

All Saints Catholic High School

Equality Statement and Equality Objectives



Mission Statement

We are a Catholic community whose mission is to fully prepare our students for the wider world and to send them into it equipped for life and for the service of others. We come together from diverse backgrounds, united by Christ, by the highest aspirations and by a thirst for excellence to instil in our students a respect for themselves, for others and for their environment. We take our inspiration from Jesus' commandment to "love one another".

Approved by the Local Academy Committee: 26 March 2025



ST CLARE
Catholic Multi Academy Trust

Aims

Our school 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

Our school aims to promote respect for difference and diversity in accordance with our values, Respect, Understanding, Affection and Humour.

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 schools 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 schools](#).

This document also complies with our funding agreement and articles of association.

The Equality Act's provisions cover all aspects of school life such as the treatment of pupils and prospective pupils, parents and carers, employees, and local community. It covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Since 6 April 2011 all public bodies including local authorities, schools, colleges and other state-funded educational settings including academies have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years' time.

Roles and responsibilities

The Local Academy Committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.

- Delegate responsibility for monitoring the achievement of the objectives on a regular basis to the Headteacher .
- Ensure they are familiar with all relevant legislation and the contents of this document.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Appoint an Assistant Headteacher to have equality as a key element of their role.
- Report to the equality link governor annually to raise any issues.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Eliminating discrimination

The school 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. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

Our behaviour policy has an interventionist approach to incidences of prejudiced and discriminatory comments made towards others in order to educate individuals to ensure that students are educated on discriminatory comments and their impact. Multiple incidences of discriminatory comments are followed up with further intervention and further sanctions as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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 LGBTQ+ students)
- Taking steps to meet the particular needs of students and staff who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging students and staff who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of Extra-Curricular clubs)

In fulfilling this aspect of the duty, the school 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect pupils.

Fostering good relations

The school 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 RE, citizenship and personal, social, health and economic (PSHE) education, 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 and leading events which highlight relevant causes/issues. Student Leaders 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 school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with issues between different groups of pupils within the school. For example, our School council and prefect teams have representatives from different year groups and are formed of pupils from a range of backgrounds.
- All pupils are encouraged to participate in the school's extra-curricular activities.
- We work with parents and carers 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.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school will keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Procurement and contractors

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement. Contractors to the site are provided with a copy of the Equality Statement when commencing work on site.

Visitors to the School

We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement. Signage is visible at Visitor reception which depicts the school values and instructs visitors to abide by them.

Monitoring arrangements

This document will be reviewed and approved by the Local Academy Committee at least every 4 years.

Links with other policies

This document links to the following policies:

- Accessibility Plan
- Behaviour and Relationships Policy
- Safeguarding Policy
- SEND Policy

Equality objectives

The equality objectives we have set reflect three areas of our School Improvement Plan

Curriculum: A challenging, engaging and representative curriculum that fosters high aspirations.		
Objective	Implementation	Intended Impact
Objective 1: The All Saints Standard is embedded across all subjects and all key stages so all students, particularly students with additional needs, receive a high quality classroom experience which leads to improved student outcomes and value added. Why have we set this objective? To advance equality of opportunity under the Public Sector Equality Duty. To fulfil our aim, we must ensure that all learners, but especially our most vulnerable, can access a suitably ambitious curriculum. Research and outcomes data informs us that the gaps in progress are widest and growing nationally with disadvantaged and SEND students. Those who have the greatest need deserve the best practitioners and resources we have to offer.	What: Prioritising pupils with SEND or who are disadvantaged in all strategic planning, curriculum conversations, data reviews and QA. Ensuring quality first classroom teaching including the use of adaptive teaching strategies. Who: SLT and SENDCo lead strategic planning. Subject Leaders lead on curriculum planning, All classroom based staff. When: Termly SENDCo/SLT meeting with SIP. CPD for all classroom based staff each half term. Regular Quality Assurance identifies areas of best practice and areas for development.	Gaps are closing at all Key Stages for pupils with SEND or who are disadvantaged. Evidenced by: Internal and external data alongside wider QA.
People and Learning Environment: Recruiting, developing and retaining a quality, highly skilled workforce who value learning and create a safe and secure environment that stimulates creativity and discovery.		
Objective	Implementation	Intended Impact
Objective 2: To increase the representation of teachers and support staff from ethnic minority backgrounds over a four year period Why have we set this objective? To advance equality of opportunity under the Public Sector Equality Duty. The student population of the school is approximately 50% from ethnic minority backgrounds; the staffing does not give enough appropriate role models for students to see and work with. January 2023 - 4.2% across all roles (3.8% teaching) January 2025 – 5.9% across all roles (6% teaching)	What: Ensure Equality Statement is on all advertisements. Guarantee all applicants from diverse backgrounds are given an interview if they meet minimum standards for the role. Who: All Line Managers involved in recruitment, prompted by Deputy Headteacher – responsible for recruitment and Headteacher's PA When: At each recruitment opportunity	Students see themselves represented in the school's workforce, which inspires them. Students see roles in employment available to them in the future. Evidenced by: Workforce census information; Recruitment statistics

Community: Every member of the All Saints' community feeling valued, respected, represented and loved. Together we engage positively with each other and our wider community, including our hardest to reach.

Objective	Implementation	Intended Impact
Objective 3: Parental Engagement Parents from all backgrounds feel included in the school community, positively engage with the school and as a result feel empowered to support their children. Successful communication is maintained across all areas of school Why have we set this objective? Recognition of a need to develop the home-school relationship with all parents including the hardest to reach and empower parents to support their children and the school. Parent voice conducted by governors indicates that communication between school and parents is a priority	What: Develop a parental engagement action plan Creation of parental focus group including parent governors. Increase positive communication with parents. Create a strategy to develop outward facing communication and celebration of success. Who: Senior Leaders, Inclusion team When: Continuous review of action plan throughout the year. Twice yearly meetings with parent focus group. Regular Leadership review as part of School Improvement Priority schedule.	A collaborative environment is fostered which benefits student progress and wellbeing. Evidenced by: Parental voice
Objective	Implementation	Intended Impact
Objective 4: New approach to use of Damascus and Internal Exclusion to best support vulnerable students to access support, regulate and return to learning. Why have we set this objective? To advance equality of opportunity under the Public Sector Equality Duty. Approximately 31% of students in Years 7-11 are from low income families and so qualify for the pupil premium. Students from disadvantaged backgrounds are more likely to be removed from learning due to dysregulated behaviour.	What: Clear processes for students entering Damascus in place. Use of strategies to help students regulate whilst in Damascus. Appropriate learning for IEA students is in place using Padlet Inclusion Team meetings are used to analyse data on Damascus usage to inform next steps Regular updates to subject leaders with Damascus data is being used to inform groupings, timetabling, contact with parents and reports. Development of mentoring project with key individuals and sixth form. Bespoke package of interventions for students who are regularly attending Damascus.	Reduced number of students being removed from lessons Experience of students experiencing Damascus and Internal Exclusion provision is productive Reduced number of same day repeated behavioural incidents Evidenced by: Analysis of behaviour data Cycle data analysis

	Who: Inclusion team When: Fortnightly and half termly meetings. Regular communication between Damascus Lead and Subject Leaders and Year Leaders.	
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