



# Equalities Policy

Date Approved by Trust Board	27 <sup>th</sup> February 2025
Date of Review	March 2026

The schools of Christus Catholic Trust are unique and united in partnership and service to our communities and global home.

We are:

- Uncompromising in our **ambition** to use the power of **collaboration** to ensure our pupils receive an **excellent** Catholic education.
- Have a strong culture of safeguarding in an environment where good mental health and wellbeing are nurtured.
- Have an **inclusive** approach to a high quality, **innovative**, contextualised education.
- Have high **aspirations** for all our pupils to achieve the best possible outcomes.

## Equality Scheme

We aim to:

- To develop the whole child ensuring Gospel Values drive their aspiration to serve their communities throughout their lives.
- To ensure the long term sustainability and continuity of Catholic education in the local community.
- To provide excellent high-quality education and experiences for all those who desire a Catholic education, within the context of our changing society.
- To foster a sense of collaborative learning and sharing for all across Trust schools valuing the contributions of staff, governors and parents.

### Our Ethos, Vision & Values

Together in Christ, schools within Christus Catholic Trust are places where mercy is freely given; where everyone is welcome, loved, forgiven and encouraged to live the good life of the Gospel. Therefore inclusiveness is at the heart of our Equality Policy.

Christus Catholic Trust is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of race, gender, opportunity, sexuality, beliefs or with any form of disability. The definition of disability is subject to current government legislation.

### Public Sector Equality Duty

The **Public Sector Equality Duty** requires our schools to publish information about Equalities.

The **Equality Act 2010** clearly defines seven groups of people who are considered under the legislation to have direct protection from the framework of the Public Sector Equality Duty (PSED). Schools feel that our strong and historic Christian Ethos, Gospel Values and community involvement lead us to be committed to creating and sustaining an environment of mutual tolerance, respect, dignity and good relations. Our Gospel Values commit us to protecting vulnerable groups and guarding against discrimination, harassment and victimisation in any form. This viewpoint mirrors directly the three General Duties of the PSED.

### The General and Specific Duties of the Public Sector Equality Duty – Equality Act 2010

#### General Duties

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

#### Specific Duties

##### Information to be published

- Please refer to Holy Cross Catholic Primary School Equalities report
- Please refer to St Anne Line Catholic Infant School and Nursery Catholic Primary Equalities report
- St Joseph's Catholic Primary School Equalities report
- St Mary's Catholic Primary School Equalities report
- St Peter's Catholic Primary School Equalities report
- St Teresa's Catholic Primary School Equalities report
- St Thomas of Canterbury Catholic Primary School Equalities report

## How we will meet the General Duty & Specific Duty

The production of our Equality Scheme provides us with a framework for integrating equality into all aspects of life in Trust Schools and demonstrates how we are seeking to meet the specific duty

We will actively seek to:

- Promote equality of opportunity for all pupils, staff, parents and stakeholders
- Eliminate harassment and discrimination that is unlawful under the Act
- Promote positive attitudes towards all. This means not representing people in a demeaning way; not pretending they do not exist; and not representing them anywhere at all
- Encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

### **Equality Objective – Action Plan**

Schools have an Equalities Action Plan, to address the equalities objectives, which is based on the analysis in the Equalities report.

All the information and analysis is from the school improvement plans, evaluations and student data relating to each Trust schools' information. Each school uses the information to improve education for all groups in the school. Pupils who are underachieving / doing less well have additional provision to ensure improvement.

The vast majority of this information is already used by the schools to develop strategies to ensure we are doing well for all our students. Some of the information may show us that we could be doing better within a particular school or across the Trust. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives

### **Involvement of Disabled People in Developing the Scheme**

All staff including those with a disability have completed questionnaires pertaining to equality issues. Areas which need to be developed will be addressed in the Access Plan. Feedback from individual pupils and parents will also be taken into consideration.

Developing a voice for disabled pupils, staff and parents/carers

Pupils, parents, guardians and carers are fully involved in the review process for any pupil with SEN or a disability. The schools will encourage staff, parents or carers to disclose any disability issues affecting them.

### **The Local Governing Committee (LGC)**

All parents are encouraged to stand for election to the Local Governing Bodies of Trust schools.

### **Removing barriers**

This refers to physical, curriculum and information (communications) issues. Our plans to reduce barriers in these areas are highlighted in each School's Accessibility Plan.

### **Disability in the Curriculum, including teaching and learning**

The school will ensure that people with disabilities are portrayed in a positive way, for example the children will have studied the Paralympics. Disability and harassment are also issues covered in RE lessons, PSHCE and SEAL and relevant links made where appropriate in all areas of the curriculum. Pupils, parents and staff refer to the Trust's complaints procedure.

## **Reasonable Adjustments**

Schools make reasonable adjustments to the curriculum and teaching methods as appropriate. When a member of staff has a disability known to the school, the Head teacher and other staff will work together to meet the needs of the individual and the school as a whole. Schools liaise carefully with Occupational Health and Trades Unions.

## **School Facility Lettings**

Please refer to the Schools' Lettings Policies.

## **Pupil Achievement**

All children who are disabled with / without SEND have their attainment monitored in accordance with the schools' assessment policies.

## **Learning Opportunities**

The schools strive to ensure that all pupils with a disability are given full access to learning opportunities in the curriculum.

## **Admissions, Transitions, Exclusions (including Social Emotional Behaviour Difficulties)**

Admissions, transition and exclusion data are all closely monitored. Records are collated and reported to LGCs on a termly basis as appropriate. This data is presented to the Leadership teams where trends are monitored.

## **Social Relationships**

The schools place a great deal of emphasis on the development of positive relationships between pupils who have a disability and those who do not. This is embedded in our mission statements and our work in circle time, PSHCE and SEAL.

## **Employing, promoting and training disabled staff**

Schools at present employ a number of staff who under the DDA definitions outlined above have a disability. These staff have been employed on merit. Schools will continue to recruit staff based on merit and will apply reasonable adjustments to ensure that they are able to carry out their tasks to their full potential.

## **Impact Assessment**

Impact assessment is the process we use to screen policies and changes in the school for negative or adverse effect/ impact on disabled pupils, staff, parents, guardians and carers and the wider school community.

## **Reviewing/Monitoring**

The Leadership team uses the information to monitor progress. There will be annual reports on the measurable progress of the Action Plan (access plan) to LGCs, trustees, the Leadership team and the Diocese as appropriate.

## **Publishing**

The Equalities Policy is published on the Trust website, with links to the schools' websites. Equalities reports will be available to all on individual school websites. We can offer translation on request. We intend to develop a short, easy to read summary.

