



# Equality and Diversity Policy

## September 2023



Our Lady of Fatima Catholic Multi Academy Trust is a charitable company limited by guarantee registered in England and Wales under company registration number: 07696069 and registered address: St. Alban's Catholic Academy, First Avenue, Harlow, Essex, CM20 2NP.

# Our Lady of Fatima Multi Academy Trust

## Equality Policy

In the Gospel according to Mark, Jesus Christ bestows upon his followers two unassailable truths: “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.” The second is this: “Love your neighbour as yourself.” There is no commandment greater than these.’ (Mark 12:30-31) Christ did not give any exceptions for this love of our neighbour, therefore any kind of prejudice or discriminatory behaviour is incompatible with our faith.

### Principles

The Trust is committed to equality. Therefore:

- We do our best to ensure that everyone is treated fairly and with respect
- We make sure each school is a safe, secure and stimulating place for everyone
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same
- We recognise that for some pupil’s extra support is needed to help them achieve and to be successful
- We do our best to make sure that people from different groups are consulted and involved in our decisions, for example talking with pupils and parents/ carers

### Legislation

- We welcome our duty under the Education and Inspection Act 2006 to promote community cohesion
- Under the Equality Act 2010 we welcome our general duty to eliminate discrimination; to advance equality of opportunity and foster good relations and our specific duties to publish information each year about our school population; to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities of outcome and reduce or remove them.
- Similarly in accordance with the Equality Act 2010 we aim to make sure that no-one experiences less favourable treatment or discrimination because of their age; any disabilities they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or recently having a baby; their religion or beliefs; their sexual identity or orientation.
- We welcome the general principles of the United Nations Convention on the Rights of the Child (UNCRC) and accordingly have regard in particular for the needs of children and young people who are disadvantaged or vulnerable and their parents and carers.
- We welcome the emphasis in the Ofsted framework on the importance of narrowing the gaps in achievement which affect, amongst others:
  - Pupils from certain cultural and ethnic backgrounds
  - Pupils from different religious backgrounds
  - Pupils who belong to lower-income households
  - Pupils who are disabled
  - Pupils who have special educational needs
  - Boys in certain subjects and girls in other subjects

# Equality and Diversity Statement

Introduction:

In the Gospel according to Mark, Jesus Christ bestows upon his followers two unassailable truths: “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.” The second is this: “Love your neighbour as yourself.” There is no commandment greater than these.’ (Mark 12:30-31) Christ did not give any exceptions for this love of our neighbour, therefore any kind of prejudice or discriminatory behaviour is incompatible with our faith.

<http://www.catholiceducation.org.uk/guidance-for-schools/equality>

## Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Our Lady of Fatima Trust is an inclusive Academy Trust where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.

6. We have the highest expectations of all our children.

### **Information on pupils by protected characteristics**

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the Academy Trust collects information on protected characteristics.

### **Information on other groups of pupils**

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs and Disabilities (SEND)
- Disadvantaged groups
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

### **Eliminating discrimination and other conduct that is prohibited by the Act**

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Our Lady of Fatima Catholic Multi Academy Trust. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Academy Trust leaders and Foundation Governors/Trustees living our shared Catholic faith
- All staff members adhering to their commitment to support the Catholic faith
- Adoption of the single Equality Scheme
- Our Behaviour Policy ensures that all children feel safe at school and addresses prejudicial bullying
- Responding to, and monitoring, all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their best potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary

- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to, and monitoring, views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

### **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school life
- Listening to parents/carers
- Listening to pupils at all times

### **Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it**

We foster good relations by:

- Ensuring that Our Lady of Fatima Trust is seen as a faith community within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in our worship.

### **Equality Objectives**

At Our Lady of Fatima Catholic Trust, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

#### **Objective**

- 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.
- 2: To raise levels of attainment in core subjects for vulnerable learners.
- 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

### Our Lady of Fatima Equality and diversity Objectives 2022-2024

Objective	Action	Responsibility	Time Scale	Success Criteria
To challenge more able pupils effectively in core subjects	Identify academically able pupils Add pupils to school's tracking grid Identify pupils at the end of year 1 to focus on in year 2 KS2 pupils attend G&T days where appropriate	All staff More-Able co-ordinator English/ Maths leads	On-going	All teachers to have extension tasks prepared to challenge more able pupils
Improve provision for pupils for whom English is an additional language	CT to select pupils to buddy/mentor new arrivals CT to buddy up EAL pupils with 'good role model' non-EAL pupils for support. CT to make early assessment of EAL needs and identify appropriate interventions CT to plan for children with EAL and to allow opportunity in the classroom for them to achieve their full potential	EAL lead Class teachers	From the time a school place is offered	New pupils are supported and interventions are put in place to ensure a smooth transition into school
To promote an understanding and respect for differences	Identify opportunities in the curriculum to look at other cultures/ countries to study famous people from ethnic minorities to celebrate diversity Use collective worship as an opportunity to celebrate festivals from a range of other cultures Ensure displays and resources reflect diversity	SLT Class teachers Governors parents	On-going	All staff pupils and parents have a greater understanding and respect for differences
All pupils are encouraged to make a positive contribution to the life of the school community	Actively promote and recruit vulnerable groups of pupils to participate in assemblies/fund raising activities and after school clubs	Head of school	On-going	Analysis of participation rates

## Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate) disability, ethnicity, gender ( including issues of transgender and or maternity and pregnancy) religion and belief and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998

## Guiding Principles

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

### **Principle 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

### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve 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 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

### **Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging**

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

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interactions, 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 girls and boys and women and men and an absence of sexual or homophobic harassment.

### **Principle 4: We observe good equalities practice in staff recruitment, retention and deployment:**

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

- Whatever their age
- Whether or not they are disabled
- Whatever their ethnic, culture, religious affiliation, national origin or national status
- Whatever their gender or sexual identify and with full respect for the legal rights relating to pregnancy and maternity

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

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

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

**Principle 6: We consult widely**

We engage with a range of groups and individuals to ensure that those who are affected by a 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 of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- Gay people as well as heterosexual

**Principle 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
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- Gay people as well as heterosexual

**Principle 8: We base our policies and practices on sound evidence**

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PESD) set out in clause 149 of the Equalities Act 2010 and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integral into our self-evaluation documentation.

**Principle 9: Measurable objectives**

We formulate and publish specific and measurable objectives based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into our school improvement plan.

We keep our equality objectives under review and report annually on the progress towards achieving them.



## **The curriculum**

We keep each curriculum subject under review in order to ensure that teaching and learning reflects the principles set out above.

## **Ethos and organisation**

We ensure that principles cited above apply to the full range of our policies and practices including those that are 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
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

## **Addressing prejudice and prejudice-related bullying**

The Trust is opposed to all forms of prejudice which stands in the way of fulfilling the legal duties referred to above.

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

We keep a record of prejudice-related incidents.

## **Roles and Responsibilities**

The Strategic Board and Local Governing Bodies are responsible for ensuring that the school complies with legislation and that this policy and its related procedures and objectives are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy. The Executive Headteacher is responsible for implementing this policy; for ensuring that staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating the implementation of this policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect the principles cited above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work
- Celebrate the differences and different experiences that children may bring into the classroom

**Information**

We ensure that the content of this policy is known to all staff and governors and as appropriate to all pupils and their parents and carers.

**Religious observance**

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

**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, groups or teams.

**Breaches of the policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Executive Headteacher and Governing Bodies.

**Monitoring and Review**

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

In particular, we collect and analyse and use data in relation to achievement broken down as appropriate according to disabilities and special educational needs; ethnicity, language and gender.