



CTKCC
Christ the King
Catholic Collegiate
Together as one community
with Christ at the centre



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Review: November 2024

British Values and Equality Statement

Upholding British Values across Christ the King Catholic Collegiate

The DfE state the need to "create and enforce and clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs". At Christ the King Catholic Collegiate, our Catholic identity underpins the promotion of the fundamental British values, and these values can be explicitly seen in the work of each of our schools.

The *Prevent Strategy* (2011) clearly defines the British values that need to be promoted and maintained within our schools, and, in accordance with the doctrine of the Catholic Church, these are promoted visibly in all facets of the Collegiate's work.

As Catholic schools, we promote Catholic values of **Love**, **Faith** and **Service to others**. Through this, we evidently promote "British" values. Our Catholic values emphasise that all are created equal in the sight of God. All of these values are encompassed by human rights which are set out in Church documents such as Pope St John XXIII's *Pacem In Terris* which teaches that we all should contribute to the common good. Beyond exception, other

faiths are accorded full respect as evidenced in the words of *Nostra Aetate* (1965) which states "The Church reproves, as foreign to the mind of Christ, any discrimination against men or harassment of them because of their race, colour, condition of life, or religion"

Our Collegiate Commitment to Equality

We take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics within the school community. We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and challenge prejudice and stereotyping.

The Equality Act 2010 requires Christ the King Catholic Collegiate 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.

Each of these is clearly underpinned in Christ the King Catholic Collegiate through doctrine of the Catholic Church. "What we are called to respect in each person is first of all his life, his physical integrity, his dignity and the rights deriving from that dignity, his reputation, his property, his ethnic and cultural identity, his ideas and his political choices. We are therefore called to think, speak and write respectfully of the other, not only in his presence, but always and everywhere, avoiding unfair criticism or defamation. Families, schools, religious teaching and all forms of media have a role to play in achieving this goal" (Message of Pope Francis to Muslims through the world for the end of Ramadan, 2013)

Through Christ the King Catholic Collegiate, we:

- Ensure that everyone is treated fairly and with dignity in accordance with the teachings of the Catholic Church
- Ensure that all of our schools are safe and secure places for everyone, and develop and maintain rigorous safeguarding processes in this endeavour.
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- Aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender or gender identity
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.

We recognise that some learners across Christ the King Catholic Collegiate require additional support so that they can achieve and be successful. We endeavour to involve stakeholders in decisions through, where appropriate, consultation and dialogue.

Christ the King Catholic Collegiate provides a structure to allow us:

- To improve standards for all learners
- To provide mutual support linked to priorities
- To share knowledge, expertise and resources
- To strengthen and nurture the Catholic life of our schools
- To nurture the spiritual development of every individual

In our schools, this is not just undertaken due to our legal and statutory duties but also because of our Catholic pursuit of moral and social justice and equality. This is evidenced in many Church documents, including *Sollicitudo Rei Socialis*, when it says "To commit oneself to the development of the whole person and every human being is an obligation not only for the individual, but also for societies and nations, and especially for the Catholic community and the other Christian Churches." In each of our schools, we passionately undertake our duties:

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)
- We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

We will:

- Maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do. These will be built into our overall Development Plan, and individual School Improvement Plans.

Christ the King Catholic Collegiate is committed to ensuring that all pupils make progress, including those whose needs, dispositions, abilities or circumstances require additional support.

[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.

Information about pupils by protected characteristics

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Disability The Equality Act defines disability as when a person has a "physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities." There are pupils across Christ the King Catholic Collegiate with different types of disabilities including:

- Autism
- Speech, Language and Communication Needs
- Hearing Impairment
- Visual Impairment
- Physical disability
- Medical conditions

Further detail about the support available for learners with SEND can be found in our [SEND policy](#) and our [SEND information Report](#). Further information about supporting children with medical conditions can be found on the individual schools websites.

Ethnicity

There are a wide variety of ethnicities in our schools. Information about the ethnic makeup of each school can be found in our [Equalities Policy](#)

Religion

The majority of children in our schools are Roman Catholic or Christian. However, there are also a significant proportion of children who are Muslim, of other faiths, or non. Information about the religious makeup of each school can be found in our [Equalities Policy](#)

Information about other groups of pupils

Disadvantaged Children

Pupils from low-income backgrounds and those who are attract the Pupil Premium. Information about the Pupil Premium Strategy for Each School can be found on the individual school websites.

Looked After Children

Christ the King Catholic Collegiate is committed to supporting any child who is looked after or has been in the past. This support presents itself in a number of ways and is led by the Designated Teacher for Looked after Children (LAC). Further information about LAC can be found in our [Looked After Children Policy](#)

Young carers

Christ the King Catholic Collegiate is acutely aware that some children may be young carers and respond accordingly to any concerns as a result of this.

Christ the King Catholic Collegiate Regard for Equality

We are committed to working for the equality of all pupils and staff. This can be seen through the following processes:

- Collegiate wide policies anti-bullying, e-safety and cyber-bullying, behaviour for learning, gifted and talented and SEND offer.
- Accessibility plans
- Admission and induction arrangements
- Pupil suspensions and permanent exclusions are monitored by Governors and Directors.
- Incidents of harassment, peer on peer abuse and racism are recorded.
- Staff, Governors and Directors have regular safeguarding and SEND training.
- Staff, Governors and Directors have training on disabilities.
- Complaints and grievances procedures are followed.
- Non-discriminatory employment practice is adhered to.
- There are staff and pupil codes of conduct.
- Curriculum areas address anti-discrimination issues through work studied with pupils.
- EAL strategies are employed and resources targeted.
- Reasonable adjustments are made to ensure that disabled pupils and staff are not put at a disadvantage compared with others.
- Equal access to all areas of the curriculum is offered to all pupils, and additional support and resources are provided where necessary.
- Tracking and monitoring of vulnerable and identified groups' attainment and progress is regularly undertaken.

We encourage community cohesion through:

- Involving parents/carers of children in an identified group in understanding how they may support their children at home.
- Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities.
- Providing an anti-prejudice curriculum which is incorporated into every subject area which celebrates difference and diversity. Following a curriculum that supports pupils to understand, respect and value difference and diversity. Ensuring that the curriculum challenges racism and stereotypes. Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum. Our curriculum, especially in RE and PSHE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- Ensuring that pupils learn about the experiences of disabled people and how they may encounter prejudices.
- Encouraging pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.

- Providing policies, systems and procedures that promote tolerance and tackle prejudice e.g. Behaviour Policy, Anti-Bullying Policy, E-safety Policy, Safeguarding policy.
- Monitoring and ensuring equal access to after school clubs to pupils in identified groups, if this is deemed beneficial for their well-being.
- Supporting charities across the wide spectrum of society
- Ensuring that all ethnicities are made to feel welcome and included.
- Hosting Urdu lessons and facilitating GCSE entry to home languages.
- Offering support and information for parents.
- Involving parents, carers and families in participating in workshops.
- Holding coffee mornings for parents/carers of pupils in identified groups.
- Enabling pupils to develop respect for others and help challenge prejudice and discrimination.
- Visiting local places of worship, including the church and the mosque
- Tackling any form of bullying based on religious discrimination.
- Tackling prejudices relating to racism and xenophobia.

What has been the impact of our strategies and interventions?

- Our children are very tolerant of one another's beliefs.
- We have a clear set of values that underpins our Catholic ethos.
- Pupils and parents of different faith groups feel valued and respected.

Consultation and Engagement

Throughout Christ the King Catholic Collegiate, the aim is to always ensure that there are open lines of communication and consultation with pupils, staff, parents and carers, as well as the local community so that we can reflect upon the impact of our work and develop our Values and Equality objectives accordingly, with the ultimate outcome of improving what we do.

This consultation and engagement takes place through:

- Parent surveys
- Parents evenings/days
- Pupil surveys
- Workshops
- Information sessions
- Websites
- Social Media
- VLE
- Coffee mornings
- Class/Year and School Council
- Newsletters
- Meetings with parents/carers
- Meetings with pupils

Some examples of the ways we seek to embed British values in our schools.

In our Catholic Schools we seek to promote and embed British values through our Catholic Social

Teaching and our understanding of the example of Jesus in His welcome and inclusion of all.


- Highlighting the development of democratic ideas in History, PSHE and RE
- Voting for class/form reps and student council reps
- Ensuring all pupils are listened to by adults
- Inviting speakers to the school
- School Council
- Pupil voice is used to canvas student opinions
- Pupil Leaders
- Having a clear behaviour policy that is explained to all
- Highlighting the rules of the Church and God in the RE curriculum, for example the 10 commandments and the Precepts of the Church
- PSHCE studying the law and its developments
- Individual Liberty
- Encouraging students to be independent in their learning
- Mutual respect is emphasised and lived out in the school mission
- Reinforcing the value of everyone's opinions in class debates
- Having an effective anti-bullying policy
- Emphasising that every person is unique and "created in the image of God"
- Remembrance Activities
- Supporting charitable works
- Tolerance of those with different faiths and beliefs
- Religious Education provides pupils with a deep understanding of their own faith as well as awareness of the faith and traditions of other religious communities as a basis for understanding and respecting all.
- Support for the Holocaust memorial day
- PSHCE inputs on tolerance and Human rights


Further Information can be found at [Educate against Hate](#)

Our Values and Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. Throughout Christ the King Catholic Collegiate, we aim to address areas where we need to take action to improve equality and tackle disadvantages.

Each school sets equality objectives. To ensure that the school-specific equality objectives are being met, progress towards them will be regularly reviewed.

| Our Lady and St Werburgh's Catholic Primary School | | |
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| Objective | How? | What will success look like in this school? |
| All pupils to make at least expected progress in all areas, including disadvantaged and vulnerable pupils | Target tracking, pupil progress meetings, closing the gap/ targeted and timely interventions | All groups to make at least expected progress |
| Continue to raise the attainment of more able children in core subjects | Staff training and CPD focused on achieving greater depth Enquiry-based curriculum based upon challenge and reflection | Increased % of GDS across school Greater depth of thinking responses in work scrutinies, pupil voice, etc. |
| To promote understanding of, and respect for, differences within humanity | Celebrate days throughout the year to raise awareness of different conditions, e.g. dyslexia, autism, physical disabilities, multi-faiths Ensure that all areas of school are fully equipped for wheelchair access (new Nursery) | In line with our mission statement, 'a school where all are valued and none left out' Pupils able to articulate and celebrate difference |

| St John Fisher Catholic College | | |
|---|---|---|
|  | | |
| Objective | How? | What will success look like in this school? |
| All pupils to make at least expected to good progress, Including vulnerable and identified pupils | Tracking of each pupil's progress with targeted intervention as appropriate | All groups make at least expected progress. |
| To further improve attendance and punctuality, particularly in identified groups. | Newsletters, letters, emails, home, attendance assemblies, praise assemblies recognition and prizes for 100% attendance, workshops. | Further increase in overall % attendance and further reduction in PA. |
| To raise attainment and of more able pupils throughout SJFCC | Staff training Focus in lesson observations. Links between Key Stage 2-3 Master classes for high achieving pupils | Increase in grades 7-9 at GCSE and A*/A at A level. |

St Mary's Catholic Primary School



| Objective | How? | What will success look like in this school? |
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| To review the levels of parental engagement in learning and school life across all activities to ensure equity and fairness in access and engagement | Research such carried out by such bodies as the EEF state recognise that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. | To review the role of the Family Support Worker annually to identify where support and input is needed in learning and school life across all activities. Identify parents and carers of children that do not engage. The Family Support Worker to make contact with such parents and offer the necessary support. Review communication platforms to incorporate language translate facility. |
| To further improve attendance and punctuality, particularly in identified groups | Newsletters, emails, assemblies, recognition and prizes for 100% and most improved, attendance clinics | Further increase in overall % attendance and further reduction in PA |
| To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in that data that require additional support for pupils. | Timely analysis of both soft data and summative data from core and foundation subjects. Analysis of any emerging trends/patterns. | If patterns or trends are identified, support mechanism have been put in place and attainment/progress is improving. |

St Teresa's Catholic Primary School



| Objective | How? | What will success look like in this school? |
|--|---|--|
| Raise awareness of different cultures and diversity in our school and wider community for both pupils and staff. | For pupils to be aware of and embrace the cultural diversity of the school and to celebrate the diverse nature of our community | Continue to celebrate the cultural diversity of the school. Acknowledge and recognise festivals and seasons in other religions and cultures. Annual Multicultural week celebration. We use PHSE/RSHE curriculum time to promote anti-bullying, respect and compassion across the school. |
| To make reasonable adjustments for all staff, children and parents with disabilities, to ensure their needs are met. | To ensure that the school is an inclusive and accessible working and learning environment. | Assess the building as regards to accessibility to all areas. Improve signage and access to all phases on the school site. Review how information is shared with parents and children to ensure it is fully accessible |
| 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. | To ensure that all groups in the school have fair access to learning and activities. Focus especially on those with a primary language other than English | Identify groups of parents and children in the Early Years to engage them in bespoke workshops and information sessions to allow access to learning/activities and support. Ensure parents have access to home learning materials including ICT |

St Thomas Aquinas Catholic Primary School



| Objective | How? | What will success look like in this school? |
|---|---|---|
| To ensure that all children achieve their full potential. | Tracking of each individual pupil's progress with targeted interventions carried out where appropriate | All pupils regardless of starting point and barriers will make at least expected progress |
| All pupils have equal access to the curriculum and extra-curricular activities | Provide a broad and balanced curriculum that all pupils, regardless of starting points and barriers, can access. Provide a wide range of extra-curricular activities. Track which children attend prioritising pupils with SEND and PP. | All pupils are able to access the curriculum and they have access to extra-curricular activities regardless of SEND or socio economic factors. |
| All staff and pupils respect the differences of others- so celebrating diversity, multi-faith | Roots week, Celebration of world religions Displays, visitors, International Language Day, resources Diversify the curriculum e.g. Black History Month, study Art from other cultures, significant people | Each child sees themselves and their culture valued and represented in the curriculum and school environment. All major world faiths respected. All children encouraged to share their own faith with others whilst acknowledging and respecting each others differences. |

St Wulstan's Catholic Primary School



| Objective | How? | What will success look like in this school? |
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| All pupils to make at least expected to good progress, including vulnerable and identified pupils | Tracking of each pupil's progress with targeted intervention as appropriate. Termly Pupil Premium meetings to track the progress and engagement of disadvantaged children. QFT strategies, interventions and subject specific pedagogy that is implemented is always based on current research, and these are selected based on strategies which support vulnerable and identified pupils. | All groups make at least expected progress. |
| To further improve engagement in wider school life, particularly in identified groups. | Newsletters, letters, emails, home, attendance assemblies, praise. Pupil voice when creating menu of after school clubs and provision. Careful tracking of wider engagement of disadvantaged and identified groups through termly meetings. Support and subsidy for extra curricular activities. | A further increase in the overall percentage of the engagement of identified groups in wider school life, including after school clubs, Breakfast Reading Clubs, instrument tuition, sports competitions. |
| To raise attainment of more able pupils throughout STW, particularly in identified groups. | Staff training. Focus in lesson observations/ learning walks. Stretch and Challenge SDP focus. Sentence stacking teaching. Stretch and Challenge embedded in Maths, Reading and Writing. Focus on these children in pupil progress meetings. | An increase in the percentage of children achieving GDS across the school. |