

**BISHOP HOGARTH CATHOLIC EDUCATION TRUST**

**EQUALITY, DIVERSITY AND INCLUSION POLICY**

**THIS POLICY APPLIES ACROSS ALL TRUST SCHOOLS AND SERVICES**

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| **Change Log** | |
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| **Completed by:** | **Policy Officer - James Tatham** |

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**Statement of intent**

The Bishop Hogarth Catholic Education Trust and its schools are committed to promoting equality of opportunity for all staff and job applicants. The Trust aims to create a working environment in which all individuals are able to make best use of their skills, free from discrimination and harassment, and in which all decisions are based on merit. We are committed to supporting our staff and pupils to be their authentic selves in the workplace without judgement and ensuring that diverse communities are celebrated.

The school will not discriminate against staff on the basis of any protected characteristic as outlined in the Equality Act 2010.

Staff have a duty to act in accordance with this policy, thereby treating everyone with respect and decency, not discriminating against or harassing anyone and challenging inappropriate behaviour.

The Trust is mindful of individuals with intersecting protected characteristics and will work to better understand their experiences in order to make reasonable adjustments.

1. **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Protection from Harassment Act 1997
* Human Rights Act 1998
* Equality Act 2010
* Data Protection Act 2018
* The UK General Data Protection Regulation (UK GDPR)
* Public Sector Equality Duty
* [Equality Act 2010 Advice to Schools DfE 2014](https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf)

This policy should be read in association with:

* Anti-Harassment and Bullying Policy
* Menopause Policy
* Safe Recruitment and Selection Policy and Procedure
* Code of Conduct for Employees
* Grievance Policy and Procedure
* Disciplinary Policy and Procedure

**Public Sector Equality Duty (PSED)**

The PSED requires public bodies to have due regard to the need to:

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

The protected characteristics outlined in the Equality Act 2010 are as follows:

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

**Compliance with the specific duties**

**Equality Information & Objectives**

The specific duties of the PSED require that we:

1. Publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
2. Prepare and publish equality objectives.

The equality information we publish will:

* Be enough to allow us, as well as service users, staff, regulators and other interested parties, to assess how our Trust is performing in the area of equality
* Help us to explain how and why we have made certain decisions
* Provide a clear picture of how we have complied with the general duty
* Give the public the information they need to hold us to account for our performance on equality

This information will be published on our websites.

**Equality Monitoring**

The Trust will adopt good practice in terms of data collection and use this data to monitor and measure the recruitment, retention and progression of all staff. See Model Recruitment and Monitoring Form

Workforce composition will be regularly monitored to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unjustified barriers to meet the needs of disadvantaged or underrepresented groups.

**Accessibility Plans**

The Equality Act 2010 requires that our schools continue to have a duty to produce an Access Plan which must be implemented. These plans should reflect our intention to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible information to disabled pupils.

The plans which are reviewed every 3 years and published on our websites have regard to the need to provide adequate resources for their implementation.

**Gender Pay Gap Reporting**

We are required by law to carry out Gender Pay Reporting under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. This involves carrying out six calculations that show the difference between the average earnings of people in our organisation. We are required to publish the results on our own website and a government website and we will do this annually within one calendar year of 31 March.

**Equality Statement**

The Trust’s Equality, Diversity and Inclusion Statement outlines our key organisational responsibilities and commitments that ensure the Bishop Hogarth Catholic is a safe, open and inclusive place to work.

The[**Equality Statement 2024**](https://carmelorg-my.sharepoint.com/personal/jtatham_bhcet_org_uk/Documents/Attachments/Equality%20statement%20v3.docx)is linked here.

**Tackling discrimination**

Discrimination by or against an employee is prohibited and the Trust aims to put such equality considerations at the heart of its decision making. In some specific cases there may be a specific legal exemption, but employees should always seek to call out discrimination or unfair practice whenever they see it. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

**Direct Discrimination** occurs where an employee is treated less favourably because they hold or are perceived to hold one or more of the protected characteristics.

**Indirect discrimination** occurs where an employee is disadvantaged by an unjustified provision, criterion or practice that also puts other employees with the same protected characteristics at a particular disadvantage. In a case of these requirements existing, in order to be legal, they must be able to be objectively justified.

**Harassment** related to any of the protected characteristics is prohibited. Harassment is any unwanted conduct that has the purpose or effect of violating an employee’s dignity, or the creation of an intimidating, hostile, degrading, humiliating or offensive environment that the employee feels uncomfortable in.

**Victimisation** is also counted as a form of discrimination and is prohibited. It occurs when an employee is treated less favourably because they have complained or given information about discrimination they have seen or experienced, or if they have supported another employee who made a complaint.

The Trust will monitor and review terms and conditions of service to ensure that no particular staff group or individual is disadvantaged this will include the completion of Equality Impact Assessments.

For more information on the different types of discrimination see the [ACAS guidance](https://www.acas.org.uk/discrimination-and-the-law).

**Equality Impact Assessments (EIA)**

An equality impact assessment (EIA) is a tool for identifying the potential impact of a school policy (existing, revised or new), procedure or practice on the school community (staff, pupils, parents, local residents etc). It can assist a school in ensuring that its activities best meet the needs of the school community and fulfil the obligations of anti-discrimination and equalities required by the Equality Act 2010. It can help to improve policies, strategies, procedures, functions, projects, reviews and organisational change for the whole Trust community, not just minority groups.

EIA’s offer an opportunity for school governors, leadership and other staff to consider the impact of their work on school staff and the broader community and take action to promote equality for all. An EIA should be conducted at the beginning of the review process so that it can inform the end outcome.

The EIA process involves an initial screening (see [Appendix **4**](#AppendixIEIA)) where potential discriminatory or disadvantaging behaviour can be identified and highlighted. Once the policy, procedure or practice has been identified as potentially harmful then a full assessment must be completed using the form attached at [Appendix 5](#Appendix4). The full EIA should include the user devising mitigating actions to

The EIA process includes the development or review of policies, procedures, organisational change, or any other significant proposal which will change the way that the Trust conducts business.

**Staff training and development**

The Trust will ensure:

* New employees are made aware of our collective responsibilities towards Equality, Diversity and Inclusion during the induction process, through the completion of an e-learning module.
* All employees are encouraged to invest in their development and consider opportunities to develop their competencies and skills. Ensuring learning opportunities for employees are appropriate and accessible, in line with organisation and job-related needs.
* Learning and development programmes, where possible, are planned with the needs of part time employees considered as well as those of full-time employees.

Staff training needs and associated development opportunities will be identified through yearly staff appraisals, in line with the Trust’s Appraisal policy. All staff will be given due consideration when requesting access to training.

**Recruitment and selection**

Staff are our most important asset, and therefore good quality recruitment and selection is essential when filling any position. Recruitment and selection will follow specific guidelines to ensure the most suitable candidate is hired and that equality legislation is followed at all times.

For more information and guidance individuals should refer to the [Recruitment and Selection policy](https://carmelorg.sharepoint.com/:w:/r/sites/BishopHogarthAllStaff2/_layouts/15/Doc2.aspx?action=edit&sourcedoc=%7Bc7685a1b-60de-4086-b691-fff0738e64dd%7D&wdOrigin=TEAMS-WEB.teamsSdk_ns.rwc&wdExp=TEAMS-TREATMENT&wdhostclicktime=1710851450576&web=1).

**Breaches of this policy**

If a member of staff believes that they may have been discriminated against, they will be encouraged to raise this matter informally in the first instance through the Trust’s Grievance procedures. Staff have 3 months to register their complaint.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make allegations in good faith will not be victimised or treated less favourably as a result of their claims. Equally, false allegations which are found to have been made in bad faith will be dealt with under the Trust’s Disciplinary Policy and Procedure.

Any member of staff who is found to have committed an act of discrimination, bullying or harassment will be subject to disciplinary action.

**Appendix 1**

CONFIDENTIAL



MODEL RECRUITMENT MONITORING INFORMATION FORM

**THE INFORMATION PROVIDED BY YOU WILL BE USED FOR MONITORING AND STATISTICAL PURPOSES ONLY AND WILL NOT SUPPLEMENT OR FORM PART OF YOUR APPLICATION, THE SELECTION CRITERIA USED OR THE SELECTION PROCESS GENERALLY.**

You are not obliged to complete this form but, if you do so, the information you provide will help us to consider if we are succeeding in attracting candidates from diverse backgrounds and also help usto fulfil our duties under the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation, to promote and advance equality of opportunity and to foster good relations between people who share a relevant “protected characteristic” and those who do not.

**Role applied for:**

**AGE**

16 – 25  26 – 35  36 – 45  46 – 55

56 – 65  65 +  Prefer not to say

GENDER

My gender is:       or: I Prefer not to say

ETHNIC ORIGIN

I would describe my ethnic origin as:

1. White

British  English  Scottish  Welsh

Irish  European  Non-European

Any other White background (please specify):

2. Black or Black British

African  Caribbean

Any other Black background (please specify):

3. Mixed Background

White and Asian  White and Black Asian  White and Black Caribbean

Any other mixed background (please specify):

4. Asian and Asian British

Bangladeshi  Indian  Pakistani

Any other Asian background (please specify):

**5. Chinese and Chinese British**

Chinese

Any other Chinese background (please specify):

**6. Other ethnic group**

Please specify:

**7. Prefer not to say**

**RELIGION**

I would describe my religion as:

None  Catholic  Other Christian  Buddhist

Hindu  Jewish  Muslim  Sikh

Any other (please specify):

DISABILITY

The legal definition of disability is ‘a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day to day activities. Some specific conditions deemed to be disabilities include HIV, cancer, multiple sclerosis and severe disfigurements.

Do you have a disability, long-term illness (mental or physical), and/or on-going medical condition that we should be aware of:

Yes:  No:

**Appendix 2**

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**EQUALITY ACT 2010**

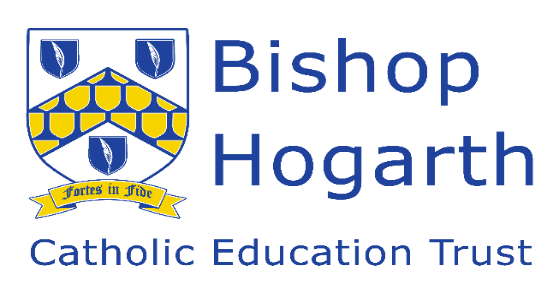
**MODEL REASONABLE ADJUSTMENTS STATEMENT**

We understand that some disabled applicants may, due to the nature of their disability, find some parts of the recruitment process challenging.  We aim to ensure that all applicants are provided with the same opportunities during the recruitment process and, to that end, we strive to comply with the duties placed upon us to make reasonable adjustments as prescribed by the Equality Act 2010.

Should you have a disability and require a particular adjustment to be made to allow you to fully participate in the recruitment process, please ensure that this is made known to the person identified in the Invitation to Interview Letter when confirming your availability to attend interview.  Our duty to make reasonable adjustments only applies where we know about, or ought reasonably to know about, your disability so it is important that you provide this information to us (details for the relevant person to contact will be provided in your Invitation to Interview Letter).

Below is a non-exhaustive list of some of the types of adjustments that we may make to ensure that the recruitment process is fair to all applicants, if it is reasonable to do so in all the circumstances:

* Modification to Documentation – this may include providing documents in large print, in Braille format or in audio format and/or providing oral instruction on documentation for those applicants with a learning disability;
* Modification of procedures for testing and/or assessment – this may include allowing an applicant to provide oral answers as opposed to written where the applicant has, for example, a disability which affects their manual dexterity.  Conversely, an oral test may be completed in writing where the applicant has a disability which affects their speech;
* Provision of a Reader for a visually impaired applicant;
* Provision of Auxiliary Aids – for example, a person to guide a visually impaired applicant around the interview venue;
* Provision of special equipment – for example, adapted keyboards for applicants whose disability may affect their manual dexterity and/or large screen computers for applicants with visual impairments;
* Provision of a Sign Language Interpreter for an applicant with a hearing impairment;
* Where interviews are being conducted by telephone, provision for interview by textphone for an applicant with a hearing impairment;
* Provision of vehicle parking as proximate to the interview venue as reasonably practicable for an applicant with a mobility impairment;
* Modification of interview premises – for example, in order to ensure that an applicant who uses a wheelchair can gain access to the building where the interview is being held, the school / academy / college may consider using ramps, holding interviews on the ground floor (if there is no adequate lift), considering the placement of furniture and rearranging if necessary etc.

**A****ppendix 3**

**Initial Equalities Impact Assessment Trust Screening Template**

**Name of Policy:**

|  |  |
| --- | --- |
| 1. **What are you looking to achieve in this activity?** |  |
| 1. **Who in the main will benefit?** |  |
| 1. **Does the activity have the potential to cause adverse impact or discriminate against different protected characteristics in the school community?** |  |
| 1. **Does the activity make a positive contribution to equalities?** |  |

As outlined in the Equality Act 2010, there are 9 protected characteristic groups, they are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex. Additional considerations should also be made to consider the impacts on individuals with caring responsibilities and pupil premium status or any other potentially impacted group.

When completing this initial assessment, users should use the core general duties from the Equality Act 2010 as well as the Public Sector Equality Duty. They are as follows:

* To promote equality of opportunity between those who hold a protected characteristic and those who do not.
* To eliminate unlawful behaviour, including harassment, victimisation and discrimination.
* To promote good relations between people who hold a protected characteristic and those who do not.
* To encourage participation and promote positive attitudes towards those with protected characteristics, even when this involves treating certain protected characteristics more favourably than others.

If upon completing this initial Trust Equalities Screening form, a protected characteristic group is identified as being potentially adversely affected or discriminated against then a complete Equalities Impact Assessment must occur.

Signed (Completing Officer) Date:

Name (please print)

Signed (CEO/Principal) Date:

Name (please print)

**Appendix 4**

Impact and Equalities Assessment Template

This form should be undertaken after an Initial Trust Screening has already been completed and has flagged that the policy/proposal has the potential to cause adverse impact or discrimination against the different protected characteristic groups outlined in the Equality Act 2010. In line with the Public Sector Equality Duty, it is the Trust’s responsibility to ensure its’ policies:

1. Put an end to unlawful behaviour that is banned by the Equality Act 2010, including discrimination, harassment and victimisation

2. Advance equal opportunities between people who have a protected characteristic and those who do not

3. Foster good relations between people who have a protected characteristic and those who do not

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of the policy/proposal being assessed? |  | | | | |
| What are the proposals being assessed?(**Note:** ‘proposal’ includes a policy, service, function, strategy, project, procedure, restructure) |  | | | | |
| Who is the policy intended for? (tick all that apply) | Pupils | Staff | Trust Staff | Governors | Visitors |
| Officer(s) completing the Initial Equality Implications Assessment (IEIA): |  | | | | |

|  |  |
| --- | --- |
| **1**. What are the aims, objectives, and desired outcomes of your proposals?  (Also explain proposals e.g. reduction / removal of service, deletion of posts, changing criteria etc) |  |
| **2.** Who are the main people / groups who may be affected by your proposals? |  |
| **3.** What information and evidence, including research, surveys, and consultation(s) have you considered to undertake this assessment? |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4. A - Assessment Relevance**  How relevant are your proposals to each protected characteristic?  **Example:** Reviewing the criteria of freedom passes will be of ‘High’ relevance for Age and Disability and of ‘Low’ relevance to the other protected characteristics.  **B - Assessment of potential impact**  **W**hen you consider the impact on people in relation to each protected characteristic, it should be defined as positive, neutral or negative:   * **Positive:** where the impact is expected to have a particular benefit for this protected characteristic or improve equality of opportunity and / or foster good relations. * **Neutral:** where there will be a neutral impact, neither positive nor negative * **Negative:** where there is a risk that impact could disadvantage one or more of the people described in relation to a protected characteristic. This disadvantage may be differential, where the negative impact on one particular group of individuals or protected characteristic is likely to be greater than on another.   **C - Assessing Negative impact – what are the risks?**  When you have considered the likelihood and impact on people in relation to the protected characteristics, use the tables and matrix below and enter a score against each protected characteristic in the end column C. If this score is above a 9 then the user must move onto the shaded right-hand section of the table and obtain a new score.   |  |  | | --- | --- | | **Disproportionate disadvantage** | **5** | | **Moderate disadvantage** | **4** | | **Minor adjustments required** | **3** | | **Minimal considerations necessary** | **2** | | **No impact** | **1** | | **SEVERITY OF IMPACT** | |  |  |  | | --- | --- | | Very likely to occur | 5 | | Likely to occur | 4 | | Possible to occur | 3 | | Unlikely to occur | 2 | | Very unlikely to occur | 1 | | **LIKELIHOOD** | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **LIKELIHOOD** | 5 | 5 | 10 | 15 | 20 | 25 | | 4 | 4 | 8 | 12 | 16 | 20 | | 3 | 3 | 6 | 9 | 12 | 15 | | 2 | 2 | 4 | 6 | 8 | 10 | | 1 | 1 | 2 | 3 | 4 | 5 | |  | 1 | 2 | 3 | 4 | 5 | | **IMPACT** | | | | | |   Calculating the score - Severity of Impact X Likelihood = Score | | | | | | | | | |
| Protected Characteristic | **A**  Likelihood | **B**  Impact | Describe the impact(s) (negative or positive) your proposals may have on this protected characteristic | **C** Assessing  Negative Impact Score | Mitigating action to ensure any negative effect is minimised or negated | **D**  New Likelihood | **E**  New  Impact | **F**  New Assessing Negative Impact Score | |
| 1-5 | Positive  or 1-5 | **1-5** | **1-5** |
| Age (including carers of young/older people) |  |  |  |  |  |  |  |  | |
| Disability (including carers of disabled people) |  |  |  |  |  |  |  |  | |
| Gender Reassignment |  |  |  |  |  |  |  |  | |
| Marriage and Civil Partnership |  |  |  |  |  |  |  |  | |
| Pregnancy and Maternity |  |  |  |  |  |  |  |  | |
| Race |  |  |  |  |  |  |  |  | |
| Religion or Belief |  |  |  |  |  |  |  | |  |
| Sex |  |  |  |  |  |  |  | |  |
| Sexual orientation |  |  |  |  |  |  |  | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary and Recommendations** **(this section must be included in Trust reports and your project/policy proposal reports for the Commissioning Panel)** | | | | | |
| Summary / Conclusion of assessment: (include the key findings and equality implications. |  | | | | |
| On the basis of your conclusion, do you suggest the policy/proposals should be implemented | | Yes |  | No |  |
| If no, please explain why not? |  | | | | |
| Are there any other characteristic groups who may be affected by this proposal? |  | | | | |
| (If answered yes above)  Are there any recommended mitigating procedures or measures to support the above group |  | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Signature – Completing Officer |  | Date |  |
| Name – Please Print |  | | |