



## Equality Policy

*July 2021*

### 1. AIMS

- 1.1 To be a Catholic school where all members of the community live according to Gospel values and the principles and teachings of Mary Ward, promoting the virtues of freedom, sincerity, justice, truth and joy, to allow all members of the community to feel secure and able to work and live in an atmosphere of courtesy and respect.
- 1.2 The Governors seek to ensure that the values of Mary Ward are reflected in the planning and delivery of all policies. The principle values covered by this policy are:
  - Sincerity – Mary Ward said “We should be such as we appear and appear such as we are.” This policy aims to encourage the whole community to respect individual differences and show compassion to all.
  - Freedom – This policy aims to enable everyone to enjoy, and benefit from, the Loreto experience which celebrates the diversity of individuals.
- 1.3 To create a caring and stable environment, in which each person is respected as an individual with unique gifts, talents and ambitions, and is given the freedom and confidence to develop these.

### 2. INTRODUCTION

- 2.1 This policy accords with national legislation and the equal opportunity policy of the Diocese of Westminster. It is a general statement of the school’s commitment to Equal Opportunities, but includes specific references to the duties outlined in legislation for racial equality, gender equality and disability equality. It further reminds us of our statutory duty to have due regard to the need to eliminate unlawful discrimination and harassment and to promote equal opportunities between all people.
- 2.2 Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:
  - 2.2.1 **The uniqueness of the individual:**  
We believe that every person is a unique individual, created in God’s image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.
  - 2.2.2 **The search for excellence:**  
We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.
  - 2.2.3 **The education of the whole person:**  
We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions

we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identify and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

#### 2.2.4 **The education of all:**

We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

#### 2.2.5 **Moral principles:**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

#### 2.2.6 Consequently, we strive to ensure that:

- we promote understanding of and respect for others whatever their ability, race, gender, sexual orientation, appearance, age, religion, social background or beliefs;
- we promote greater awareness of the effects of discrimination and the need to challenge it;
- any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and required to support them;
- all staff members receive the appropriate equality and diversity training as part of their CPD;
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- that there is a clearly laid out procedure which records and deals with all incidents of prejudice and discrimination which supports the victims of such discrimination and educates/counsels the perpetrator;
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

2.2.7 Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in "inequality by default". We therefore commit ourselves to taking positive steps to examine our policies and practice and to change them where necessary.

2.2.8 Included in this policy are specific statements on disability, race and gender.

2.2.9 The main statutory provisions covering discrimination are the following:

Rehabilitation of Offenders Act 1974  
Special Educational Needs and Disability Act 2001  
Equality Act 2006  
The Equality Act 2010  
Public Sector Equality Duty 2011

Also relevant are:

- Employment Rights Act 1996
- Equal Pay (Amendment) Regulations 1983
- Human Rights Act 1998
- Employment Relations Act 1999
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

2.2.10 The School's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the Human Rights Act 1998. Central to all policies are our staff, Governors, students and their parents/carers.

## **DISABILITY EQUALITY POLICY**

The Governing Body and Senior Management Team of Loreto College are committed to ensuring an inclusive school and to operating a policy of equal opportunity in line with our Catholic ethos. This statement represents the response of the Governing Body to its duties to promote equality for people with disability.

We have pupils with a wide range of learning disabilities and we make every effort to adjust the curriculum for them. Because some of our school buildings are more than 100 years old, and we are in a conservation area, we do have access problems where people with physical disability are concerned.

### **What constitutes *disability*?**

The Disability Discrimination Act defines a person with disability as someone who has '*a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*' The definitions in part 4 of the Act include:

- physical disability eg limitations to dexterity or mobility;
- sensory impairment (eg visual, hearing);
- mental health difficulties;
- chronic illness (eg asthma, epilepsy, diabetes);
- medical conditions, which may cause pain or other symptoms (eg side effects of treatment, poor attention, poor concentration), Asperger's Syndrome/ Autism Spectrum Disorder, and
- specific learning difficulties (eg dyslexia, dyspraxia).

### **1. GUIDING PRINCIPLES**

- 1.1 The co-operation of governors, staff, parents and pupils for the common good is needed in order to create the environment for which we strive.
- 1.2 Each individual, irrespective of their disability has a valuable contribution to make to our school community.
- 1.3 Through this policy, the Governing Body demonstrates its opposition to any lack of tolerance and discrimination; the school community will work to combat such attitudes by promoting equality of opportunity for all pupils.
- 1.4 All members of the community are expected to treat others with fairness and respect, as is made clear in the Behaviour Policy.
- 1.5 Staff treatment of colleagues and pupils should act as a good example of the very high standards we seek to promote.
- 1.6 Reasonable adjustments will be made to ensure that the access to employment, promotion and development opportunities will be fair regardless of disability of the member of staff.

### **2. ROLES AND RESPONSIBILITIES**

- 2.1 The Governing Body has responsibility for setting and maintaining the principles underlying the school's policy.
- 2.2 The Headteacher and Leadership Team will oversee the framing of a policy that aims to create an environment that supports students and staff with disabilities. A draft will be given to the Governing Body to be considered and approved after any necessary consultation with other stakeholders. The Headteacher and Leadership Team will also organize support for the implementation of the policy. This will involve the regular review and monitoring of the policy.

- 2.3 All members of staff, including teachers, support staff and volunteer helpers, will ensure that they are fully aware of the policy, that the policy is consistently and fairly applied and that pupils are encouraged to be fair and respectful to all. Staff will lead by example in these areas, offering mutual support and maintaining high standards in their own conduct. Form Tutors have a pastoral responsibility to promote tolerance within the form group.
- 2.5 Pupils will behave with courtesy and respect to all and will report any incidents of a lack of tolerance to other students.
- 2.6 Parents and carers take responsibility for their children's education in tolerance outside the school environment. They will be alert for signs of discrimination and contact the school if they have cause for concern.

### 3. **IMPLEMENTATION OF THE POLICY**

#### 3.1 **Key Points:**

- Pupils will be encouraged to report intolerance.
- Any pupil or member of staff reporting intolerance will be listened to carefully.
- Investigation will be made.
- If intolerance is found to have occurred, suitable measures will be taken, as outlined in the Behaviour and Attendance Policy.
- Investigation will be made and records will be kept.
- Every attempt will be made to effect reconciliation where possible.

#### 3.2 **Curriculum and Assessment:**

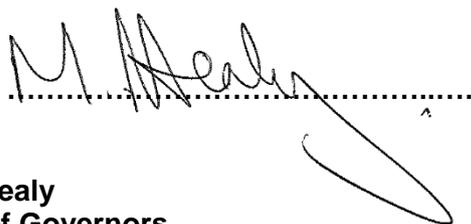
- The curriculum must provide access to common learning experiences for all pupils. It should be broad, balanced and differentiated to serve all pupils' needs.
- Teaching against intolerance will be embedded in the learning of all subjects, and schemes of work should reflect this.
- Assessments must be accessible to all parents and pupils.
- Performance in examinations will be analysed to monitor achievement for children with disability.

#### 3.3 **Pastoral:**

- 3.3.1 All members of staff have a role to play in ensuring that relationships based on mutual respect are fostered and developed. From the beginning of Year 7, through the P.S.H.E. programme and through assemblies, the pupils should be made aware of what constitutes intolerance given an understanding of the effects of discrimination. Disciplinary data for children with disability will be monitored. The uptake of extracurricular activities for children with disability will be monitored.

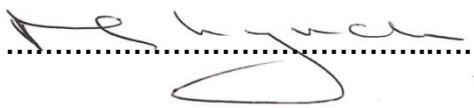
The Leadership Team will monitor the implementation of this policy. The Governors will review the policy regularly as part of their programme of policy review and may consult with students, staff and parents in this process.

Signed .....



**Mark Healy**  
Chair of Governors

Signed .....



**Maire Lynch**  
Headteacher

## **RACIAL EQUALITY POLICY**

The Governing Body and Senior Management Team of Loreto College are committed to ensuring an inclusive school and to operating a policy of equal opportunity in line with our Catholic ethos. This statement represents the response of the Governing Body to its duties to promote equality for people regardless of colour, culture and ethnic origin.

### **What constitutes racism?**

In writing this policy, we have taken due note of The Macpherson Report's definition of institutional racism as: *the collective failure of an organization to provide an appropriate and professional service to people because of their colour, culture and ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.* We also have taken due note of the Department for Education's advice document "*Promoting fundamental British values*", Section 78 of the Education Act (2002) and Equality Act (2010).

A racial incident, as defined in The MacPherson Report, is one which the "victim", or any other person directly involved, perceives as being of a racial nature, regardless of the race of the person who is the victim (i.e. from an ethnic minority or the ethnic majority).

### **1. GUIDING PRINCIPLES**

- 1.1 The co-operation of governors, staff, parents and pupils for the common good is needed in order to create the environment for which we strive.
- 1.2 Each individual, irrespective of colour, culture, ethnic origin or any other difference has a valuable contribution to make to our school community.
- 1.3 Through this policy, the Governing Body demonstrates its opposition to racism and discrimination; the school community will work to combat such attitudes by promoting equality of opportunity for all pupils.
- 1.4 All members of the community are expected to treat others with fairness and respect, as is made clear in the Behaviour Policy.
- 1.5 Staff treatment of colleagues and pupils should act as a good example of the very high standards we seek to promote.
- 1.6 Access to employment, promotion and development opportunities will be fair regardless of colour, culture or ethnic origin of the member of staff.

### **2. ROLES AND RESPONSIBILITIES**

- 2.1 The Governing Body has responsibility for setting and maintaining the principles underlying the school's policy.
- 2.2 The Headteacher and Leadership Team will oversee the framing of a policy that aims to create an environment that promotes racial equality. A draft will be given to the Governing Body to be considered and approved after any necessary consultation with other stakeholders. The Headteacher and Leadership Team will also organize support for the implementation of the policy. This will involve the regular review and monitoring of the policy.
- 2.3 All members of staff, including teachers, support staff and volunteer helpers, will ensure that they are fully aware of the policy, that the policy is consistently and fairly applied and that pupils are encouraged to be fair and respectful to all. Staff will lead by example in these

areas, offering mutual support and maintaining high standards in their own conduct. Form Tutors have a pastoral responsibility to promote racial equality within the form group.

- 2.5 Pupils will behave with courtesy and respect to all and will report any incidents of racist behaviour of which they become aware.
- 2.6 Parents and carers take responsibility for their children's education in racial equality outside the school environment. They will be alert for signs of racism and contact the school if they have cause for concern.

### 3. **IMPLEMENTATION OF THE POLICY**

#### 3.1 **Key Points:**

- Pupils will be encouraged to report racism.
- Any pupil or member of staff reporting racial discrimination will be listened to carefully.
- Investigation will be made.
- If racial discrimination is found to have occurred, suitable measures will be taken, as outlined in the Behaviour and Attendance Policy.
- Investigation will be made and records will be kept.
- Every attempt will be made to effect reconciliation where possible.

#### 3.2 **Curriculum and Assessment:**

- The curriculum must provide access to common learning experiences for all pupils, regardless of ethnic group. It should be broad, balanced and differentiated to serve all pupils' needs.
- Teaching against racism will be embedded in the learning of all subjects, and schemes of work should reflect this.
- The curriculum should enable pupils to appreciate the historical, political, religious, cultural and economic situations that have formed the life stories of different cultures.
- Tasks, texts and books must not use any racist language but should promote positive images that challenge racist stereotypes.
- The types of questions used in school examinations or lessons must be suitable and not contain any overt or hidden cultural bias.
- Performance in examinations will be analysed to monitor achievement across ethnic groups.

#### 3.3 **Pastoral:**

- 3.3.1 All members of staff have a role to play in ensuring that relationships based on mutual respect are fostered and developed. From the beginning of Year 7, through the P.S.H.E. programme and through assemblies, the pupils should be made aware of what constitutes racism and given an understanding of the effects of discrimination.
- 3.3.2 Disciplinary data for children of all ethnic groups will be monitored. The uptake of extracurricular activities for children of all ethnic groups will be monitored.
- 3.3.3 The names of all members of the community should be used and pronounced correctly. Due consideration should be given to parents for whom English is an additional language.

The Leadership Team will monitor the implementation of this policy. The Governors will review the policy regularly as part of their programme of policy review and may consult with students, staff and parents in this process.

## **GENDER EQUALITY POLICY**

### **AIMS**

The Governing Body and Senior Management Team of Loreto College are committed to ensuring an inclusive school and to operating a policy of equal opportunity in line with our Catholic ethos. This statement represents the response of the Governing Body to its duties to promote equality for people regardless of gender or sexual orientation.

### **What constitutes gender equality?**

Under the Equality Act 2010 and the Public Sector Equality Duty 2011 we have a statutory duty to carry out functions with due regard to the need to:

- eliminate unlawful sex discrimination, and
- promote equality of opportunity and good relationships between women and men and girls and boys, and
- respect the protected characteristics of sexual orientation and those whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

### 1. **GUIDING PRINCIPLES**

- 1.1 The co-operation of governors, staff, parents and pupils for the common good is needed in order to create the environment for which we strive.
- 1.2 Each individual, irrespective of gender or sexual orientation, has a valuable contribution to make to our school community.
- 1.3 Through this policy, the Governing Body demonstrates its opposition to discrimination; the school community will work to combat such attitudes by promoting equality of opportunity for all staff and pupils.
- 1.4 All members of the community are expected to treat others with fairness and respect.
- 1.5 Staff treatment of colleagues and pupils should act as a good example of the very high standards we seek to promote.
- 1.6 Access to employment, promotion and development opportunities will be fair regardless of gender or sexual orientation of the member of staff.

### 2. **ROLES AND RESPONSIBILITIES**

- 2.1 The Governing Body has responsibility for setting and maintaining the principles underlying the school's policy.
- 2.2 The Headteacher and Leadership Team will oversee the framing of a policy that aims to create an environment that promotes gender equality. A draft will be given to the Governing Body to be considered and approved after any necessary consultation with other stakeholders. The Headteacher and Leadership Team will also organize support for the implementation of the policy. This will involve the regular review and monitoring of the policy.
- 2.3 All members of staff, including teachers, support staff and volunteer helpers, will ensure that they are fully aware of the policy, that the policy is consistently and fairly applied and that pupils are encouraged to be fair and respectful to all. Staff will lead by example in these areas, offering mutual support and maintaining high standards in their own conduct. Form

Tutors have a pastoral responsibility to promote an understanding of issues of gender inequality.

2.5 Pupils will behave with courtesy and respect to all and will report any incidents of intolerance of which they become aware.

2.6 Parents and carers take responsibility for their children's education in tolerance outside the school environment. They will be alert for signs of intolerance and contact the school if they have cause for concern.

### 3. **IMPLEMENTATION OF THE POLICY**

#### 3.1 **Key Points:**

- Staff and pupils will be encouraged to report incidents of intolerance or sexual harassment.
- Any pupil or member of staff reporting intolerance or sexual harassment will be listened to carefully and all instances investigated.
- If intolerance or harassment is found to have occurred, appropriate actions will be taken.
- The curriculum must promote gender equality.
- Students should feel that their access to opportunities, both within school and in the wider community now and later, are not restricted by their gender.
- The access to employment, promotion and development opportunities will be fair regardless of the gender or sexual orientation of the member of staff.

#### 3.2 **Curriculum and Assessment:**

- The curriculum must promote gender equality.
- Teaching against intolerance will be embedded in the learning of all subjects, and schemes of work should reflect this.
- The curriculum should enable pupils to appreciate the historical, political, religious, cultural and economic situations that have formed the life stories of different genders.
- Tasks, texts and books should promote positive images that challenge gender stereotypes.
- The types of questions used in school examinations or lessons must be suitable and not contain any overt or hidden gender bias.
- Performance in examinations will be analysed to monitor achievement across all genders.

#### 4.3 **Pastoral:**

4.3.1 All members of staff have a role to play in ensuring that relationships based on mutual respect are fostered and developed. From the beginning of Year 7, through the P.S.H.E. programme and through assemblies, the pupils should be made aware of what constitutes gender discrimination and sexual harassment and given an understanding of the effects of discrimination.

4.3.2 Disciplinary data for children of all genders will be monitored. The uptake of extracurricular activities for children of all genders will be monitored.

The Leadership Team will monitor the implementation of this policy. The Governors will review the policy regularly as part of their programme of policy review and may consult with students, staff and parents in this process.



## LORETO MISSION STATEMENT

Loreto educational communities in England are centred in God, rooted in Christ and animated by the spirit of Mary Ward, the founders of the Institute of the Blessed Virgin Mary.

We are proud to be part of an international network of Loreto schools and colleges and we will work to interpret and apply the international guidelines for Loreto Education within the context of England in the early 21<sup>st</sup> century.

Within our schools and college the story of Mary Ward will be re-interpreted to, and by, each new generation. Her vision and values will find expression in the experience offered to, and shaped by, our students, parents, staff and governors.

We are ambitious for our students not just in the context of academic excellence but also in the context of human possibilities, and as educators we will stretch hearts as well as minds.

We invite our students to be women and men who use their gifts and talents to make a difference both globally and locally; men and women of courage who will challenge accepted notions and modes of society when they are at odds with the values for which we stand.

We will strive rigorously for the achievement of both personal and academic excellence within learning communities that:

- introduce students to a reflective way of thinking and living and encourage seekers of **truth** who will search critically for answers to the great questions of life
- encourage doers of **justice** who will stand with those on the margins of life and become responsible global citizens and agents of social change, committed to building a better world
- allow all the **freedom** to become their best selves and to take charge of their own lives and futures within environments that celebrate diversity and nurture independence of spirit
- develop relationships that are marked by a Christ-like respect and compassion and characterised by integrity and **sincerity**
- are **joyful** places where students enjoy their learning and flourish in a safe and healthy environment where the value of each individual is celebrated.

**Appendix 1**  
**Equality Information and Objectives Statement**  
**2021 – 2023**

Item	Equality Objectives
1	<p>To continue to ensure that we identify the needs of SEND students in a timely manner and put in place appropriate strategies to support each student to access the curriculum and achieve their potential.</p> <p><b>Success Criteria:</b>  <i>Evidence that appropriate progress is being made by all students with additional needs.</i></p>
2	<p>To promote all students' active participation in school life, particularly in relation to extra-curricular activities and posts of student responsibility. Staff organising such activities will pay due regard to the inclusion of all students.</p> <p><b>Success Criteria:</b>  <i>Evidence that participation rates both in extra-curricular and posts of responsibility are closely monitored and actions are taken to promote inclusivity.</i></p>
3	<p>To continue to develop the curriculum, including PSHE, to ensure that it promotes equality and also challenges prejudice, stereotyping and intolerance.  To ensure that staff receive training and support on all issues related to inclusivity.</p> <p><b>Success Criteria:</b>  Clear signposting in the curriculum and the impact demonstrated in the way all members of our school community treat each other.</p>
4	<p>To ensure that the progress, attendance and rate of exclusion of different groups within the school are tracked and monitored so that trends can be identified and appropriate actions taken.</p> <p><b>Success Criteria:</b>  <i>Appropriate data will have been collated and reviewed and any necessary actions undertaken in a timely fashion.</i></p>
5	<p>To ensure that pupil premium funding is used to good effect to support students academically and pastorally.</p> <p><b>Success Criteria:</b>  <i>The annual review of pupil premium funding will demonstrate clear impact.</i></p>
6	<p>To ensure that the appointment of staff is in line with the equality legislation and that reasonable adjustments are made to accommodate the needs of all staff.</p> <p><b>Success Criteria</b>  <i>Evidence that the process of appointment of staff meets all legal obligations and that all staff appointed feel respected and valued. Any complaints or concerns raised by candidates during and after the recruitment process will be reviewed carefully.</i></p>

