



Holy Cross Catholic MAC

Equalities Policy Statement and Objectives 2023 - 2026

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Document control - Version History

Version	Status	Date	Author	Department	Summary of Changes
1.0	Draft Policy	26.04.2023	JP	Central Team	Approved by CLW Cttee
2.0	Equality Objectives	2.10.2024	JP	Central Team	Equalities Objectives reviewed and revised. New objectives and action plan 2024/25 agreed by Catholic Life and Welfare Committee.
2.1	Equalities Policy Statement	20.1.2025	JP	Central Team	Policy Statement updated to include new equalities objectives. Replace on website and re-distribute to schools.

HOLY CROSS CATHOLIC MULTI ACADEMY COMPANY EQUALITY STATEMENT & OBJECTIVES

1. EQUALITY STATEMENT

- 1.1. At Holy Cross Catholic Multi Academy Company (HCC MAC) we pride ourselves on the diversity of people who make up our School community; and we value the varied contribution that everyone can make to our learning.
- 1.2. We believe that all children, regardless of race, sex, class, gender, religion, sexual orientation or disability should have high aims and that it is the task of Holy Cross Schools to help them all achieve their potential. To this end, we shall ensure that all areas of the curriculum are suitably resourced in ways that reflect the range of cultures and that encourage children to respect each other's languages and background.
- 1.3. We will confront and discuss racist and sexist language or conduct; and through the positive enforcement of our behaviour policies we will do our best to ensure that all individuals in our schools, including visitors, feel safe and are treated with consideration when they are amongst us.

2. HOLY CROSS CATHOLIC MAC - MISSION STATEMENT

Our Mission

Our school communities are united as the family of God to provide an outstanding Catholic education for all our pupils. With Christ at the centre of all we do, we will inspire every child to be the best person they can be by developing their God given gifts and talents.

In light of this, **our aims** are:

High aspirations for all

Outstanding education - creating an ethos of collective responsibility, through which the MAC will promote achievement and improve pupil performance

Living out Gospel values instilling a Catholic ethos in all our schools, with reconciliation and peace at the heart of all we do

Young people – developing our young people to be resilient and to make positive contributions to their parishes and our diverse and ever-changing communities

Community - strengthening and nurturing the Catholic life of our schools

Realising talent - developing pupils, staff and all other members of our academy for the benefit of the Holy Cross community and society generally

Optimising resources - realising best value by sharing assets, gaining economies of scale and making the most of what we have

Service to God - serving others in our school and local communities and in national and international communities in need.

Standards - maintaining the highest quality of Catholic education by ensuring accountability at all levels

The Holy Cross Catholic MAC oversees the delivery of these aims whilst respecting and celebrating the individual character and ethos of each individual school and its community

3. HOLY CROSS CATHOLIC MAC AND THE EQUALITY ACT 2010

3.1 The Equality Act outlines three aims of the general duty to have due regard for equality, across all organisations:

- Eliminate discrimination, harassment, victimisation 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 protected characteristics – between people who share a protected characteristic and people who do not share it.

3.2 Specifically, due regard is to be given within organisational life in order to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation when it is proportionately low.

3.3. We have a strong commitment to fairness and equality in everything we do.

- We endeavour to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that schools are a safe and secure environment for everyone
- We recognise that people have different needs and we understand that treating people equally does not always involve treating people exactly the same
- We recognise that for some pupil's extra support is needed to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and carers.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity; colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status;

being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

- 3.4 We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.
- 3.5 We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.
- 3.6 Meeting our duties to promote community cohesion, and the spiritual, moral, social, and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.
- 3.7 We welcome the emphasis in the OFSTED inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:
- Pupils from certain ethnic and cultural backgrounds
 - Pupils who are supported by the pupil premium
 - Pupils who are disabled
 - Pupils who have special educational needs

4. THE PUBLIC SECTOR EQUALITY DUTY

- 4.1 The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:
- Eliminate discrimination, harassment, victimisation 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 protected characteristics
- 4.2 The information below is a summary of how we have due regard to the need to eliminate discrimination, harassment and victimisation.
- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
 - Local Governing Bodies (LGBs) and Directors, have been briefed on their legal responsibilities under the Equality Act 2010 and have also been involved in supporting the schools to meet their public-sector equality duty.

- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have Behaviour Policies that outline our expectations of both pupils and staff in their interactions with each other, including our approach to tackling bullying, prejudice and discrimination.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We provide training to all staff in relation to dealing with bullying and incidents of harassment.
- We have Special Educational Needs policies which outline the provision that schools make for pupils with special educational needs.
- Our complaints policy sets out the procedures through which we deal with any complaints
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our pupils.
- We have procedures for addressing staff discipline, conduct and grievances.

5. GUIDING PRINCIPLES

In fulfilling our statutory duties we are guided by seven principles:

Principle 1: All members of the MAC and wider community are of equal value.

We see all members of the MAC and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or socio- economic circumstances
- whatever their gender and sexual identity
- whatever their religious or non-religious affiliation or background
- whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men, lesbian, gay, bisexual and transgender people are recognised;
- religion belief or faith background;
- sexual identity; and • age (where appropriate).

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, or national origin, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual and homophobic harassment; and
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, or national origin;
- whichever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity; and
- whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- lesbian, gay, bisexual and transgender; and
- age (where appropriate).

Principle 6: We consult

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;
- lesbian, gay, bisexual and transgender people; and
- people of different ages and generations.

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys,
- lesbian, gay, bisexual and transgender people; and • people of different ages and between generations.

6. RELEVANT POLICIES

General Policies	HR Policies
Child Protection and Safeguarding (MAC/School) SEN (School) Complaints (MAC) Behaviour (School) Accessibility (MAC) Attendance (School)	Allegation of Abuse Against Staff (MAC) Capability (MAC) Grievance (MAC) Whistleblowing (MAC) Pay Policy (MAC)

7. OUR EQUALITY OBJECTIVES

7.1 The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information and focus on those areas where we have agreed to act to improve equality and tackle disadvantages.

7.2 We will regularly review the progress we are making to meet our equality objectives.

No.	Equality Objectives	Actions
1.	Removing or minimising disadvantage	
	1.1 Ensure regular analysis of any negative behaviour incidents to identify any patterns related to protected characteristics, e.g. racism, and ensure any necessary action is taken to mitigate this, e.g. further education, involvement of parents/ carers etc	<ul style="list-style-type: none"> • Analyse relevant CPOMs data termly and report trends and required actions to CLW Committee.
	1.2 Train all members of staff, governors and Directors involved in recruitment and selection on equal opportunities and non-discrimination	<ul style="list-style-type: none"> • Source appropriate high quality training. • Train staff, governors and directors involved in recruitment and selection training. • Ensure training evaluation data is monitored.
	1.3 Increase opportunities for flexible working, including flexible working in adverts and encouraging staff and managers to consider options for flexible working for the diverse range of roles we have across our organisation.	<ul style="list-style-type: none"> • Monitor different working patterns across the MAC to establish baseline. • Ensure employment adverts capture available flexibilities. • Staff Liaison Group to consider working flexibilities. • Staff satisfaction survey
2.	Take steps to meet different needs	
	2.1 Actively close gaps in attainment and achievement between pupils for all groups of pupils; especially pupils eligible for pupil premium, pupils with special educational needs and disabilities, looked after children and pupils from minority ethnic groups.	<ul style="list-style-type: none"> • Critically analyse external examination results in relation to <i>all</i> pupil groups. • Analyse relevant in-year data on a termly basis and report trends to LGBs and Quality Committee. • Identify evidence-based action to address any underperformance or underachievement.
	2.2 Continue to improve accessibility across schools for pupils with disabilities, including access to specialist teaching areas.	<ul style="list-style-type: none"> • Review school Accessibility Plans to ensure that they meet the needs of current pupils and staff. • MAC Capital Strategy addresses accessibility priorities for existing staff and pupils.
	2.3 Promote gender equality by challenging the use of gender stereotypes and sexist language.	<ul style="list-style-type: none"> • Review curriculum and textbooks. • Career education guidance and destination data analysed by groups. • Staff training on use of gender sensitive language and imagery – monitored through peer reviews. • Schools to monitor pupil's participation in <i>all</i> sports. • Review attainment and attendance data by gender.

No.	Equality Objectives	Actions
		<ul style="list-style-type: none"> Review participation in extra-curricular activities to ensure gender equality. Staff/pupil surveys to include perceived equalities bias.
3.	Encourage participation when it is disproportionately low.	
	3.1 Monitor engagement and uptake in extra-curricular activities or enrichment provision to ensure these opportunities are accessible to all pupils.	<ul style="list-style-type: none"> Establish system for monitoring uptake of enrichment activities by sub-groups. Report findings to CLW Committee

8. THE CURRICULUM

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

9. TRAINING AND DEVELOPMENT

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven guiding principles

10. ETHOS AND ORGANISATION

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment;
- pupils' and staff personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff and governor recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community;
- participation of groups in wider school activities; and
- preparing all members of the learning community for living and positively contributing to a diverse society.

11. ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

Holy Cross Catholic Multi-Academy Company is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs
- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example

- antisemitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

12. ROLES AND RESPONSIBILITIES

- The MAC Board is responsible for ensuring that the MAC complies with current legislation, and that this policy statement and its related procedures and strategies are implemented.
- The Equality Governor or a specific member of the Local Governing Body for each school in the MAC is responsible for monitoring the implementation of this policy statement.
- The Catholic Senior Executive Leader (CSEL)/ Headteacher is responsible for implementing the policy statement; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- A senior member of staff (insert name of staff member with details of responsibility) has day-to-day responsibility for co-ordinating implementation of the policy statement.
- All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - challenge and deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.
 - ensure that pupils have the opportunity to have their voices heard with regards to equality issues.

13. INFORMATION AND RESOURCES

The content of this policy statement will be shared with all staff and governors and, as appropriate, to all pupils and parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

14. RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

15. BREACHES OF THE POLICY STATEMENT

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy.

16. MONITORING AND REVIEW

Quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate. In particular, achievement data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, gender and age (as appropriate) will be analysed and used to inform objectives.