



Equalities Policy Statement

January 2022

Updated September 2026

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Guidance is available from the Equality and Human Rights Commission:

[PublicSectorEqualityDutyGuideforSchoolsEngland.docx](#)

Trust Mission Statement

We are a partnership of Catholic schools, and our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development. We will achieve this by:

- Placing the life and teachings of Jesus Christ at the centre of all that we do
- Following the example of Our Lady of Lourdes by nurturing everyone so that we can all make the most of our God given talents
- Working together so that we can all achieve our full potential, deepen our faith and know that God loves us
 - Being an example of healing, compassion and support for the most vulnerable in our society

Romans 12:4-8

Good News Translation

4 We have many parts in the one body, and all these parts have different functions. 5 In the same way, though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body.

1 Introduction

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish equalities information every year about our academies; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

2 Legal Framework

The new Equality Act came into force on 1 October 2010, bringing together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that will provide a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act simplifies, strengthens and harmonises the previous legislation to provide Britain with a new discrimination law, which protects individuals from unfair treatment and promotes a fair and more equal society. The nine main pieces of legislation that have merged are: The Equal Pay Act 1970 The Sex Discrimination Act 1975 The Race Relations Act 1976 The Disability Discrimination Act 1995 The Employment Equality (Religion or Belief) Regulations 2003 The Employment Equality (Sexual Orientation) Regulations 2003 The Employment Equality (Age) Regulations 2006 The Equality Act 2006, Part 2 The Equality Act (Sexual Orientation) Regulations 2007

3 Protected Characteristics:

We recognise the protected characteristics under the Equality Act 2010 as:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership Status
- Pregnancy and maternity
- Religion or belief
- Sex
- Sexual orientation
- Race, colour, nationality, ethnic origin

We will not discriminate either

- Directly* - by treating someone less favourably than we treat or would treat others because of one of the protected characteristics;
- 7• Indirectly - by imposing a provision / criterion / practice (PCP); • By association - because of someone's association with a person with a protected characteristic;
- When someone makes a complaint about discrimination or supports someone else's claim; or • Because of something arising from a Disability.

*We will have certain posts reserved for practising Catholics i.e. Chief Executive Officers and their deputies, Headteachers and their deputies, Lay Chaplains, Heads of Religious Education. 3 We recognise that protection from discrimination applies: • at work - to employees; • in education - to pupils; • in governance - to Directors and Local Governors; • as a supplier - when providing goods or services

General Principles

We will act within the 7 principles set in the Equality Act:

1. All learners are of equal value: all learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.
2. Relevant differences should be recognised: treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.
3. Workforce development: policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.
4. Positive attitudes and relationships should be fostered: policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community
5. Society as a whole should benefit: policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.
6. Current inequalities and barriers should be addressed and reduced: in addition to mitigating, avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

5. Publishing information:

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

We will collect and use equality information to help us to:

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively to advance equality of opportunity;
- Assess whether we are discriminating unlawfully when carrying out any of our functions;
- Identify what the key equality issues are for each of our academies and plan accordingly;
- Benchmark our performance against those of similar organisations, nationally or locally;
- Take steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations, including training for staff;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality; The Trust will set Trust-wide Equality Objectives and each school will set its own Equality Objective(s) - evidence of the steps being taken and progress being made towards meeting the equality objectives that the Trust/school has set itself will be published in future years.

6 Meeting Our Duties for Our Staff

Recruitment and Selection: Our policy on recruitment and selection follows model policy guidelines and ACAS best practice. Appointments are made based on merit, matching knowledge, skills and attributes to the essential and desirable criteria for the post. Our selection procedures are fair, transparent and recorded. Selection panels include at least one member trained in safer recruitment. Where employees have a disability then we will make every effort to provide reasonable adjustments to the working environment.

Staff Development and Training: We ensure that all staff, regardless of job role, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. Priorities for training are identified in the relevant Improvement Plan for each academy. Staff with line management responsibility will be provided with advice and support from the central HR team to ensure that HR policies are applied fairly and consistently making reasonable adjustments where necessary.

We will publish our Gender Pay Gap Report annually on the government portal and on our website. We will monitor our Key Performance Indicators regularly to ascertain whether our policies and procedures have a disproportionate impact on any of the protected groups and this information will be reported to the Trust Board and action taken where appropriate.

7 Meeting Our Duties for Our Pupils:

Ethos and Religious Observance:

As a Catholic community we strive to create an ethos which reflects Christian values and these are evident throughout each academy in our daily Acts of Worship and in displays and on our websites. We will continue to promote and express these values. However, we respect the views and practices of other beliefs and religions and allow for expression of these views, including time off to celebrate key religious festivals and wearing of items which are essential to a religion where these do not present a health and safety risk.

Curriculum and Learning & Teaching:

We keep each curriculum area or subject under review in order to ensure that teaching and learning addresses gaps in attainment between groups. Our teaching resources are reviewed to ensure there is no inbuilt bias which would negatively impact on a protected group. Our teaching seeks to challenge stereotypes by providing positive role models and appropriate teaching materials. We recognise that treating everyone equally does not mean treating everyone in the same way and we differentiate teaching materials to give all pupils equal access.

Teaching of Religious Education:

Religious Education is taught from a Christian perspective with particular emphasis on the teachings of the Catholic Church. However, the curriculum for religious education is broad and balanced and allows for the exploration and understanding of other cultures and beliefs.

Admissions:

We recognise that a significant proportion of our intake will be Catholic students and this is reflected in our Admissions Policies and Oversubscription Criteria which are fully compliant with the Admissions Code. Decisions relating to admissions are made solely on the basis of the agreed Admissions Policies which are set at Diocesan and Trust level and published in advance on the academy websites. Children with a statement of special educational needs or Education, Health and Care Plan, where parents name one of our academies, are given priority for admission under the Admissions Policy.

Accessibility:

Each academy is developing an accessibility plan reflecting their accommodation and their pupils. Pupils with

additional needs constitute a very diverse group: they include pupils with physical, emotional, behavioral, sensory or learning needs. We seek assistance from a wide range of agencies where appropriate: for example, speech and language therapists, occupational therapists, medical practitioners, social workers and psychologists. We are committed to making reasonable adjustments to enable pupils with additional needs to participate in academy life to the fullest possible extent. The academies work in close collaboration to ensure that the transition between phases is as smooth as possible for pupils.

Responsibility to our Wider Community:

We strive as a Catholic community to develop responsible citizens with a strong sense of moral purpose. This is achieved through the many cross curricular projects and activities taking place, through our links with local parishes and through our charity fund raising to support local causes

Positive Behaviour Strategy:

Our academies operate positive behaviour strategies which reward appropriate behaviour based on our values and set clear expectations relating to unacceptable behaviour, in particular any form of prejudice. Each academy records and reports on prejudice related incidents, particularly those categorised as homophobic or racist, and any bullying for whatever reason. Each academy has age-appropriate behaviour policies in place to ensure that prejudice of any kind is challenged.

Date Issued	January 2022
Date of Review	Review Policy Statement annually (OLoL) Review Trust/Academy Equality Objectives every 3 years (OLoL Trust Board /LGB)
Date of Next Review	Review Policy <u>Statement</u> annually (OLoL) Review Trust/Academy Equality <u>Objectives</u> every 3 years (OLoL Trust Board /LGB) - School updated September 2026
Reviewer	HR & Pay Committee / OLoL Trust Board

Equality Objectives Plan (2025-2029)

Objective 1: Promote a Culture of Respect, Inclusion and Human Dignity

Priority: Ensure that all members of the school community are treated with dignity and respect, reflecting the Catholic belief that every person is made in the image and likeness of God.

Actions:

- Explicitly teach Gospel values, Catholic Social Teaching and British Values through the curriculum, worship and assemblies.
- Promote positive relationships and challenge discriminatory language, prejudice and bullying.
- Provide opportunities for pupils to learn about different cultures, faiths and lived experiences.
- Monitor incidents of bullying, prejudice and discrimination and take appropriate action.

Success Criteria:

- Pupils report feeling safe, valued and respected.
 - Reduction in recorded incidents of discriminatory behaviour.
 - Positive outcomes from pupil, parent and staff surveys.
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Objective 2: Narrow Gaps in Attainment and Participation

Priority: Ensure equality of opportunity for all pupils, particularly those with protected characteristics, SEND, disadvantaged backgrounds or other identified vulnerabilities.

Actions:

- Analyse achievement and attendance data for different pupil groups.
- Implement targeted interventions and support where gaps are identified.
- Ensure equal access to extracurricular activities, leadership opportunities and school trips.
- Monitor participation rates and address barriers to engagement.

Success Criteria:

- Diminishing attainment and attendance gaps between groups.
 - Increased participation of all groups in wider school life.
 - Evidence of sustained progress for identified vulnerable pupils.
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Objective 3: Strengthen Community Understanding of Diversity and Belonging

Priority: Develop pupils' understanding of diversity while fostering a strong sense of belonging within our Catholic school community.

Actions:

- Review the curriculum to ensure diverse representation and inclusive teaching materials.
- Celebrate significant cultural, religious and equality-themed events throughout the year.
- Engage parents, governors and the wider community in promoting inclusion and equality.
- Provide staff training on equality, diversity and inclusion.

Success Criteria:

- Curriculum reflects the diversity of modern Britain and the wider world.
- Increased pupil awareness and appreciation of different backgrounds and experiences.
- Positive feedback from stakeholders regarding the school's inclusive ethos.

Academy Equality Objectives – St Patrick's

Equality Strand	Equality Objective	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Success Indicators
Race Gender Disability	Objective 1: Promote a Culture of Respect, Inclusion and Human Dignity	Continue to treat all pupils, staff, parents and visitors with kindness, dignity and respect. Use positive, inclusive and age-appropriate language when communicating with pupils and colleagues. Continue to have a safe and welcoming classroom environment where every pupil feels valued, included and listened to. To continue to celebrate our differences	Pupil voice	RSHE lead SLT	Pupils feel safe, valued, respected and included in the classroom and wider school environment. Positive and respectful language and behaviour are consistently demonstrated by staff and pupils. Bullying, discrimination and exclusion are challenged promptly and dealt with in line with school policies. Pupils are encouraged and supported to express their views, feelings and ideas without fear of judgement. All pupils have equal opportunities to participate in learning and school activities.

Gender RACE	Objective 2: Narrow Gaps in Attainment and Participation	Identify pupils who are underachieving or at risk of falling behind through assessment, observation and regular monitoring. Use assessment information to identify gaps in knowledge, skills and participation and plan targeted support. Provide differentiated teaching and appropriate interventions to meet individual learning needs. Set clear, achievable and measurable targets for pupils and review progress regularly. Encourage pupils who are less confident or reluctant to participate to become actively involved in lessons and activities. Provide additional support, scaffolding and resources for pupils who experience barriers to learning. Work closely with teaching staff, parents/carers and relevant professionals to address barriers affecting attainment or participation. Monitor attendance, punctuality and engagement and take appropriate action where concerns arise.	Progress data will be analysed by a range of groups.	Assessment lead	Progress made by all groups
Gender Disability Race	Objective 3: Strengthen Community Understanding of Diversity and Belonging	Develop pupils' understanding of different cultures, faiths, identities, abilities and family backgrounds through the curriculum and wider school activities. Include diverse voices, experiences, authors, role models and perspectives in teaching and learning resources. Organise assemblies, themed days and activities that celebrate diversity, equality and belonging. Encourage pupils to share their own experiences, traditions and cultures in a safe and respectful environment.	Progress meetings Pupil voice	Reading lead Assessment leaders SLT	Pupils demonstrate an increased understanding and respect for diversity. Pupils can recognise and challenge stereotypes, prejudice and discriminatory behaviour appropriately. Pupils feel that their identity, culture and background are valued within the school. A wider range of cultures, identities and perspectives are represented in the curriculum and school environment.

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