



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



# **Public Sector Equality Duty Policy & Objectives**

**November 2016 – November 2019**

**Progress Review- Annually**

November 2016: Martin Jones, DHT (Pastoral)  
Approved By GB: November 2016  
Next Full Review: November 2019  
Progress Review: November 2017



## Equality Plan

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## 1. Mission statement



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



# Mission Statement

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

Revised by the Mission Statement working party March 2016.

## 1a. Equality Statement



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



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.

## 2. Mainstreaming equality into policy and practice

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 racist and other 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including 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. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **3. 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. This section should be read in conjunction with the Staff Equality Plan and Objectives for the Federation, January 2016 and relevant Diocesan guidance.

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 gender, race, disability, sexual orientation, gender re-assignment and faith or religion 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 support to ensure equality of opportunity for all.

### **4. Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions The Federation of St Elphege's and Regina Coeli Catholic Schools endeavour to meet the general duties detailed below.

#### **4a. Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

#### **4b. Disability**

This section should be read in conjunction with the school's Special Educational Needs & Disability Policy.

##### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

##### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4c. Gender Equality**

- The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women;
- Provide a curriculum which reflects the values detailed in this policy.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4d. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

#### **4e. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, cultures, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

### **5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from individual parents, at parents' evenings, parent workshops and curriculum meetings;
- Input from staff during staff meetings;
- Feedback from children in the school and through PSHE lessons,
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

## **6. Roles and Responsibilities**

### **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is 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 also 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 Executive Head Teacher, Inclusion Deputy Head Teacher and Senior Leadership Team:**

- To implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- To ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations.
- To ensure that all appointments panels give due regard to this plan, 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 promotes 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, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- 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 challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, 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.

## **7. 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.

Racist and homophobic incidents and other 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. All incidents are reported to the Executive Head Teacher and racist or homophobic incidents are reported to the governing body and local authority 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'.

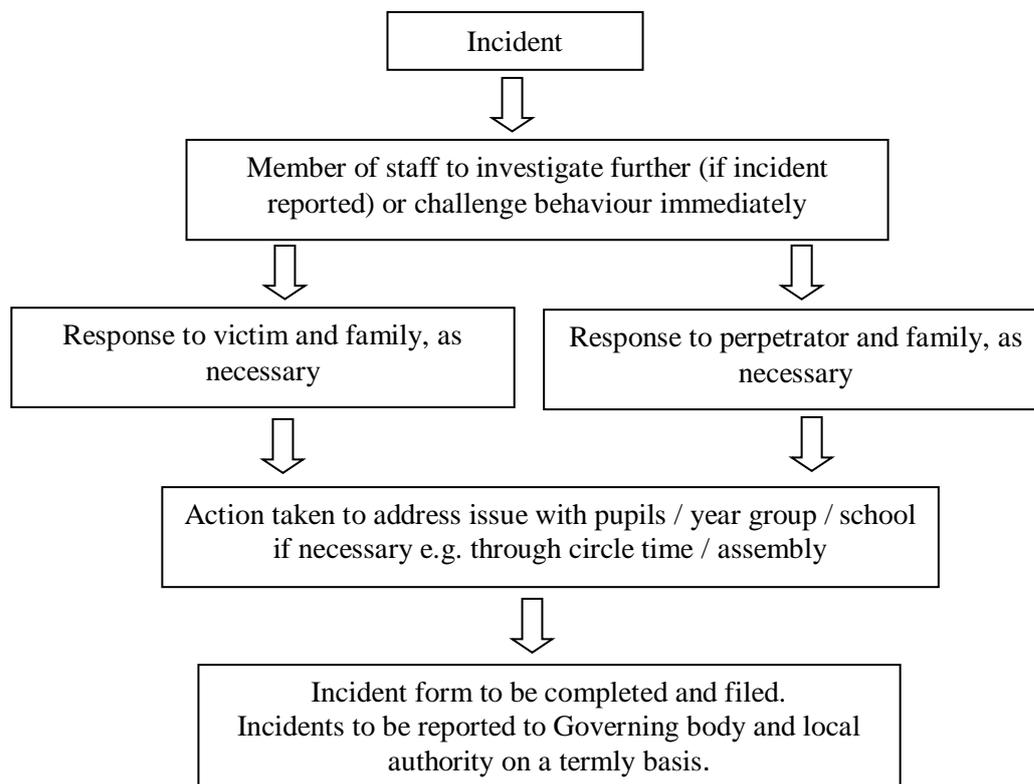
### **Types of discriminatory incident**

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.



## 8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

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.

## 9. Publishing the plan

- In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:
- Publish our plan on the school website;
- Raise awareness of the plan through assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Mrs Frances Hawkes  
Executive Head Teacher

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Mr Tom Tamplin  
Chair of Governors

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	<i>Publish and promote the Equality 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>	<i>Executive Head Teacher Inclusion Deputy Head Teacher SLT</i>	<i>Immediately after Equality Plan is agreed by governing body</i>	<i>Staffs are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Plan</i>
Gender Equality Duty	<i>Introduce initiative to encourage girls to play sport during break times, to make participation rates more reflective of the school population.</i>	<i>Increased participation of girls in sports clubs and ball sports during break times</i>	<i>Inclusion DHT, Sports and Community Coordinator, PE Coordinator and All staff</i>	<i>Academic year 2016-17</i>	<i>More girls take up after-school sports clubs and participate in ball sport during school hours.</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>	<i>SBM, EHT, GB Pastoral DHTs and SLT.</i>	<i>2016-2019</i>	<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 ensure the school playgrounds are compliant with plans for inclusion of all pupils, including gender, ethnicity and disability for equal access of opportunity and learning through play during break times and other uses of the playground during lesson times.</i>	<i>Increased reported satisfaction of all pupils in play during break times</i>	<i>EHT, SBM, Inclusion DHT, Pastoral DHTs, Curriculum DHT, All Staff</i>	<i>2016-2019</i>	<i>Children will articulate the community cohesion evident in all aspects of school life.</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>	<i>SLT &amp; All Staff</i>	<i>2016-2019</i>	<i>The in-school difference between PP and non-PP children's progress and attainment will be diminished.</i>
All	<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>	<i>Inclusion DHT, SENCo, SLT, Class Teachers</i>	<i>2016-2019</i>	<i>Progress of pupils' with SEND will be in-line with their peers.</i>

