



## **EQUALITY POLICY**



## Introduction

Christ Church Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

### The Mission Statement of Christ Church School

*At Christ Church School we respect and value each individual's contribution to our school community. We work to inspire our children with the love of learning and to strive for excellence in all aspects of school life.*

*We aim to make everyone's time at Christ Church School an enjoyable and rewarding experience and achieve our mission statement by:*

- *promoting the highest standards of teaching and learning*
- *providing a rich and stimulating curriculum*
- *encouraging the development of self confidence, self discipline and healthy living*
- *developing a spiritual awareness*
- *promoting a Christian ethos whilst respecting other people's faith*
- *welcoming the involvement of parents and other members of the local community*
- *expecting everybody to understand their own rights and take responsibility to respect the rights of others*
- *expecting everybody to make a positive contribution to our school, the wider community and our planet*
- *providing an environment where all feel safe from bullying and discrimination.*

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.

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.

### **Our approach to equality is based on the following 7 key principles**

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. At Christ Church School we believe that all learners are of equal values whatever their ability level.
- 2. We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” and, although they are not part of the school provisions related to pupils directly, they are indirectly addressed in other policies and areas of provision and in policies related to adults.

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 or “general 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

1. Publish information to show compliance with the Equality Duty by April 6<sup>th</sup> 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6<sup>th</sup> 2012

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.

**Appendix 1** is a checklist of key equality considerations

**Appendix 2** shows the school's current Equality Objectives in an Equality Action Plan

### **Development of the policy**

This policy was developed by the staff and Governors of Christ Church School in 2013 and builds on our previous Equality Policy and Plan for 2010-13, taking account of all surveys and consultations we have held with stakeholders. This policy was reviewed in April 2015 with very minor changes, there having been no subsequent changes in requirements for schools.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

### **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school improvement plan, self evaluation review, the school prospectus, school web site and newsletters.

There are also references in the positive behaviour and anti-bullying , SEND and Teaching and Learning policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in the guidelines for recruitment and dealing with staff published by both the Local Authority and London Diocesan Board for Schools.

### **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- 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 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 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 today life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

- Our admissions arrangements are fair and transparent and in line with the national admissions code.

### **Behaviour, Exclusions and Attendance**

The school Positive Behaviour and Anti-Bullying Policy takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

### **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the Positive Behaviour and Anti-Bullying Policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously. Training is also provided for staff.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

### **What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions process.
- 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 data with governors:
  - on the school population by gender and ethnicity;
  - on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
  - by year group – in terms of ethnicity, gender and proficiency in English;
  - on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
- 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.
- A summary of the school population Equalities Data can be found on our school website. We also provide paper copies in the school office.

- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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.
  - 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.

### **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Inspirational People in History Month, 'My Amazing Family' presentations
- We include Equalities matters in our Newsletters to parents and carers

#### Other ways we address equality issues

- We address Equalities issues in our training for staff
- Our monitoring records include evaluations of aspects of Equalities where applicable
- We keep minutes of meetings where equality issues are discussed
- The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from parents' surveys, Governors Table responses or any other parent consultation
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, children's surveys;
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's committees.

#### Publishing Equality Objectives (see Equality Action Plan/ School Improvement Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Our current Equality Objectives are

- To increase the staff team's understanding of equality related to sexual orientation and in this way reduce/eliminate prejudice-based language and/or promote respect for difference. This will be achieved through training all staff, at least every two years, on how to deal with and challenge homophobic language, ensuring that at least 90% of staff feel confident in dealing with this issue
- To provide additional support as needed so that there is equality of progress of children of different ethnic groups (and who speak different languages) at KS2
- For all children to learn about all the major world faiths through a well-planned and taught RE curriculum; for all children to have visited the place of worship of at least four major world faiths by the time they leave the school at the end of Year 6

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our school development plan.

### *Monitoring and reviewing objectives*

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

## **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### *Governing body*

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

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

### *Headteacher and Leadership team*

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

### *Teaching and Support Staff*

All teaching and support 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.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

### *Visitors*

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

### **Equal Opportunities for staff**

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. As a Church of England School we expect all staff members to support the Christian ethos of our school and to attend Christian worship – this is made clear on recruitment materials.
- 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.

### **Monitoring and Reviewing the policy**

We review the school summary information about equalities annually. We review this policy every three years and make adjustments as appropriate. Our review involves staff and governors and takes into account relevant feedback from pupils and parents and carers.

### **Disseminating the policy**

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office
- on the staff shared computer network
- as a summary in the school brochure

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

## **APPENDIX ONE**

**School staff and Governors should be periodically ensuring that each of these actions is taking place:**

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes summary equalities information about the school population
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- The head teacher has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in annual events such as Inspirational People in History month to raise awareness of issues around race, disability and gender
- The Equality Plan includes our Accessibility Plan which sets out how we are making our school increasingly accessible to all pupils, staff and visitors
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves  
Procedures for the election of parent governors are open to candidates and voters who are disabled

APPENDIX TWO EQUALITY ACTION PLAN (including accessibility plan) 2012-2015, reviewed 2015-2018

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
<b>Eliminate discrimination, harassment and victimisation</b>	To increase the staff team's understanding of equality related to sexual orientation and in this way reduce/eliminate prejudice-based language and/or promote respect for difference. This will be achieved through training all staff, at least every two years, on how to deal with and challenge homophobic language, ensuring that at least 90% of staff feel confident in dealing with this issue	<ul style="list-style-type: none"> <li>• School representative attendance at LA training on homophobic bullying</li> <li>• Adapt LA materials on homophobic language for school training</li> <li>• School training in Summer 13 (teaching staff) and in Autumn 13 (all staff) with follow up consultation about whether staff confidence issues in dealing with homophobic language have been addressed</li> <li>• Include information and reminders in staff handbook (for all new staff)</li> <li>• Repeat training at least every two years – Aut 2015, Aut 2017</li> </ul>	<p>Termly Behaviour report to Governors records all discriminatory incidents</p> <p>Staff confidence in challenging and dealing with homophobic language to be measured before and after training</p> <p>Govs Behaviour and Safety Committee to monitor through analysis and challenge of behaviour reports</p>	Head teacher	<p>Initial training in Summer 13</p> <p>Whole staff training in Sept INSET 13</p> <p>Repeat training Aut 15, Aut 17</p>	<p><b>Summer 15 progress at end of first stage of plan: All staff have received training on challenging homophobic language. The school is now part of the Stonewall School Champions programme – further training for one member of teaching staff.</b></p> <p><b>Need to continue to repeat this training every two years and include reminders in staff hand book for new staff.</b></p>
<b>Advance equality of opportunity between different groups</b>	To provide additional support as needed so that there is equality of progress of children of different ethnic groups (and who speak different languages) at KS2	<ul style="list-style-type: none"> <li>• Develop processes for identification and tracking of proficiency in English for children across the school, from all ethnic groups.</li> <li>• Provide targeted support for</li> </ul>	Governors Teaching Learning and Standards Committee to monitor this	Head teacher, Inclusion leader and class teachers	<p>Tracking in place by Sept 13</p> <p>Additional targeted</p>	<p><b>Summer 15 progress at end of first stage of plan: Offer of provision in place for EAL learners at different levels (developed with school</b></p>

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
		<p>children with lower levels of English fluency to ensure equality of progress by the end of KS2</p> <ul style="list-style-type: none"> <li>Track in detail the progress of EAL/non EAL group in different cohorts, report to gobs and to staff</li> </ul>	target through analysis of attainment and progress data for all groups		support in place where necessary from Sept 13	<p><i>staff, external consultant support and governors) – to be implemented and shared with parents from September 2014. Parent leaflet now on website and given out in prospectus.</i></p> <p><i>Ongoing training for staff as next step.</i></p>
<b>Foster good relations between different groups</b>	For all children to learn about all the major world faiths through a well-planned and taught RE curriculum; for all children to have visited the place of worship of at least four major world faiths by the time they leave the school at the end of Year 6	<ul style="list-style-type: none"> <li>RE curriculum reviewed and implemented from Sept 14</li> <li>World faith topic for Y1-6 in Spring term each year.</li> <li>Visits to places of worship an integral part of this learning.</li> <li>Links made to the local places of worship for ongoing learning partnership wherever possible.</li> </ul>	Governing Body to monitor this target through HT's termly reports to gobs including lists of trips that have taken place.	RE subject leader	From 15/16 academic year (trips in place before this for some year groups and topics)	<b>Target included from second stage of plan only</b>

<b>Accessibility Plan:</b>						
<b>Accessibility</b>	To make reasonable adjustments for disabled pupils so that pupils with individual needs can take part in all aspects of school life	<ul style="list-style-type: none"> <li>Continue to source and purchase additional resources for disabled pupils where appropriate</li> <li>Continue to provide additional adult support for activities, clubs or trips to support disabled pupils</li> </ul>	Governors Teaching Learning and Standards committee to monitor impact through reports from Inclusion leader and Head	Head teacher and Inclusion leader	Ongoing	<p><b>Summer 15 progress at end of first stage of plan</b></p> <p><i>E.g. considerable adjustments made to support a pupil in wheel chair for 6 weeks in Autumn 2013, including full access to trips and</i></p>

			teacher			<i>curriculum.</i>
	To improve the physical environment to make the school site more accessible for disabled people	<ul style="list-style-type: none"> <li>Increased accessibility to the school site and to as many areas of the school building as possible remains a priority for our 'suitability' building project</li> </ul>	Governing Body to monitor impact in the long term through admission of pupils with disabilities, recruitment of staff with disabilities or welcoming visitors with disabilities.	Governing Body	Initial planning process from Summer 13  Building phase 2013 and 2014	<p><b><i>Summer 15 progress at end of first stage of plan</i></b></p> <p><b><i>Building is due to start before end of Summer term 2015 – level access to site is included in plan, plus levelling of access into building at other points</i></b></p>

**This Equality Plan sets out the Equalities Objectives 2013-2015 and 2015-2018 and is referenced in our school improvement plan**