories of staff e.g. teaching and non-teaching staff.

1 Staffing Complement for the year 20xx-20yy

Full-time/Part-time

Race

Disability

Men

Women

2 Recruitment, Promotion, Performance Pay and Training by Gender, Race and Disability

Male

Fem

Age

Race

Disab

Total

Promoted

internally

Recruited

Performance Pay

Awarded

Training courses

3 Salary by Gender Race and Disability

This should be recorded as full-time equivalent salary

< £19k		£20k -£29k		£30k -£39k		£40k - £49k		£50k - £59k		>£60k	
M	F	M	F	M	F	M	F	M	F	M	F

4 Grievances and disciplinary action and complaints of harassment

Number of cases in the last 3 years:

Analysis by Age Gender Race and Disability

5 Pregnancy Maternity and Paternity Leave and Family Issues

6 Based on the information gathering exercise the issues identified are:

7 Draft objectives for 20xx -20yy are:

8 The progress towards the objectives will be reviewed by the Senior Deputy Head teacher and reported to the Resources Committee of the MAT