

Christ Church Primary School

'Starting the journey well'

As a Church of England community school, we
believe we can impact God's world for good,
grow in learning, love, wonder and faith and
seek together to flourish in the fullest way possible.

Equality Policy

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Approved by:

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This policy meets the requirements under the Equality Act 2010, which was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of the protected characteristics: gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting Equality.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher and leadership team will:

- Promote knowledge and understanding of the equality objectives among staff and pupils, taking action in any cases of unlawful discrimination
- Monitor success in achieving the objectives and report back to governors

All school staff will;

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

4. Eliminate unlawful discrimination, harassment and victimisation

- Our admissions arrangements are fair and transparent and in line with the national admissions code.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

In fulfilling this aspect of the duty, the school will:

- Closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns
- Analyse attainment data to ensure high expectations and achievement for is reflected in attainment
- Review and create reports analysing the behaviour incidents across the school. Reports are shared with governors and action taken to eliminate discrimination and identify further training and support for staff.

6. Advance equality of opportunity

We know the needs of our school through the collection and analysis data in order to inform our planning and identify targets to achieve improvements.

- Our admissions process ensures we are aware of and can work with parents and carers of any child presenting with protected characteristics.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- We collect and analyse equalities data with governors
- We analyse the standards reached by different groups (ethnic group, FSM, girls/boys,

SEN stage) at the end of each key stage.

- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- 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 may already exist

between, for example:

disabled and non-disabled people

people of different ethnic, cultural and religious backgrounds

girls and boys

- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We ensure all school trips take account the needs of all pupils and put in place risk assessments to facilitate all children participating fully.
- Our Accessibility Plan is an integral part of our Equality Plan and is designed to: increase the extent to which pupils with disability can participate in the curriculum and improve the physical environment.
- We structure our school year to take account of key religious festivals celebrated across the school.

We are aware that the legislation relates mainly to current but also to future pupils – Our admission processes ensure we are sufficiently prepared for a Visually Impaired, Hearing impaired or when a Gypsy Roma Traveller pupil joins our school.

7. Fostering good relations

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Through relationships, health and sex education we teach about difference and diversity, as well as addressing the impact of stereotyping, prejudice and discrimination.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to visit and contribute to lessons, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. Equality objectives

Objective 1

To increase staff awareness and understanding of equality related to mental health issues and well-being.

Why we have chosen this objective:

Discrimination and feelings of difference can impact negatively on the mental health and well-being of children and adults. Following from the Covid pandemic there has been an increase in concerns over children's mental health and well-being and a higher number of referrals to CAMHs. As a result we need to put in place actions to support children whilst they await therapeutic services.

To achieve this objective we plan to:

- Participating in the Young Minds School Pilot
- Provide training for all staff on mental health and well-being
- Train further TAs to work with specific children via the ELSA course
- Review well-being policy
- Look at ways to support staff well-being in school, and for staff to consider how to support child well-being in class

- Continue to develop awareness of celebrating difference
- Use oracy school improvement to frame discussions in class

Progress we are making towards this objective:

Objective 2

To increase staff awareness of sexualized, racist or homophobic language, often referred to as banter, and how to confidently deal with these issues.

Why we have chosen this objective: It is a key aspect of keeping children safe in education and an important aspect of developing children's awareness of the impact words have on others. There is very little reporting of concerns and we need to focus and monitor to ensure this isn't being missed

To achieve this objective we plan to:

- Use the bulletin to highlight this issue, and provide regular reminders
- Provide training to staff to recognize the language, understand the issue and support both victim and perpetrator to change behaviours.
- Highlight concerns through KCSIE INSET in September, and for all new staff joining during the year.
- Report to governors on incidents of discriminatory language and actions taken

Progress we are making towards this objective:

Objective 3

Improve provision to ensure equality of progress for children from different ethnic backgrounds

Why we have chosen this objective: We have high numbers of EAL children within the school. They should not be held back from attaining highly due to language.

To achieve this objective we plan to:

- Through targeted support, the oracy focus and pre-teaching of key vocabulary all children will have access to the same learning opportunities.
- All children will be assessed to ensure an accurate measuring of their fluency in English and appropriate scaffolds put in place to support learning
- Key focus on language in all classroom displays
- Tracking of progress of EAL and non-EAL cohorts across the school

Progress we are making towards this objective:

Objective 4

For all children to be religiously literate when discussing the major world religions. Drawing on first hand experiences and RE teaching to give well-informed accurate opinions and views.

Why we have chosen this objective: Christ Church believes if children start in the way we want them to progress, they will take these skills into adulthood. Teaching children to live respectfully within diverse communities, celebrating difference and finding commonalities are key skills for impacting God's world for good.

To achieve this objective we plan to:

- Embed and teach the LDBS curriculum seeking opportunities to go further
- Positively promote all staff to visit places of worship linked to their units of work
- Engage local faith ambassadors to visit the school and shared their lived experiences

Progress we are making towards this objective:

9. Monitoring arrangements

We will review the school summary document annually and publish the information on the school website. The policy will be reviewed every three years and adjustments made.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment