

EQUALITY INFORMATION AND OBJECTIVES

The relevant legislation can be accessed through the following links

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

<http://www.legislation.gov.uk/uksi/2011/2260/contents/made>

Regina Coeli school must fulfil the legal obligations required in this equality legislation – specifically, in the admission and treatment of pupils.

Regina Coeli Governing Body does not discriminate

- (a) in the arrangements it makes for deciding who is offered admission as a pupil;
- (b) as to the terms on which it offers to admit the person as a pupil;
- (c) by not admitting the person as a pupil.

Regina Coeli Governing Body does not discriminate

- (a) in the way it provides education for a pupil;
- (b) in the way it affords a pupil access to a benefit, facility or service;
- (c) by not providing education for a pupil;
- (d) by not affording a pupil access to a benefit, facility or service;
- (e) by excluding a pupil from the school;
- (f) by subjecting a pupil to any other detriment.

Regina Coeli Governing Body does not harass

- (a) a pupil;
- (b) a person who has applied for admission as a pupil.

Regina Coeli Governing Body does not victimise a person

- (a) in the arrangements it makes for deciding who is offered admission as a pupil;
- (b) as to the terms on which it offers to admit the person as a pupil;
- (c) by not admitting the person as a pupil.

Regina Coeli Governing Body does not victimise a pupil—

- (a) in the way it provides education;
- (b) in the way it affords access to a benefit, facility or service;
- (c) by not providing education;
- (d) by not affording access to a benefit, facility or service;

(e) by excluding the pupil from the school;

(f) by subjecting the pupil to any other detriment.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

1. All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender or gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

We want to ensure every child is given an equality of opportunity to develop socially, to learn and enjoy community life. This means we do our best to make reasonable adjustments to ensure this is every child's experience of our school.

2. We recognise and respect difference.

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

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

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

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

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual or homophobic harassment.

4. We observe good equalities practice in the recruitment of staff, their retention and employment.

We ensure that policies and procedures should benefit all employees and potential employees, for example, in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating pregnancy and maternity.

We value our staff for their ability and potential to help us make the best possible provision for the children in our school and we aim to recruit a workforce that is representative of all sections of the community, in order to provide a service that respects and responds to the diverse needs of our

local population, as well as delivering the quality education to our pupils that is expected by the School, Governors and the parents.

5. We aim to reduce and remove in-equalities and barriers that already exist.

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

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

We put this into practice with our children and staff by

1. Using P.S.H.E (personal, social and Health education) and RE (Religious Education) lessons to promote tolerance and friendship, and to promote understanding of a range of religions or cultures
2. Assemblies dealing with relevant issues
3. Involvement with the local community
4. Arrangements with other schools locally and internally which enable pupils to meet and exchange experiences with children from different backgrounds

6. We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- Disabled and non-disabled people
- People from a range of ethnic, cultural and religious backgrounds
- Both men and women, girls and boys

The Governors of Regina Coeli School will consult with pupils, staff, trade unions and all those using school services to determine the priorities for the school through the following methods of communication:

- Questionnaires to staff, parents, pupils and other interested stakeholders.
- Data Analysis;
- Focus Groups.
- School Council pupil voice

7. Society as a whole should benefit.

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

- Disabled and non-disabled people
- A wide range of people from differing ethnic, cultural and religious backgrounds
- People of differing sexual orientations

8. We base our practices on sound evidence.

The evidence we base our practices on are collated from the following sources:

- Attainment data which shows how pupils with different characteristics are performing
- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Working in partnership with parents, carers and guardians
- Working with the wider community

9. Objectives.

We formulate specific and measurable objectives, based on the evidence we have collected and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues as appropriate. We use these objectives to inform and shape the school's Improvement/Development plan.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in all the above nine principles.

To make our teaching more accessible we:

Begin a lesson by stating the learning outcomes, and sharing the 'bigger picture'; we clearly identify the learning intention and the success criteria, and employ a variety of activities that promote a kinaesthetic approach. Furthermore we:

- Provide challenge, competition and short-term goals;
- Give regular positive feedback and rewards;
- Ensure all teaching (where possible) is cross-curricular and topic based.

Teachers modify teaching and learning as appropriate for each child. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment. Different levels of support/intervention are offered to all pupils, depending on need. This may involve extra teacher/teaching assistant's support or the use of additional resources.

Ethos and organisation

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

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, disciplines and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

There is guidance available to all at the school on how prejudice related incidents should be identified, assessed and dealt with.

We keep a record of prejudice related incidents if any and provide a report to the local authority about the numbers, types and seriousness of prejudice related incidents at our school and how they are dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this scheme and related procedures and action plans are implemented.

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Ensure the accountability of the Head Teacher and staff for the communication and implementation of the Scheme.
- Ensure that the school carries out the letter and the spirit of the statutory duties (including the provision of returns' to the local authority)

A member of the governing body has a watching brief regarding the implementation of this scheme.

The Head Teacher is responsible for implementing the scheme: for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in cases of unlawful discrimination.

The Head Teacher will:

- Consult pupils, staff and stakeholders in the development and review of the Equality Scheme.
- Initiate and oversee the development and regular review of the Equality Scheme.
- Embed the vision and values of the Scheme.
- Ensure that the school carries out its statutory duties effectively
- Provide staff training as is necessary to carry out the Scheme
- Ensure a consistent response to incidents e.g. bullying and racist incidents

The Head Teacher has day-to-day responsibility for coordinating implementation of the scheme.

All staff: teaching and non-teaching will:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice related incidents that may occur in conjunction with the senior leadership team
- Support pupils in their class for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work and plan and deliver lessons that reflect the principles of the schools equality scheme
- Contribute to the implementation of the school's equality scheme
- Contribute to consultations and reviews
- Raise issues with the Head Teacher that could contribute to policy review and development
- Implement the scheme as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying and racism

Information and resources

We ensure that the content of this scheme is available in a range of formats and is known to all staff and governors and, as appropriate, to all pupils and their parent and carers.

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

Religious observance

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

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of different religious beliefs and cultures and their contribution towards our school and community.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams and advance the equality of opportunity through targeted development and training programme.

Monitoring and review

We collect study and use quantitative and qualitative data relating to the implementation of this scheme, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender. Specifically we will:

- Monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- Take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- Monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This scheme will be reviewed by the governing body every four years.