



## St Thomas More RC College

Policy:

### Equality and Diversity Policy

*This policy will be reviewed every 12 months*

Author	J Kirk	
	Signature of member of Governing body	Date
Policy approved/ reviewed (delete as appropriate)		24 May 2023

## Equality and Diversity Policy

### **Our Mission Statement**

#### ***St Thomas More Roman Catholic College:***

**is a group of believers united, heart and soul  
in a COMMUNITY which recognises the worth and dignity of all people,  
its COMMITMENT to developing fully the talents of all its members,  
its COMMUNICATION of the Gospel values of peace, love, truth and justice,  
its COMMUNION with our Lord and Saviour, Jesus Christ.**

#### **Aims**

St Thomas More RC College is a caring school that aims to provide a high quality education to all our pupils within a secure and inclusive environment. We aim to provide equal opportunities for all our children to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.

We will work to ensure that groups with protected characteristics are free from discrimination and harassment. We will celebrate and value the diversity of our school community and tackle barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access for all.

To fulfil our specific duties under the law we will publish and pursue equality objectives. The purpose of our objectives are to ensure that, in everything we do, the school promotes diversity and equality of opportunity, eliminates discrimination, and brings about positive change for all groups.

#### **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 we are complying with the public sector equality duty and to publish equality objectives.
- The Education and Inspections Act 2006 to promote community cohesion.
- 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.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. It also takes account of guidance from Tameside Local Authority and other relevant information such as the SEN Code of Practice.

#### **Equality and eliminating inequality and discrimination**

St Thomas More College undertakes to:

- meet its legal obligations under relevant legislation;
- treat everyone fairly, and with respect for their culture, values and beliefs;
- operate in an open and accountable fashion;
- encourage and enable the involvement of people in decisions which affect them.

What do we mean by equality?

We understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics.

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

a) In accordance with our mission statement, we pledge:

- To respect the equal human rights of all our pupils
- To positively promote equality and diversity
- To tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- To educate pupils about equality
- To respect the equal rights of our staff and other members of the school community

b) We will regularly assess our current school practices and implement all necessary resulting actions in relation to:

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Marriage and civil partnership

The following is not a protected characteristic but it is advised that this is considered.

- Socio-economic background.

There are four kinds of unlawful behaviour in the Equality Act:

Direct discrimination – this occurs when one person treats another person less favourably because of one or more protected characteristic.

Indirect discrimination – this occurs where a provision criterion or practice applies to everyone, but adversely affects someone with a protected characteristic more than others and is not justified.

Harassment – related to any of the protected characteristics is prohibited. It is unwanted conduct that has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, or offensive environment for them.

Victimisation – includes less favourable treatment of, or retaliation against, someone who has complained or supported someone else's complaint about discrimination or

harassment. In addition, a child must not be victimised because of something done by their parents or siblings in relation to the Act.

c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- Ethnicity,
- Religion or belief, and
- Socio-economic background.

d) We provide personalised and targeted support for pupils who are affected by LGBTQ and other issues.

e) **Roles and responsibilities**

**The governing board will:**

- Take corporate responsibility for ensuring that the school complies with all statutory and administrative requirements governing the use of public funds.
- 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, and that they are reviewed at least once every four years
- set out its commitment to equal opportunities and it will continue to do all it can to ensure that the school is fully inclusive, and responsive to future
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- The Equality/Inclusion link governor is (to be confirmed) who takes the lead on relevant matters but Governors as a whole are responsible for:
- Meet with the headteacher and relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Reading and understanding regular reports on the schools work in respect of inclusion and equality.
- ensure that people are not discriminated against when applying for jobs at our school.
- take all reasonable steps to ensure that the school environment gives access to all, and also strive to make school communications as inclusive as possible for parents, carers and pupils and the wider community.
- welcome all applications to join the school, whatever a child's background.
- ensure that no child is discriminated against whilst in our school.

**The headteacher will:**

- Promote knowledge and understanding of the equality objectives amongst staff, parents/carers and students and ensuring they are readily available.
- Monitor success in achieving the objectives and report back to governors on a regular basis whilst making sure steps are taken to address the school's stated equality objectives;
- making sure all staff know their responsibilities and receive training and support in carrying these out;

- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.
- Promote the principles of equal opportunity, respect for other people and equal opportunities when developing the curriculum and in all other aspects of school life

**All school staff are to be responsible for:**

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- challenging any incidents of prejudice/discrimination and recording any serious incidents, drawing them to the attention of the Headteacher/Senior Staff in line with the school's behaviour policy;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.
- providing materials that give positive images and challenge stereotypical images.

**Key staff:**

J. Kirk – SENDCo and Deputy safeguarding Lead Email: [j.kirk@stmcollege.org.uk](mailto:j.kirk@stmcollege.org.uk)

R. Moseley – LGBTQ lead Email: [r.moseley@stmcollege.org.uk](mailto:r.moseley@stmcollege.org.uk)

H. Donnelly – Medical lead Email: [h.donnelly@stmcollege.org.uk](mailto:h.donnelly@stmcollege.org.uk)

## **Equality Objectives**

1. Ensure a shared vision and sense of belonging for all members of our school community and make the reasonable adjustments necessary to promote equal opportunity and equal treatment of everyone.
2. Help all appreciate and value the wide range of diversity of people's different backgrounds and circumstances.
3. Help all develop an understanding of the rights and responsibilities of being a citizen of the United Kingdom and promote British Values.
4. Ensure that all are treated fairly and equally and given comparable life opportunities.
5. Ensure that strong and positive relationships exist and continue to be developed in school and in the wider community.

These overriding Objectives are supported by the following priorities in the school development plan 2022-2023:

Success Criteria: What we want to achieve:

1. Equal access for all learners to a rich, broad, balanced and relevant curriculum resulting in outstanding progress and personal development for all.
2. Equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. Elimination of any discrimination, harassment and victimisation resulting in comparable life chances for all.
4. Recognition and celebration of diversity within our community whilst promoting community cohesion.

Actions/Strategies

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect these objectives.
2. Stakeholders will be involved and consulted about the provision being offered by the school.
3. Reasonable adjustments will be made to ensure access to the premises.
4. All staff will ensure that their role takes account of these objectives and we will see the equity duty underpinning and reflected in all their activity.

## Review of Progress and Impact

- 1) Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs and looked-after status.
- 2) The progress towards the objectives listed in the Equality Objectives are reported to Governors on an annual basis.
- 3) In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure that school meets its duty to positively promote equality and diversity.
- 4) These processes, along with other methods of obtaining stakeholder feedback are used to inform further school planning, target setting and decision making.

## Complaints and Comments

Anyone who has a complaint or wishes to comment on these objectives is requested to write to:

The Headteacher  
St Thomas More RC College  
Town Lane  
Denton  
Manchester  
M34 6AF

[admin@stmcollege.org.uk](mailto:admin@stmcollege.org.uk)

### **Signed by**

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**Head Teacher**

**Chair of Governors**

**Date: 24/05/23**

**Date: 24/05/23**

**Next review date: May 2024**

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