

# Equality and Diversity

Person responsible:	Principal
Date approved by governing body:	June 2024
Review cycle:	Annual
Date of policy review:	June 2025

## **EQUALITY AND DIVERSITY POLICY**

All human beings are endowed with a rational soul and are created in God's image; they have the same nature and origin and, being redeemed by Christ, they enjoy the same divine calling and destiny. Forms of social or cultural discrimination in basic personal rights on the grounds of sex, race, colour, social conditions, language or religion, must be curbed and eradicated as incompatible with God's design.' (Gaudium et Spec, 29)

### **Introduction**

This policy outlines St Rose's commitment to ensuring equality of opportunity and equal treatment for staff, students, trustees, governors, volunteers, parents, contractors, customers and others in terms of service provision and employment

### **Aim**

This policy affirms St Rose's commitment to both the elimination of unlawful discrimination and the positive promotion and celebration of equality, diversity and inclusion

We will not tolerate unfair or unlawful treatment on the grounds of disability, gender, transgender, marital status, race, colour, ethnic origin, socio-economic background, sexual orientation, age, nationality, trade union membership and activity, philosophical, political or religious beliefs or unbelief, and pregnancy/ maternity. This policy aims to safeguard and uphold the Catholic ethos and identity of St Rose's.

St Rose's will provide equality of opportunity and equal treatment as an integral part of good practice. The organisation is committed to a working environment in which the contribution and needs of everyone are valued and recognised fully. It will support its staff, students, trustees, volunteers, parents, contractors, customers and others in not tolerating any inappropriate, violent or abusive behaviour.

St Rose's commitment to anti-discriminatory practice relates to all kinds of discrimination including:

- direct discrimination, where someone is treated less favourably than another because they have a protected characteristic;
- indirect discrimination, when a requirement or a condition is applied which has a detrimental effect on a group or individual even if there was not a deliberate intention to discriminate;
- associative discrimination, where there is direct discrimination against someone because they associate with another person who has a protected characteristic;

- perceptive discrimination, where there is direct discrimination against someone because others think they have a protected characteristic even if they do not possess that characteristic;
- harassment, when there is unwanted conduct related to a protected characteristic which violates someone's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, even if the conduct is not directed at the individual or if they do not have the protected characteristic;
- third party harassment, when there is potential liability for the harassment of staff, students, trustees, volunteers, parents, contractors, customers and others by other individuals or organisations; and
- victimisation, when someone is treated badly because they have made or supported a complaint under the Equalities Act or is thought to have done so.

### **Statement of purpose**

St Rose's affirms its belief in the uniqueness and value of everyone by providing opportunities which enable young people with differing abilities to achieve their potential. St Rose's is also committed to eliminating discrimination and encouraging diversity amongst our workforce.

We celebrate diversity amongst our students, staff and visitors and recognise the contribution which individuals with a wide range of backgrounds and experiences can make to the life of St Rose's.

St Rose's recognises that some individuals and groups experience discrimination and disadvantage in their access to education and care, training and employment and is committed to policies and practices which promote equality and redress disadvantage within the current legislative framework.

St Rose's believes that no individual or group should receive less favourable treatment because of their disability, gender, transgender status, race, age, colour, ethnic origin, culture, nationality, national origin, religious beliefs or no belief, marital status, responsibility for dependants, employment status, sexual orientation, criminal record, trade union affiliation or social and economic status.

St Rose's will ensure that all teaching in lessons will be politically impartial. We will prohibit the promotion of partisan political views and will take steps to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of students.

The organisation will monitor the effectiveness of this policy by analysing relevant information, evaluating it and carrying out the appropriate actions.

Our commitment to equality of opportunity and the elimination of discrimination extends to all applicants, students, staff, governors, trustees, contractors, volunteers and visitors.

### **Dignity and Respect**

This policy ensures there is a culture within the organisation in which everyone is treated with dignity and respect. Where all staff, students and stakeholders know it is unacceptable to condone harassment, bullying or disrespectful behaviours and where

individuals have the confidence and support to challenge undesired behaviours without fear of ridicule or reprisals. This policy will empower and enable staff and students to develop their knowledge, skills, experience and personal attributes to make a meaningful contribution within the organisation and pursue successful careers.

St Rose's recognises its legal obligations under the:

- Rehabilitation of Offenders Act 1974 (Exceptions Amendment Order 1986)
- Children Act 1989
- Employment Rights Act 1996
- Human Rights Act 1998
- Special Educational Needs and Disability Act (SENDA) 2001
- Employment Act 2002
- Health and Social Care Act 2008 (Amendments 2014)
- Equality Act 2010

St Rose's recognises its general duty under the Equality Act 2010 to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between persons who share a protected characteristic and persons who do not share it.

The protected characteristics are age, disability, religion or belief, pregnancy and maternity, gender reassignment, sex, race, sexual orientation, marriage and civil partnership.

The Commission for Equality and Human Rights helps to ensure that the laws are effective.

### **Expected behaviours**

Everyone is entitled to be treated with respect and in return, to respect others. We expect everyone to:

- Challenge inappropriate behaviour and/ or report incidents. St Rose's has a duty of care to all employees and students and will investigate all complaints and take action where appropriate to do so.
- Behave in a way that is not offensive to others and to acknowledge that views and opinions held by others, and decisions made by managers, coordinators and those with responsibility for others, may not always coincide with their own.
- Be aware of their personal obligations in eliminating all forms of discriminatory behaviour.
- Ensure that all visitors and external stakeholders are made aware of our values, commitment and expectations.
- Celebrate and value the contributions from all staff and students
- Treat others with consideration and courtesy. Do not disadvantage, belittle or exclude people for that which appears to make them different, regardless of what that might be.

- Recognise and value people's different backgrounds, knowledge, skills and experiences, and encourage and use these differences to create a productive and effective educational community and workforce.

How we will monitor and measure this:

- Review of Incident Reports
- Student and staff reports of any bullying or harassment
- Staff survey feedback
- Student survey feedback
- Parent Survey feedback
- Attendance and feedback at staff training sessions

### **Care and Therapy**

St Rose's therapy and care services conform to the Equality and Diversity Policy and will be provided equitably to all students according to their individual needs and within the context of the funding agreement.

Where a treatment or service cannot be provided for any reason, e.g., because it falls outside of the funding agreement, or would infringe the rights of other students, this will be clearly explained and alternatives explored with the student and/or parents/ guardians.

The provision of therapy and care services will be monitored and reviewed to ensure that it complies with the Equality and Diversity Policy and relevant legislation.

Off-site curricular activities, such as transport training, residential periods or field trips will be provided equitably to all students unless reasonable adjustment cannot be made, for example where health and safety considerations cannot be overcome.

St Rose's will provide equal access to appropriate social, cultural, creative, sports and leisure experiences for all students and wherever possible will seek integration with students' peers and the wider community.

### **Employment practices**

St Rose's aims to promote equality and diversity as an employer and to ensure that no job applicant or employee receives less favourable treatment or is disadvantaged by conditions or requirements that cannot be shown to be justifiable in the context of this policy. Selection, recruitment, training, promotion and employment practices will be subject to regular review to ensure that they comply with the Equality and Diversity Policy. All training opportunities will be published widely to all appropriate employees and in such a way so as not to exclude particular groups.

The organisation is recognised by the DfE as an institution with a religious character, may, however, appoint a Principal, senior leaders or members of staff employed to teach Religious Education, or serve in the Chaplaincy, who are active members of the Catholic church. (See Safer Recruitment Policy)

### **St Rose's as a service provider**

In developing its services, St Rose's will seek to ensure access for learners, customers and others. St Rose's will attempt to ensure that none of its policies discriminate directly or indirectly against any individual or group.

### **Data collection**

St Rose's complies with the requirements of the Data Protection Act. Any data, either qualitative and/or quantitative, required to monitor the requirements of the impact of the Equalities Act 2010 will be collected where it is reasonable, proportionate and practical to do so.

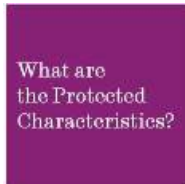
**This Policy Statement is considered part of the Terms and Conditions of Employment for all staff at St Rose's**

**Chair of Governors** ..... **Date:** .....

**Principal** ..... **Date:** .....

## Appendix A

### Protected Characteristics



The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are now called ‘protected characteristics’. The Act extends some protections to characteristics that were not previously covered, and strengthens aspects of equality law.

#### Age

The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it (for example if you can demonstrate that it is a proportionate means of meeting a legitimate aim). Age is the only protected characteristic that allows employers to justify direct discrimination.

#### Disability

The Act has made it easier for a person to show that they are disabled and protected from disability discrimination. Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

As before, the Act puts a duty on the employer to make reasonable adjustments for staff to help them overcome disadvantage resulting from an impairment (for example, by providing assistive technologies to help visually impaired staff use computers effectively).

**The Act includes a new protection from discrimination arising from disability.** This states that it is discrimination to treat a disabled person unfavourably because of something connected with their disability (for example, a tendency to make spelling mistakes arising from dyslexia). This type of discrimination is unlawful where the employer or other person acting for the employer knows, or could reasonably be expected to know, that the person has a disability. This type of discrimination is only justifiable if an employer can show that it is a proportionate means of achieving a legitimate aim.

**Additionally, indirect discrimination now covers disabled people.** This means that a job applicant or employee could claim that a rule or requirement you have in place disadvantages people with the same disability. Unless you could justify this, it would be unlawful. The Act also includes a new provision which makes it unlawful, except in certain circumstances, for employers to ask about a candidate’s health before offering them work.

## **Gender reassignment**

The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. **The Act no longer requires a person to be under medical supervision to be protected** – so a woman who decides to live as a man but does not undergo any medical procedures would be covered.

It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured

This is being taken into account as part of the review of Sickness Absence, and will be integrated within the updated policy.

## **Marriage and civil partnership**

The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected.

## **Pregnancy and maternity**

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination. You must not consider an employee's period of absence due to pregnancy-related illness when deciding about her employment.

**Breastfeeding is now explicitly protected**, and needs to be brought to the attention of the providers of e.g. our catering services, or any on-campus retail outlets.

## **Race**

For the purposes of the Act 'race' includes colour, nationality and ethnic or national origins.

## **Religion or belief**

In the Equality Act, religion includes any religion. It also includes no religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or no belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

This characteristic includes having a religion or belief and not having one. It does not include political beliefs, scientific beliefs, or supporting football teams. However, there has been a tribunal case where a belief in man-made climate change met the threshold of the belief being 'cogent, serious and worthy of respect in a democratic society.' We must be mindful of this



threshold when determining if a person's belief falls under the protection of the Equality Act. It is important to note that minority religions are treated with the same consideration and respect as more prominent religions.

### **Sex**

Both men and women are protected under the Act.

### **Sexual orientation**

The Act protects bisexual, gay, heterosexual and lesbian people.

## Appendix B Equality and Diversity Action Plan 2022 – 2026

Targets	Strategies	Outcome	Timeframe	Planned Impact
Attendance	Regular recording of attendance and comparison with ethnicity and information shared with governors.  Attendance concerns discussed at Safeguarding reflection meetings.	This data can be scrutinised at EHC Committee meetings and FGB meetings. Aware that this data is not statistically significant because of the small cohort but will identify individuals.  Safeguarding team are aware of students whose attendance is concerning and can plan actions to improve attendance and ensure the situation is kept under review.	Jan 2023  2022 onwards	Leadership will be able to see any trends in the data.  Safeguarding team share this information with any leaders not in safeguarding team at Leadership meetings.
Attainment	Regular recording of attainment and comparison with ethnicity and information shared with governors.	This data can be scrutinised at EHC Committee meetings and FGB meetings. Aware that this data is not statistically significant because of the small cohort but will identify individuals.	Jan 2023	Leadership will be able to see any trends in the data.  Any concerns re individual students can be addressed.
Staff training in Equality and Diversity	Training, Staff meetings, completion of Equality and diversity unit for all staff In service and briefing	All staff promote equality and diversity and have good understanding.  New staff complete Equality and Diversity unit-added to induction	2022 onwards  During induction period	Staff are trained and increase their understanding of the importance of equality and diversity. Fairer outcomes for student experience

	Equality and Diversity Policy	All staff read policy annually and sign	Annual	Staff understanding is regularly updated
	E-learning on Equality and Diversity	Staff complete training	3 yearly	As above  Whole school/college community show respect and understanding for others
Stakeholders experience	<p>Student, staff, parent surveys</p> <p>Incident reports</p> <p>Staff survey includes 4 questions related to equality and diversity – St R's and St M's has a respectful culture in which students are well cared for St R's and St M's teach students to have an interest in and respect for different people's faiths, feelings and values They develop students' understanding of the British values They promote equal opportunities</p>	<p>100% of replies indicate no bullying</p> <p>Stakeholders do not experience incidents as a result of a protected characteristic. Monitor these</p> <p>100% of replies are positive for these questions</p>	<p>Annually</p> <p>Termly</p> <p>Annually 2022</p>	<p>Stakeholders do not experience bullying at St Rose's</p> <p>Stakeholders (staff) have a positive view of equality and diversity at St R's and St M's 100%</p> <p>100%</p> <p>100%</p> <p>100%</p>

Students to experience different cultures and protected characteristics  (Race and religion)	Celebrate festivals Students will learn about other faiths and cultures International week Sensory stories from other cultures International week Images and resources used to reflect a wide range of individuals with protected characteristics Picture news is used as a resource  Book audit	Students experience a wide breadth of people similar and different to them and situations that they are familiar and unfamiliar with.  Students experience images and resources reflecting a wide range of individuals with protected characteristics.  Ensure different protected characteristics are supported with resources and positive role models	Annually   Continually  May 2023	Students have greater understanding and lessons give them an opportunity to understand about other cultures, races etc. Opportunities to address and celebrate cultural diversity. There are a range of books which reflect equality and diversity. Staff have access to a wide range of resources online. See above
Prejudice	Educate students in relation to their understanding of prejudice and inequality in all its forms. PSHE, RSE and RE deepen students understanding.	Monitor E and D content in PSD, RE, English Music curriculum	2022-2023	Curriculums and learning give students opportunities to widen their outlook and understanding of British values
Residential	Residential students have opportunities to celebrate diversity	Students have broad range of activities and experiences during their residential time	Continually	Additional opportunities for students to celebrate equality and diversity
NAS accreditation	Continued staff training	Update NAS Autism accreditation Meet needs of all students	Review 2024 Yearly visit and access to support when needed	NAS accreditation updated January 2021 Higher level of understanding across all teams

Parents feel students' needs are met	Add to Parent Surveys a specific question about a culture of equality and diversity i.e. 'school/college has a positive respectful culture in which my child is well cared for'	100% Parents respond positively to this question	January annually St Martin's 2023 March annually St Rose's	Evidence of better overall outcomes for students' lives
All staff continue to promote equality and diversity  Staff recognize equality and diversity in St Rose's and St Martin's  All stakeholders are aware of our values	Training, Staff Meetings, Assemblies, visits, completed E and D unit – all staff  British Values display is evident  Use curriculum to teach students about British Values.  St Rose's values are on display	Students experience equality and diversity through curriculum and extracurricular events and activities Staff and students are reminded of the importance of Democracy, The rule of law, Individual liberty, Mutual respect, Tolerance of those of different faiths and beliefs  Staff, students, parents and other stakeholders are reminded of their importance to our community. The values of St Rose's show our commitment to equality and diversity and are more effectively disseminated to staff and students.	Sep 2022 onwards  Three yearly PSD cycle (school) and informally through school and college day  Emphasis on a value each term in a 3 year cycle	Students benefit from more informed staff  Better experience and understanding for learners  Staff, students, parents and other stakeholders are aware of our values Whole school and college community show respect and understanding to others.

Disability awareness	Curriculum across school and college is as wide as possible and is monitored.	Students have opportunities to experience learning that all students should be able to have.	2022 onwards, annually	Actively removing barriers and allowing students to participate in societal norms
Independence	Students are encouraged and enabled through the curriculum to participate in as many learning experiences and activities as possible.	Opportunities to participate in learning experiences as independently as possible.		Students are given opportunities to be as independent as possible which boosts their self esteem and supports mental wellbeing.
Student Voice	<p>Staff and students from St Rose's/St Martin's share expertise on disabilities with internal and external stakeholders and the wider community.</p> <p>St Rose's Award to be continued.</p> <p>Links with community groups to be continued.</p>	<p>Staff to have opportunities to better understand disability through student voice. Training from Assistant Vice Principals and teachers to support staff to understand student voice including the voice of our more complex students</p> <p>Shops and businesses in Stroud to be assessed by students for access and being disability friendly.</p> <p>Our students and others with physical disabilities can access art and the outdoors including Forest school activities.</p>	Ongoing	<p>Staff have a better understanding of how their work effects the students and how they can better interact and support them.</p> <p>Shops and businesses recognize St Rose's/St Martin's Award as valuable to achieve. Students and St Rose's/St Martin's consulted by community groups.</p>

	<p>Opportunities for students to share their thoughts about equality and diversity in respect of their own experiences as disabled young people</p> <p>Students participate in EHCP reviews and share their voice through verbal comments and/or power points.</p> <p>Students are celebrated through assemblies/student briefing meetings</p>	<p>Students' share their individual views.</p> <p>Individuals and their gifts and abilities are celebrated.</p> <p>Awards Evening and St Rose's Star moments from school and home.</p>		<p>Students are given a voice and this gives them self esteem and self worth.</p>
SMSC Grid (Spiritual, moral, social and cultural) to be used to support recording of equality and diversity opportunities	All students use SMSC to record all aspects of learning, staff training	Staff record SMSC, each student has an individual grid of their learning and opportunities	Ongoing	<p>St Martin's and St Rose's continue to use this grid to record activities and demonstrate the impact of activities.</p> <p>Creates experiences and opportunities for the learners and gives students choice and independence.</p>
Curriculum	<p>St Rose's and St Martin's PSD curriculum is audited.</p> <p>Picture news is used as a resource</p>	<p>PSD curriculum includes protected characteristics</p> <p>All students access the curriculum at an appropriate level</p> <p>Additional resources which cover equality and diversity</p>	Monitored annually	Ensuring curriculum is fit for purpose

St Rose's runs activities for internal and external students with disabilities	Of Course We Can activity breaks with partners 'Active Impact'	Access to activities for internal and external stakeholders	Throughout the year	Greater social experiences for students.
Discuss as a Leadership team how St Rose's/St Martin's values as a Catholic school and college can show our commitment to equality and diversity and how they can be disseminated throughout St Rose's/St Martin's (Staff and students)	LMT meetings, staff meetings, School and College Council, lessons, assemblies, briefings  Principal meets with Gloucestershire commissioners.	Values and ethos at St Rose's and St Martin's are exceptional.  They commission the use of our facilities for Short Breaks for young people with disabilities who are not from St Rose's.	Termly 2023	Leadership have equality and diversity high on the agenda
LMT regularly monitor data and other evidence related to staff and students and our Key Performance Indicators and report on these systematically.	Student data interrogation, Staff data interrogation, Parent data monitored through our Quality Assurance process	LMT are aware of the data and statistics which show areas where we can improve equality and diversity. Continue to develop the Quality Assurance process to ensure equality and diversity is embedded throughout St Rose's and St Martin's.	Termly 2023	Leadership have equality and diversity high on the agenda