

St. Joseph's Specialist Trust
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Equality Policy



Christ in our Lives
'No limits ... just possibilities'

Your Life ... Your Way

Reviewed: December 2023
Annual

STATUTORY POLICY
WEBSITE POLICY
TRUSTEE POLICY

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1 Introduction and National and Legal Context

This policy is applicable to St Joseph's Specialist Trust which comprises of St Joseph's specialist school, college, registered children's home and supported living houses, together "St Joseph's".

The Equality Act 2010 (the "Act") brought all discrimination laws into one and identified the following protected characteristics:

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

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics.
- To advance equality of opportunity between people who shared a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others.
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low.

All schools have duties to promote race, disability and gender equality and to promote community cohesion, developing good relations across groups within the community.

This document sets out our commitment to advancing equality and promoting respect for difference and diversity. Inclusiveness is at the heart of our ethos. The Trust aims to develop a broad, balanced and culturally-inclusive curriculum in an accessible community that provides opportunities for young peoples' spiritual, moral, social and cultural development. The Trust promotes understanding and appreciation of difference and diversity, listens to the views of all in and beyond the Trust, tackles prejudice promptly, promotes development of skills and attitudes to enable young people to participate positively in the life of the Trust and the community. We believe in treating everyone fairly.

This document is also designed to communicate the following:

- Our diversity statement
- Our responsibilities in terms of race, disability, gender & gender reassignment, pregnancy & maternity, age, religion and belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislation
- Our desire to fully meet statutory requirements under the Equalities duties for schools

2 St Joseph's context

St Joseph's values the diversity of individual talents and creative potential that every current or potential employee, student or tenant brings to our organisation.

Our diversity statement:

"We aim to promote and maintain a culture of diversity where appointments to jobs, rewards and personal success depend solely on individual ability and performance. All current and potential students, employees and volunteers, will be treated fairly with respect and dignity. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability."

The achievement of young people is monitored by race, gender and disability and the data will be used to support students raise standards and ensure inclusive teaching, promotion of equality and challenging bullying.

All St Joseph's students have a learning disability as evidenced in their EHCP (Education and Health Care Plan). Some students are Looked After Children.

Due to the Trust's policy of providing every young person with a free school meal our data on entitlement to free school meals would not be relevant.

3 Equality in policy and practise

The Trust operates equality of opportunity in its daily practice in the following ways:

3.1 Teaching & Learning

We are committed to train staff in different areas including: Autism, Complex Needs, the principles of Intensive Interaction, Communication, Sensory Impairments, Safeguarding, Epilepsy, Team Teach and many others. This gives our young people the best opportunity to fulfil their own unique potential.

We use contextual data to improve the support we provide

We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings.

We take account of the achievement of all young people when planning future learning and set challenging targets based on individual achievement.

We promote equality of access and prepare children and young adults for life in a diverse society.

We use materials that reflect the diversity within society.

We challenge racist and discriminatory language and attitudes.

We celebrate aspects of different cultures.

We seek to involve parents and carers in supporting their child's education.

We encourage discussion of equality issues.

We include inclusive teaching and learning styles.

All genders are given the same opportunities throughout the Trust.

Older students are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women.

Community cohesion is promoted through all curricular areas and activities that we do on site as well as in the local community.

We have a policy in Special Education Needs (SEN) in line with the recommendations in the latest national SEN code of Practice and legislation.

3.2 Admissions and exclusions

Our admissions are via an Admissions Board which meets every half term and we do not discriminate on the grounds of race, religion, belief, gender or disability.

Exclusions are rare and based on the Trust's Inclusion Support Policy (Behaviour Management) and Exclusion Policy with the right to appeal.

4 Equal opportunities for staff

We are committed to equal opportunities principles and equality in all aspects of staffing and employment. All appointments and promotions are made on merit and in compliance with the law. We are concerned, where possible that staffing reflects the diversity of the community.

4.1 Employer's duties

We need to ensure that we eliminate discrimination and harassment and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- A rigorous and transparent recruitment procedure
- Monitoring of recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for staff
- Pay is relative only to experience and responsibility Equality and the law
- Provision of and adherence to appropriate policies and procedures (see section 11.3) these include Whistleblowing, Code of Conduct, Grievance, Bullying and Harassment and the Disciplinary and Capability Policy.
- We also consider access to work through appropriate risk assessment, Flexible Working, Special Leave and Maternity/Paternity Policies.

There are a number of statutory duties that we must meet.

4.2 Race equality

The general duty requires us to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under the specific duty we will:

- Assess the impact, by ethnicity, of our policies on students, tenants, staff and parents/carers, especially the achievement levels of the young people

4.3 Disability

The Disability Discrimination Act 2006 defines a disabled person as someone who has "a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities"

The general duty requires us to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment
- Disability is recognised within the staff Attendance Management and Sickness Procedure

Under the specific duty we will:

- Prepare and publish an Equality policy and Accessibility plan
- Review and revise this every year for the Accessibility plan and the Equality policy

4.4 Gender

The general duty on schools requires us to:

- Eliminate unlawful discrimination and harassment on the grounds of gender reassignment
- Promote equality of opportunity between male and female students and male and female staff

Under the specific duty we will:

- Prepare and publish an Equality policy
- Review and revise this annually

4.5 Sexual Orientation

The Equality Act (sexual orientation) 2007 made discrimination on the grounds of sexual orientation unlawful - for schools and residential care homes this relates to admission and treatment of, and services to pupils and tenants.

4.6 Age

The Trust is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

5 Community Cohesion

This Trust, Trustees and Governors have a duty to promote community cohesion. This involves fostering good relations between pupils or tenants from different races, religion or beliefs and different socio-economic backgrounds.

6 Consultation and Involvement

It is a requirement that the Equality Policy and Plan and the actions identified in it have been informed by input from the whole community and stakeholders.

7 Roles & Responsibilities

Trustees (and Governing Body responsible for the Education Department)

- The Trustees are committed to equal opportunities for all, young people and staff and will endeavour to ensure the organisation is fully inclusive and responsive to their needs.
- The Trustees seeks to ensure that people are not discriminated against when applying for posts at the Trust
- The Trustees take all responsible steps to ensure that the environment is accessible to people with disabilities and that communications are as inclusive as possible
- The Trustees ensures that no child or staff member is discriminated against in account of race, religion, belief, gender or disability

Executive Principal and the Core Leadership Team

- The Leadership Team are responsible for developing, implementing, communicating and monitoring the Equality policy
- The Leadership Team ensure that appointments panels give due regard to the Policy, so that there is no discrimination in employment opportunities
- The Leadership Team together with all the staff promote equality of opportunity when developing the curriculum
- The Leadership Team respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness in accordance with the Trust's Disciplinary and Capability Policy.

All staff

- All staff ensure that all young people are treated fairly, equally and with respect, and maintain awareness of the Equality Policy
- All staff strive to provide material with positive images of race, gender and disability and challenges stereotypes
- All staff challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the attention of The Leadership Team

8 Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated. All staff are expected to deal with discriminatory incidents, to identify and challenge, prejudice and stereotyping, and support the full range of diverse needs according to young person's' individual circumstances.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including discriminatory incidents such as:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Bringing discriminatory material into on site
- Verbal or written abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Attempts to recruit others to discriminatory organisations or groups

- Ridicule of an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation
- Any incident which is perceived to be racist by the victim or any other person

9 Review of progress and impact

The policy is part of a rolling programme of policy review. In line with legislation, we will review progress annually.

10 Publishing the policy

In order to meet the statutory requirements, we will:

- Publish our policy on the website
- Include the results of our findings in the Report to Trustees and Governors
- Raise awareness of the plan through the website and internal discussion

11 The School's Equality Information 2020

The Public Sector Equality Duty 2012 has three aims under the general duty for school settings:

- 1 Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act by removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2 Advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of protected groups where these are different from the needs of other people.
- 3 Foster good relations between people who share a protected characteristic and those who do not by encouraging people from protected groups to participate in public life of in other activities where their participation is disproportionately low.

Our Trust has considered how well we currently achieve these aims with regard to the protected equality groups: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation.

In compiling this equality information, we have:

- Examined how our organisation engages with the protected groups, identifying where practice could be improved
- Analysed out effectiveness in terms of equality

11.1 Summary of our equalities evidence

- RACE and DISABILITY: the majority of our students are making similar progress
- GENDER REASSIGNMENT: we have no identified group
- AGE: we do not discriminate in relation to age
- PREGNANCY & MATERNITY: we do not discriminate
- RELIGION & BELIEF: although St Joseph's is a faith school, our admissions criteria selects pupils purely on the basis of special educational need which results in a fully diverse cohort
- SEXUAL ORIENTATION: we have no identified group

11.2 Summary of how we currently engage with protected groups

- RACE, our self-evaluation informs us that we are engage well with all groups of different ethnicity
- DISABILITY, our self-evaluation tells us: we are engaging and supporting well
- GENDER REASSIGNMENT: we have no identified group
- AGE, our self-evaluation tells us: we do not discriminate
- PREGNANCY & MATERNITY, our self- evaluation tells us: we do not discriminate
- RELIGION & BELIEF, our self-evaluation tells us that young people of all religions are effectively engaged within our organisation and there is no discrimination
- SEXUAL ORIENTATION: we have no identified group

11.3 Summary of our Equality Analysis

i.e. how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups

- RACE, our judgement is very good
- DISABILITY, our judgment is very good
- SEX, our judgment is very good
- GENDER REASSIGNMENT, our judgement is not applicable at present
- AGE, our judgement is very good
- PREGNANCY & MATERNITY, our judgement is very good
- RELIGION & BELIEF our judgement is very good
- SEXUAL ORIENTATION our judgement is not applicable at present

This policy and data will be published on our website and policies section of the Trust's intranet.

We will monitor and analyse pupil progress by race, gender etc. and act upon any trends that indicate additional support may be required.

We will further develop the curriculum to promote diversity through a broad, balanced and culturally-inclusive curriculum that provides opportunities for pupils' spiritual, moral, social and cultural (SMSC) development.

We will continue to celebrate cultural events throughout the year to raise pupil awareness.

Other policies to be read in conjunction with this policy or relevant to this policy:

Statement of Purpose

Spiritual Moral, Social and Cultural Development Policy

Special Educational Needs Policy

Safeguarding policy

Learner Voice policy

Family Involvement Policy

Particular Care Needs of Children from Minority Ethnic Groups Policy

Communications Policy

Communications with Families Policy

Community Cohesion Policy

Community Links Policy

Autistic Spectrum Disorder Strategy Policy

Anti-bullying Policy

Inclusion Support Policy (Behaviour Management)

Recruitment and Selection Policy

Maternity Policy
Paternity Policy
Shared Parental Leave Policy
Flexible Working Policy
Special Leave Policy
Bullying and Harassment (Staff) Policy
Whistleblowing Policy
Code of Conduct
Grievance Policy
Disciplinary and Capability Policy
Attendance Management Procedure

Date Policy Reviewed

Updated	Changes	By	Version	Trustee Ratification Due by	Trustee Ratification Received
January 2008	Created	Unknown	v1	-	-
March 2010	Unknown	Sue Belmore	v1.1	-	-
February 2011		Annie Sutton	v1.2	-	-
February 2012	minor	Annie Sutton	v1.3	-	-
February 2013	None	Mary Fawcett	v1.4	-	-
November 2013	Minor changes including timetabled dates.	Simon Charleton & Carol Davey	v1.5	-	-
April 2014	Minor changes	Alan Day	V1.6	-	-
December 2016	Complete rewrite	Carol Davey	V1.7	-	-
June 2018	Minor	Sue Collins	V1.8	-	-
February 2020	Changes to Trust and removal of reference to 'learners'. Removal of Appendix A and Appendix B charts to avoid provision of out of date/incorrect data between policy reviews	Elizabeth Sanders	V1.9	-	-
March 2020	Minor amendments	Lizzie Hurst	V1.10	-	-
March 2021	Minor amendments including reference to appropriate policies	Elizabeth Sanders	V1.11	-	Una Coring
June 2021	No changes other than corrections made to review table	Exec Admin	V1.12	-	-
June 2022	Minor changes	Elizabeth Sanders	V1.13		
December 2023	Minor amendments	Elizabeth Sanders	V1.14		