



The Federation of St Elphege's and Regina Coeli Catholic Schools



Public Sector Equality Duty Policy & Objectives

Scope:		Federation	
Date Adopted:		Spring 2017	
This Review:		Autumn 2024	Annual, until academisation
Next Review:		Autumn 2025	
Approved:	EHT:		Monitoring & Evaluation
	Governor		



The Federation of St Elphege's and Regina Coeli Catholic Schools



'With God all things are possible'

'Where there is love, there is God'

The Federation of St Elphege's and Regina Coeli Catholic Schools will give every child the best possible education because each individual is uniquely created and precious to God. As a Catholic community, guided by the Holy Spirit, we will follow the example of Jesus Christ in all aspects of daily life.

With the help of God's love, the Federation of St Elphege's and Regina Coeli Catholic Schools will seek to develop the whole child. Each child is uniquely created and precious to God and it is the Federation's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth.

Inspired by the teachings of Christ we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our Federation is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community

Inclusion statement

The school community will ensure that ALL children irrespective of race, ethnicity, nationality, gender (including those who identify as transgender), sexual orientation, ability, special educational need, disability, faith or religion, age, culture, socio-economic or home background will have equal access to the breadth of this policy.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and achievements will be celebrated.

This Policy will be implemented through on going consultation with all members of the school community and developments in law or statutory guidance.

Equality Statement

At The Federation of St Elphege's and Regina Coeli Catholic Schools, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, culture, gender, sexual orientation, special educational need or disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, special educational need or disability and socio-economic background and we will use this data to support pupils, raise standards of progress and attainment and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At The Federation of St Elphege's and Regina Coeli Catholic Schools, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act (2010) & Protected Characteristics

The Equality Act (2010) serves to consolidate a number of previous Acts of Parliament, these include: the Equal Pay Act 1970, the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995 and three major statutory instruments protecting discrimination in employment on grounds of religion or belief, sexual orientation and age.

In essence, the Equality Act (2010) provides protection to individuals from discrimination, harassment or victimisation in employment or as users of private and public services based on nine protected characteristics. It is against the law to discriminate against someone because of:

- [age](#)
- [disability](#)
- [gender reassignment](#)
- [marriage and civil partnership](#)
- [pregnancy and maternity](#)
- [race](#)
- [religion or belief](#)
- [sex](#)
- [sexual orientation](#)

Click the links above for more information.

Mainstreaming equality into policy and practice

The Equality Objectives for 2022-2025 for The Federation of St Elphege's and Regina Coeli Catholic Schools can be found on page 10 of this document.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement and progress data by ethnicity, gender, special educational need or disability and socio-economic background and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of ethnicity, gender, special educational need or disability and socio-economic background, without stereotyping;
- Promote attitudes and values that will challenge any discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on ethnicity, gender, special educational need or disability and socio-economic factors.

Exclusions will always be based on the school's Positive Behaviour Policy and in-line with DfE Guidance on Exclusions. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at The Federation of St Elphege's and Regina Coeli Catholic Schools. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as age disability, gender and gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation are considered when appointing staff and when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team and Governing Body support to ensure equality of opportunity for all.

What does the implementation of the Equality Act look like at The Federation of St Elphege's and Regina Coeli Catholic Schools?

As Catholic schools, the Gospel values are intrinsic to all that we do. We believe that all individuals are created in the image and likeness of Christ and therefore, we are called to love and treat each other as such.

Specific actions taken by the Federation include, but are not limited to:

- Robust mechanisms to tackle and eliminate any form of discrimination or harassment;
- Promoting equality of opportunity and positive relations and attitudes between all individuals;
- Taking steps to meet individual's needs, even if this requires more favourable treatment, to ensure equity;
- Providing a curriculum rooted in the Gospel teachings which celebrates the values detailed in this policy;
- Considering feedback from all individuals: children, parents, staff, governors and the local community;
- Training for staff which promotes the Federation's values and the Equality Act;
- A commitment to ensuring due consideration is made of the Equality Act in the day to day running of the schools and the formation of any policy and procedure.
- Regular review, monitoring and evaluation of the impact of this policy.

At the most basic level, we strive to ensure that our FAITH Values are lived out in all that we do:



FAITH



Values

The Federation of St Elphege's Catholic Schools is committed to developing a community where our schools will be places of excellence. We will provide outstanding opportunities for all members of the community to grow in their knowledge and understanding of the Gospel values whilst serving as witnesses to Christ. We will develop our schools to ensure learning opportunities and outcomes are based on first class teaching and leadership.

Family	we seek to act fairly and responsibly in our relationships to ensure all are welcomed, nurtured and successful.
Aspiration	to provide the highest standards of teaching and learning so all in the schools' communities excel.
Inclusiveness	we believe that all are created in the image of God and therefore we will respect the unique and intrinsic value of every person, promoting equality and celebrating diversity.
Tolerance	to develop schools where there is true understanding of culture, respect for difference and special care for those most in need.
Harmony	to develop the schools as faith communities where the Gospel values of truth, honesty, forgiveness and reconciliation are lived.



Roles and Responsibilities

The role of Governors

- The governing body has set out its commitment to equal opportunities in this policy and plan and it will continue to do all it can to ensure that the schools are fully inclusive to pupils, and responsive to their needs based on race, culture, gender, sexual orientation, special educational need or disability, faith or religion or socio-economic background.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, culture, gender, sexual orientation, special educational need or disability, faith or religion or socio-economic background.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's race, culture, gender, sexual orientation, special educational need or disability, faith or religion or socio-economic background.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, culture, gender, sexual orientation, special educational need or disability, faith or religion or socio-economic background.

The role of the Senior Leadership Team:

- To implement and uphold the Federation Equality Policy in all aspects of their work
- To ensure that all staff are aware of the Equality Policy and that teachers apply these guidelines fairly in all situations.
- To ensure that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- To promote the principle of equal opportunity when developing the curriculum and promote respect for other people and equal opportunities to participate in all aspects of school life.
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination with due seriousness.

The role of All Staff

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.
- All staff will support and deliver a curriculum which reflects the values detailed in this document and strive to provide material that gives positive images based on race, culture, gender, sexual orientation, special educational need or disability, faith or religion or socio-economic background, and challenge stereotypical images.
- All staff will challenge any incidents of prejudice, racism, homophobia or any form of discrimination, and record any serious incidents, drawing them to the attention of the Senior Leadership Team.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling discrimination

Harassment on account of race, culture, gender, sexual orientation, special educational need or disability, faith or religion or socio-economic background is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances. All staff are expected to support and deliver a curriculum which reflects the values detailed in this policy and challenges prejudice in any form.

Discriminatory incidents or incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / member of the Senior Leadership Team where necessary. The Head Teacher provides a report of these incidents to the governing body on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, culture, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

This principle can be applied to any form of discriminatory incident.

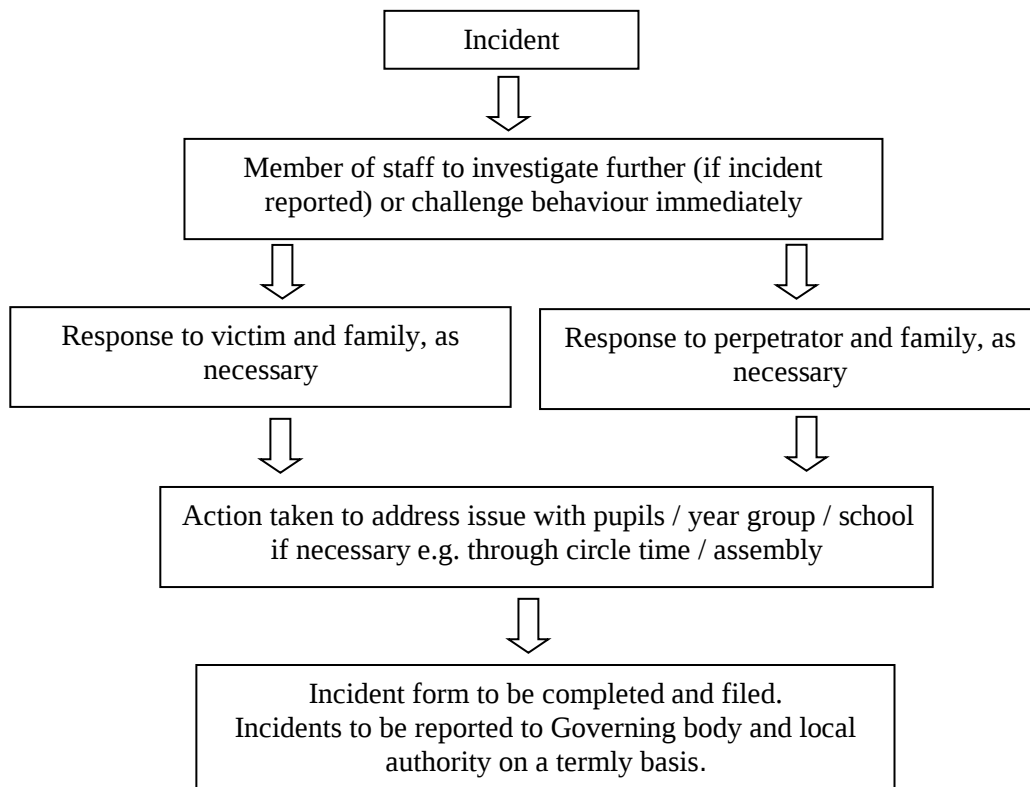
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their race, culture ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, culture disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, culture, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



Review of progress and impact

The Policy and Objectives have been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. As we work towards academisation, the Federation will review this policy and objectives annually, until such a time as it is superseded by a CAT policy and objectives. This exceeds legislative requirements.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by race, gender, special educational need or disability and socio-economic background, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

PUBLIC SECTOR EQUALITY OBJECTIVES

Equality Strand	Objective	How will the impact of the objective be monitored?	Who is responsible for implementing?	What are the timeframes? (Academic Year)	Early success indicators
All	<i>Publish and promote the Equality Policy Plan through the school website, curriculum and staff meetings.</i>	<i>Pupil, parent and staff awareness and understanding of Equality Plan and objectives measured through questioning samples from each group.</i>	Senior Leadership Team Monitoring: EHT, HTs	Immediately & On-going	<i>Staff are familiar with the principles of the Equality Act and use them when planning lessons, creating classroom displays. Parents are aware of support the schools' commitment to Equality.</i>
Gender, Ethnicity, Disability, SEND, Medical	<i>Promote understanding and respect for differences to address the potential for unconscious bias.</i>	<i>Professional development reviews demonstrate a commitment to high expectations for all children.</i>	Governing Board/ Leaders / All Staff Monitoring: GB, EHT, HTs	2024-2025	<i>Assessment and progress data show all groups of children are on track to meet at least 'expected'.</i>
Disability Equality Duty	<i>To ensure that all future development of the school site meet disability access requirements. To provide work-based experience / employment for those with SEND, promoting inclusion in the school community.</i>	<i>The school will adhere to the Disability Act in consideration of planned building works. Monitoring of applications for employment or volunteer positions by disability.</i>	DoFO & School Staff Monitoring: GB, EHT, DOFO / SMB, HTs	2024-2025	<i>People with SEND will experience ease of access to the school sites. Work-based experience or employment will be provided to those with SEND, promoting an inclusive environment in the school community.</i>
All	<i>To diminish the in-school difference between PP and non-PP children's progress and attainment.</i>	<i>Regular monitoring and analysis of pupil data.</i>	SLT & All Staff Monitoring: GB, SLT, Inclusion Leads	2024-2025	<i>The in-school difference between PP and non-PP children's progress and attainment will be diminished.</i>
Disability Equality Duty	<i>To track and monitor pupils with SEND throughout the school, in both attainment and progress and conduct detailed analysis to inform provision and intervention work.</i>	<i>Regular tracking and monitoring SEND pupils' progress and attainment, ensuring that pupils have equal access to learning and opportunities.</i>	Inclusion DHT, SENCo, SLT, Class Teachers Monitoring: GB, SLT, Inclusion Leads	2024-2025	<i>Progress of pupils' with SEND will be in-line with their peers.</i>
All	<i>To provide a broad and balanced curriculum which: is accessible and relevant to all; is ambitious and aspirational; promotes tolerance and understanding; and is underpinned by Gospel teachings and the Federation FAITH Values.</i>	<i>Continual curriculum review, particularly within RSHE, PSHE and RE areas. Pupil conferencing. Data analysis. Contextual analysis of pupil demographic.</i>	SLT, Curriculum Leads, Inclusion Leads, all staff Monitoring: GB, SLT, Curriculum Leads	2024-2025	<i>Pupils achieve highly; they understand, celebrate and support diversity; they are keen to learn about themselves and others; they treat those around them with kindness, respect and dignity.</i>

