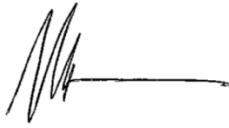




**OUR LADY OF GRACE CATHOLIC ACADEMY TRUST**

**EQUALITIES POLICY**

<b>Presented and Approved by FAR Committee</b>	<b>20th March 2025</b>
<b>Presented and Approved by OLOG Board of Trustees</b>	<b>3rd April 2025</b>
<b>Signature of Chair of Board of Trustees:</b>	
<b>Name of Chair of Board</b>	<b>Mick Coleman</b>
<b>Date</b>	<b>13.03.2025</b>
<b>Version</b>	<b>7</b>
<b>Next review date</b>	<b>March 2027</b>

## 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

***“Achieving excellence for all through faith, collaboration and opportunity”***

The Our Lady of Grace Catholic Academy Trust has formed a partnership that respects, values and supports each school through shared values, principles and operational processes. By working together instead of in isolation we can accelerate school improvement through our unique Catholic character. Our ambition is to remove the barriers that limit aspiration, give opportunities and ensure that all our children succeed.

Our Mission is for all pupils to grow in God’s love and have the opportunity to develop their full potential within excellent Catholic schools, where collaboration and aspiration are promoted. We welcome children of all and no faith. We encourage cultural diversity, celebrate the special qualities of each of our schools and recognise that growth is essential for sustainability. Our decision making is driven fully by what is best for children.

## 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.

## General Duties

The three aims of the Public Sector Equality Duty are:

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

\* From October 26, 2024, employers are now legally required to take "reasonable steps" to prevent sexual harassment in the workplace. This includes creating a safe working environment and taking proactive measures to prevent harassment.

## Specific Duties

### Information to be published

- Please refer to St Antony's Catholic Primary School Equalities report
- Please refer to St Francis' Catholic Primary School Equalities report
- Please refer to St Edward's Catholic Primary School Equalities report
- Please refer to St Helen's Catholic Primary School Equalities report
- Please refer to St Joachim's Catholic Primary School Equalities report
- Please refer to St Winefride's Catholic Primary School Equalities report
- Please refer to St Michael's 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 favorably than other persons.

Note Preservation of EU Equality Rights: Starting January 1, 2024, the Equality Act 2010 has been amended to codify several important EU equality rights into UK domestic law. This ensures that workers can rely directly on domestic law for protections related to pregnancy, maternity, breastfeeding, indirect discrimination, and more.

## 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 Body (LGC)**

All parents are encouraged to stand for election to the Local Governing Committees 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 by the EMA Leader and reported to LGBs 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.

In all subjects when possible we will provide positive images of disability.

### **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 LGBs, 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.

### **Equalities reports**

Equalities information and analysis reports from all schools are available on their websites from Autumn 2021. The policy and reports are now aligned from December 2019 to ensure up to date information is available.

### **Links with other OLOG policies or schools' policies**

Admissions Policy

Complaints Policy

Exclusion Policy

Modern Slavery Statement  
Sexual Harassment Policy

Staff HR Policies

Whistle Blowing

**Links with school policies:**

Staff Handbook  
SEND Offer  
Anti-bullying Policy  
Behaviour Policy  
Inclusion Policy  
Home Visits  
Vulnerable Children  
Ethnic Minority Achievement

Lettings Policy  
SEND report  
Teaching and Learning  
CPD  
Accessibility Plan  
Mid Phase Admissions  
Safeguarding, Early Help & Child Protection Policy  
School Curriculum Statement

Equal Opportunities Statement  
PSHCE Policy  
Assessment  
Sex & Relationship Policy  
Religious Education  
Inclusion