

Equality Information and Objectives

Version 1.4

Mission Statement:

Our Catholic Community offers a learning environment for us to develop our God given talents and to recognize Christ amongst us. We respect the dignity of God's creation and, inspired by Gospel values, seek to serve one another.

Document Owner:	Deputy Headteacher Pastoral
Committee:	Student Wellbeing & Development
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1. Introduction

The Policy is central to the growth of our Christian community, providing a caring and supportive environment for learning. St Anselm's is committed to promoting understanding of the principles and practices of equality and justice. The College aims to equip pupils with an awareness of the diverse society within which they live, and to appreciate the value of difference.

Every member of the College is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

St. Anselm's environment influences the developing attitudes of the pupils within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

Aims

St. Anselm's College aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require Colleges to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and Colleges](#).
- Sex Discrimination Act 1975 applies equally to both sexes and makes it unlawful to discriminate against a person on the grounds of his or her gender.
- Race Discrimination Act 1976 defines racial discrimination as discrimination on the grounds of colour, race, nationality or ethnic origins.
- Disability Discrimination 1995 states disabled people have a right not to be discriminated against in employment or access to goods or services.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the College, including to staff, pupils and parents, and that they are reviewed and updated at least every year
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Ensure that all College staff have regard to this document and work to achieve the objectives as set out in section 8
- Monitor success in achieving the objectives and report back to governors

4. Eliminating discrimination

The College is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the College aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of College societies)
- In fulfilling this aspect of the duty, the College will:
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

6. Fostering good relations

The College aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising College trips and activities based around the local community
- Encouraging and implementing initiatives to deal with any tensions between different groups of pupils within the College. For example, our College council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to

participate in the College's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The College ensures it has due regard to equality considerations whenever significant decisions are made.

The College always considers the impact of significant decisions on particular groups. For example, when a College trip or activity is being planned, the College considers whether the trip is accessible to pupils with disabilities

8. Equality objectives

Objective 1: To tackle prejudice and promote understanding in relation to people with disabilities

Objective 2: To ensure that all pupils are given similar opportunities with regards to after-College clubs and activities

Objective 3: Ensure that the curriculum promotes British values and reflects inclusion and diversity to prepare students for life in modern Britain.

Objective 4: Observe good equalities practice, including staff recruitment, retention and development.

Objective 5: To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.

Implementation:

- the curriculum will cater for pupils of all abilities, which fully challenges the most able and encourages those of average ability, and with special needs, to maximise their potential.
- through teaching and learning we are committed to promoting tolerance and empathy and to combating racial injustice and gender stereotyping.
- all staff, both teaching and non-teaching, must be aware of the role they play in creating an atmosphere which encourages students from different cultures, religions and backgrounds to work together and contribute to the curriculum.
- all students will have equal access to all courses.
- all staff are responsible for promoting, monitoring and maintaining the implementation of the policy within both the curriculum and the pastoral system.
- a safe supportive environment shall be created throughout the school, which positively encourages pupils and staff to disclose any incidents of racist, sexist behaviour or harassment. These incidents should be recorded and the Behaviour Management Policy should be implemented.

Resources:

- The College requires the need to provide resources, which accurately reflect our multi-cultural society.

- Faculties must ensure that all students have equal access to the school's resources to eradicate unfairness.
- The College is committed to providing equality of opportunity and provision for all students regardless of gender and has done so in sixth form collaborative classes.
- Subject Leaders are responsible for ensuring that sufficient resources are available for all students.