



Catch22 Education Policy

Equality Statement Version 1.0

Catch22 Include Wales

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Queries to be directed to:	Andrew Preedy - Headteacher
Signed	A. Preedy
Dated	August 2025

This policy will be reviewed on an annual basis. Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Date created:	May 2017
Date of last review:	August 2025
Date of next review:	August 2026

Catch 22 Independent Schools Education Intent Statement

Catch22's Vision is:

To deliver better social outcomes through transforming public service through the 3Ps:

1. Place- supporting people to find, retain, transition safely into homes and communities
2. Purpose- Working with people to achieve their purpose in education, employment or training
3. People- Building networks of people around individuals

Our Education Mission is:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our learners achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, and have troubled and challenging backgrounds. We embody our vision in all we do to ensure our young people are supported fully to achieve these goals.

Our Education Intent is to:

Brilliant basics, magic moments

- Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.
- Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development

Relationships beat structures

- Treat pupils as individuals and help them to build bright futures in both their personal and professional lives

Things about you, built with you, are for you

- Understand pupils' unique needs and help them overcome their barriers to learning
- Engage young people with a broad and rich curriculum so they can realise their ambitions
- Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.

Unleash Greatness

- Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world.
- Instil belief in pupils so they can progress and succeed in education, training and employment

Let robots be robots and humans be human

- Ensure pupils have a rounded understanding of themselves and the world around them.
- Harness curiosity and nurture a love of learning.
- Support and protect our pupils to be safe and feel safe online and offline.

Incubate, accelerate, amplify

- Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.

1. What is the policy about?

This policy statement outlines the philosophy of equality for all students at Catch22 Education.

2. Who is the policy for?

All staff, parents/carers and commissioners.

3. Policy statement

The Equalities Act 2010: High quality learning in relation to promoting protected characteristics

Introduction

This document describes the minimum standards and guidance relating to developing a cooperative and non-discriminatory environment, which is supportive and challenging: and dealing with instances of harassment, bullying and discrimination.

We believe that all parents, staff and children must be equally respected and treated as individuals, taking positive account of age, gender, religion or belief, ethnic origin, cultural origin, sexual and parental preferences, disability, pregnancy or maternity and marital status. We will endeavour to apply this principle to all our policies, procedures, delivery and interactions across the projects.

‘Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders staff and pupils do not tolerate prejudiced behaviour.’

‘Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.’

‘The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in

different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.'

The Common Inspection framework September 2015.

Age, Gender, Sexual Orientation, Transgender, Marital Status

No discrimination will be accepted with regards to the gender of the person or child. All children will be encouraged to participate in all activities regardless of gender or age. All staff, adults and children will have the same opportunities and be treated in the same manner regardless of their gender or age. No discrimination will be made with regards to individual sexual preferences and marital status.

Reference;

The Sex Discrimination Act 1975

Employment, Equality Sexual orientation Regulations Dec 2003

Equalities Act (2010)

Religion, Ethnic origin, Cultural origin

No child will be refused a place on the grounds of religion, ethnic origin or culture.

Information will be available to all parents whenever possible, this will be in the parents first language if English is not understood, or an interpreter will be used to ensure information is exchanged accurately in a timely manner. All children, parents and staff will be expected to respect individual religion, ethnicity and cultural differences.

The curriculum encourages children and adults to treat everyone with equal concern and respect and to value each other. Children's questions about racial and cultural differences will be answered in a clear, factual way that is understood to children in an appropriate manner to their age - unless parental preferences have been stated. Positive support for a child's home language and cultures will be given as this provides a framework for learning English; Bilingualism is considered to be strength and can have a positive effect on children's intellectual development. Children will be encouraged to be proficient in both languages.

Reference:

The Race Relations Act .1976

Employment Equality Religion or Belief Regulations Dec 2003

Parental Preferences

Parental preferences will be respected with regards to their children, this may include preferred name, dietary requirements, words used activities or routine. All parental preferences will be recorded in a confidential manner. Any parental preferences that could constitute discrimination cannot be accepted.

Disability

The school is committed to the integration of children with a disability or additional needs. Extra help or special arrangements may be required.

Steps will be taken to reduce or remove any substantial disadvantage in children this will be liaised with the named SENCO. This will be done in a timely manner.

The school will not discriminate directly or indirectly against a disabled child. It is recommended that all disabilities or special needs are made known so any necessary reasonable adjustments can be made.

Reference:

The Disability Discrimination Act 1995

Offensive behaviour

The school will not allow harassment or bullying to children or adults. This can include unwelcome comments or behaviour, repetitive criticism, intimidation, insulting, aggressive, undermining Self-confidence or the misuse of power. Any action which makes the recipient feel upset, humiliated, threatened or vulnerable.

If offensive behaviour is made by children, an on the spot explanation of why it is not accepted will be made and the behaviour policy followed.

Any breach of this policy by an adult or young person visiting the centre will result in that person or persons being removed from the building.

4. Definitions

- Direct discrimination - means treating people less favourably gender because of their race, disability, race, colour of their skin, ethnic and national origin, nationality, sexual orientation, religion or age.
- Indirect discrimination - occurs when an unjustifiable requirement or condition, whether intentional or not affects adults or children from certain groups.

5. Policy requirements?

All staff will follow this policy statement at all times. Headteachers, managers and Education SLT will ensure that this statement is followed through supervision and quality assurance processes.

6. Related policies

Catch22 Equality and Diversity Policy

Annex 1: Equality Impact Assessment

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

1. Summary

This EIA is for:	Equality Statement
EIA completed by:	Stuart Rutter Executive Principal
Date of assessment:	August 2019
Assessment approved by:	Education SLT

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Catch22 Equality Statement policy for all staff have been fully considered and addressed, whether or not the staff members share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of health/disability. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
Pregnancy & Maternity/paternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It's not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave,.
Race (incl. origin, colour and nationality)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Gender and Gender Re-assignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
Sexual Orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because their sexual orientation.

3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner
N/A	N/A	CA