



“I have come in order that you might have life – life in all its fullness.”
John 10:10

Equality Duty Policy

Incorporating:

- Statement of Objectives 2017–18

Policy accepted by FGB on:	16/10/2017
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Signed (Chair of Governors):	
Statutory policy: <u>Yes/No</u> On school website: <u>Yes/No</u>	

EQUALITY DUTY – wording published online

Christ Church Equality Duty “Statement of Objectives” for 2017–18

As a Christian learning community, Christ Church C of E First School is committed to upholding the biblical principle that all human beings are made in the image of God and, as such, should be welcomed, accepted and valued as unique individuals of equal value and dignity.

At Christ Church, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. We promote a positive culture of inclusion, in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of age, disability, gender, gender identity, pregnancy or maternity, ethnicity, colour or national origin, religion or belief, sexual orientation or socio-economic background.

As a school, we aim to tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all.

At Christ Church, we aim to ensure that every adult and child is treated fairly and has equality of opportunity to participate fully in the life of the school. We also work to develop good relations between people from different groups.

We try to make sure that our school is a safe and secure place for everyone.

We do not put up with unfair treatment or bullying of any kind.

We recognise that people have different needs and we understand that treating people equally does not always involve treating them all the same. When people face particular difficulties they need extra support to help them achieve success and we try to do this for people in our school community.

We also try to make sure that people from different groups are consulted and involved in our decisions, for example, through talking to pupils and parents/carers, and through our School Council.

Our school has the following equality objectives:

- 1) Improve the progress and attainment of all Gypsy/Roma/Traveller children across the curriculum and in all classes so that any attainment gap between GRT and non-GRT pupils is eliminated.**
- 2) Ensure that gifted and talented children are sufficiently engaged and challenged in their learning across the curriculum.**
- 3) Improve progress and attainment in Early Years:**
 - **Reading – especially Pupil Premium, Gypsy/Roma and summer born**
 - **Writing – especially Pupil Premium, Gypsy/Roma and summer born**
 - **Maths – especially girls, Pupil Premium and summer born**
- 4) Improve progress and attainment in Key Stage 1:**
 - **Phonics – especially boys, Gypsy/Roma, Pupil Premium and summer born**
 - **Writing – especially Pupil Premium, Gypsy/Roma and more able children**
 - **Maths – especially girls, Pupil Premium, Gypsy/Roma and summer born**
- 5) Improve progress and attainment in Key Stage 2:**
 - **Reading – especially boys**
 - **Writing – especially boys, Pupil Premium and more able children**
 - **Maths – especially Pupil Premium and Gypsy/Roma**

(These targets are based on 2016–17 data. Hence current (2017–18) class teachers will be closely tracking and targeting groups in order to close the attainment gaps identified last year.)

EQUALITY DUTY POLICY

(This policy is about equality of opportunity for pupils. For information about equality of opportunity for school staff, see Christ Church's Equal Opportunities Policy.)

1. Introduction

Christ Church School welcomes its general duties under the 2010 Equality Act and the 2011 Equality Duty to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity; and
- foster good relations between people who share a protected characteristic and people who do not share it.

Protected characteristics are age (for adults), disability, gender, gender identity/reassignment, marriage and civil partnership (with regard to the need to eliminate discrimination), pregnancy and maternity, race (including ethnicity, colour or national origin), religion or belief, and sexual orientation.

We also welcome our specific duties under the Equality Act to:

- publish sufficient information to demonstrate our compliance with the general duties annually, and
- prepare and publish equality objectives on the school website annually (see "Christ Church Equality Duty 'Statement of Objectives' for 2017–18", above).

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

2. Our school context and values

We try to make sure that our school is a safe and secure place for everyone. We do not put up with unfair treatment or bullying of any kind.

We recognise that people have different needs and we understand that treating people equally does not always involve treating them all the same. When people face particular difficulties they need extra support to help them achieve success and we try to do this for people in our school community.

We also try to make sure that people from different groups are consulted and involved in our decisions, for example, through talking to pupils and parents/carers, and through our School Council.

3. Our overall aims

We aim to:

- promote equality of opportunity through vision, strategy and practice;

- involve people from different groups in the development and review of our equality work;
- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying;
- ensure equality of opportunity for disadvantaged groups;
- narrow the attainment gap in outcomes for children and young people; improve other outcomes where we identify inequality;
- take proportionate positive actions to help particular groups of pupils to overcome disadvantages which are linked to a protected characteristic (eg organising interventions for groups of both GRT and non-GRT children and their families, but with the aim of specifically benefitting GRT children);
- increase participation of under-represented groups in activities and public life;
- promote positive attitudes and good relations between people from different groups and support community cohesion.

4. **Guiding principles**

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

Principle 1: All learners, parents/carers, governors and staff are of equal value

We see all learners and potential learners, and their parents and carers, and our governors and staff, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whether or not they are pregnant or mothers;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual orientation.

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 of the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made and needs met;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised, and specific needs met;
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised and met;
- religion, belief or faith background, so that different needs and experiences are recognised and met;
- pregnancy and motherhood, so that different needs and experiences are recognised and met;
- sexual orientation, so that different needs and experiences are recognised and met.

We understand that people have complex, multiple identities. No one is just one thing and people have many affiliations and loyalties. We know that although social class is not explicitly mentioned in the Equality Act, we need to consider and address inequalities of income and social class as part of our work to address other inequalities.

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 promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, 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 boys and girls, and women and men; fair treatment for those who are pregnant or mothers; and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

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

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity;
- whatever their age.

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

We use a social model of disadvantage, understanding that disadvantage is often caused by the structures, systems, attitudes and opinions of society as a whole, not by the people that suffer the disadvantage. Therefore, 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:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men, people who are pregnant or mothers and others;
- people of different sexual orientation or gender identity.

Principle 6: We consult and involve 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 recognise that there are risks that consultation processes do not always access the views of some disadvantaged groups. We consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- girls and boys, women and men, people who are pregnant or mothers and others;
- people of different sexual orientation or gender identity.

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 people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- girls and boys, women and men, people who are pregnant or mothers and others;
- people of different sexual orientation or gender identity.

Principle 8: We base our practices on sound evidence and openness about the issues that face us

We maintain and publish quantitative and qualitative information (as appropriate) about our progress towards greater equality in relation to:

- disability;
- ethnicity, religion and culture;
- gender;
- pregnancy and maternity;
- sexual orientation and gender identity.

We also publish other information needed to show how we are meeting our duties to eliminate discrimination/harassment/victimisation, advance equality and promote good relations between different groups.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement through which we have involved people from different groups (Principle 7), in relation to:

- disability;
- ethnicity, religion and culture;
- gender;
- pregnancy and maternity;
- sexual orientation and gender identity.

We recognise that the actions resulting from a policy statement such as this are what make a difference. Accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

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

5. Ethos and organisation

We ensure the principles listed 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;
- care, guidance and support;
- behaviour, discipline and exclusions;
- involvement in extracurricular activities;
- working in partnership with parents, carers and guardians;
- working with the wider community.

6. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out in paragraph 4 above.

7. Celebrating diversity and promoting mutual respect and tolerance

At Christ Church we will ensure that:

- displays around the school are free from stereotyping associated with gender, race, learning needs or physical disability;
- acts of collective worship and assemblies will be used to discuss and challenge prejudice, question stereotyping and enhance understanding. Acts of collective worship and assemblies will be free from messages which undermine principles of mutual respect and tolerance;
- adults from a broad spectrum of society visit our school;
- the playground will be used in a way that avoids the domination of space by any particular group over time;
- we provide support/training so that all adults who work in our school uphold the principles of Equal Opportunities in their work with children, ensuring that adults are aware how language can be used to stereotype and undermine confidence;
- sanctions used in the school are the same for boys and girls, and are applied equally;
- all adults know that sexist and racist abuse is unacceptable – see Christ Church's Anti-Racist (Race Equality) Policy;
- all school publications reflect the commitment to Equal Opportunities and are free from gender or cultural bias;
- all classrooms and shared spaces throughout the school site are accessible for people with disabilities;
- positive links with the local community are encouraged and developed;
- visitors are made to feel welcome;
- children show acceptance and understanding of all members of society.

8. Classroom practice and resources

At Christ Church we will:

- provide books, songs and music with images and information on different cultures;

- ensure equal access to resources, equipment and toys;
- take steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence;
- ensure equal opportunities for talking and listening in whole-class discussion, group work and paired work;
- divide teacher time fairly among all children;
- ensure that children with special needs are fully integrated into all school activities.

9. **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed towards: Gypsy/Roma/Traveller people; migrants, refugees and people seeking asylum; and religious groups and communities, for example, anti-Semitism and Islamophobia.
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of racial incidents at our school and how they are dealt with.

10. **Roles and responsibilities**

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

The SEN Link Governor has a watching brief regarding the implementation of this policy.

The Senior Leadership Team have collective responsibility for the day-to-day implementation of the policy. 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.

All staff at Christ Church are expected to:

- promote an inclusive and collaborative ethos in school;
- deal with any prejudice-related incidents that may occur.

Teachers are expected to:

- plan and deliver curricula and lessons that uphold and promote the principles of equality;
- support pupils in their class who have particular needs arising from disability, special educational needs, or for whom English is an additional language or who are Gypsy/Roma/Traveller;
- keep up to date with equalities legislation relevant to their work.

11. Information and resources

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. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

12. Religious observance

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

13. 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 and as groups or teams, to ensure that we are able to meet our obligations under the Equality Act.

14. Breaches of the policy

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

15. Monitoring and evaluation

We collect, study and use quantitative data and qualitative evidence relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data on achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, and gender.

16. Meeting our specific duties under the 2010 Equality Act

We publish information annually on our school website to show that we have complied with our general duties under the Act. (See "Christ Church Equality Duty 'Statement of Objectives' for 2017–18" on page 2 of this policy.)