



Christ Church CoE (VA) Primary School and Nursery

## Equality Scheme

2017 - 2020

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# 1: Vision and Values

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Our equality vision and the values that underpin school life

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## **Aiming High in Faith, Love and Learning**

We believe a Church School should be a place where dedicated staff provide a stimulating Christian environment where children of all abilities achieve their full academic, physical, spiritual and social potential.

- We believe in promoting a positive learning environment embracing Christian values with an emphasis on tolerance and an acceptance of diversity.
- We believe in the importance of strong relationships between children, parents, staff and the Church.
- We recognise and support the vitally important role parents play in a child's development and the cultivation of a positive and enthusiastic attitude to learning.
- We believe that social skills and personal qualities such as honesty, kindness and self-discipline provide a sound basis for the future success and happiness of our pupils.
- We believe we develop children to become respectful people who embrace Christian values and engage with and contribute to the wider community.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures;
- Publish and share our policies and impact assessment with the whole community;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- Use all available information to set suitable learning challenges for all; respond to pupils' diverse needs and overcome any potential barriers to learning;
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;

# In fulfilling our legal obligations we are guided by the following principles:

## **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, 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
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

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

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

## **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, 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.

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

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.

### **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 consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

### **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
- both women and men, girls and boys
- gay people as well as straight.

### **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **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 in which we have been involved (principle 7). 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.

## 2: School Context

### The characteristics of our school

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Christ Church school is situated in Ware town centre. The majority of pupils come from the immediate area with low level of deprivation. However, a quarter of pupils come from Ware Trinity which has a more mixed social and economic background.

Christ Church is a Voluntary Aided Church of England primary school with a strong Christian ethos and a close partnership with the neighbouring church.

The intake to the Nursery and reception is from a wide variety of settings and reflects the varied socio-economic backgrounds of our pupils. Attainment on entry is just in line with the national expectations.

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown and additional comments</b>
Number of pupils	334	159 Female (48%) 175 Male (52%)
Number of staff	57	55 Female (96%) 2 Male (4%)
Number of governors	X	% Female % Male
Religious character		Mostly Christian
Attainment on entry		Attainment on entry is in line with national averages.
Mobility of school population		low
Pupils eligible for FME (PP)	35	
Deprivation factor		low
Disabled staff		none
Disabled pupils (SEN/LDD)	1	
Disabled pupils (no SEN)		none
BME pupils		
BME staff		none
Pupils who speak English as an additional language	26	A range of languages are spoken. No particular group is statistically significant.
Average attendance rate	96%	
Significant partnerships, extended provision, etc.		Local Maths Hub

## 3: Legal Background

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### The duties that underpin our scheme

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Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

#### **General Duty under the Equality Act 2010:**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

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- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

#### ***The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty ( PSED)***

##### ***The specific duties require schools to:***

- *Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*
- *To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.*

#### **Protected Characteristics**

*The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:*

- *age (for staff only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*

## **Disability**

At Christ Church we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

**Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.**

## **Community Cohesion**

*At Christ Church we believe that Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.*

We are committed to promoting Community Cohesion as it supports good practice in educating pupils about equality and diversity. It contributes to our wider efforts to provide a broad, balanced curriculum.

We continue to increase our focus on helping children and young people to learn to understand others, to value diversity whilst promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

We are committed to providing: teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities, for example in our focused weeks support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English and all subjects.

## 4: Roles and Responsibilities and Publish Information

### Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### Commitment to implementation

Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every term, managers and key staff will report to the Headteacher on actions and progress. Every term there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Ania Vaughan (Headteacher)
Disability equality (including bullying incidents)	Ania Vaughan (Headteacher)
SEN/LDD (including bullying incidents)	Ania Vaughan (Headteacher)
Accessibility	Michelle Devine (Deputy)
Gender equality (including bullying incidents)	Ania Vaughan (Headteacher)
Race equality (including racist incidents)	Ania Vaughan (Headteacher)
Equality and diversity in curriculum content	Michelle Devine(Deputy)
Equality and diversity in pupil achievement	Michelle Devine (Deputy)
Equality and diversity – behaviour and exclusions	Ania Vaughan (Headteacher)
Participation in all aspects of school life	Ania Vaughan (Headteacher)
Impact assessment	Governor
Stakeholder consultation	Governor
Policy review	Roger Tiffen (Chair of governors)
Communication and publishing	Jo Gray (Admin Assistant)

### Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as

being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

**The basic principle underlying the new specific duties is that of ‘transparency’ which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.**

At Christ Church, we will publish information annually.

At Christ Church equality information will be available on the school website, however the information will also be available from the school office (School policies folder).

Commitment to action

**Governors will:**

- Provide leadership and drive for the development and regular review of the school’s equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties

**The Headteacher and senior staff will:**

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

**Line managers will:**

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

**All staff: teaching and non-teaching will:**

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

**All pupils will actively engage with the aims, values and actions of this scheme**

**All parents/carers will support the school in the implementation of this scheme**

**Statement of Compliance**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.

Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

## 5: Engagement

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Involving our learners, parents/carers and others

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### **Engagement – Participation and Involvement**

We engage and involve all relevant stakeholders in a variety of ways, taking into account a range of needs, such as:

One to one meetings

Invitation to consultation meetings, coffee mornings, new stakeholder meetings

Questionnaires and surveys

Informal meetings and discussions

Pupil discussions and interviews

Staff and governor consultation, e.g. through staff meetings and governor committee meetings

Meetings with partners and community organisations

School newsletters and website

In the development of this scheme we have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities. When deciding what to do to tackle equality issues, we have and will continue to consider/consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in the published material showing how the duty has been addressed.

## 6: Using information – Equality Impact Assessment, data and other information

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Evaluating the impact in terms of the outcomes

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### ***Equality Impact Assessment (EQIAs)***

***EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.***

## 7: Our School's Equality Objectives

Key priorities for action

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### Achievements to date:

- No reported racist incidents
- Positive feedback from parents
- Improved disabled access to and out of the old building
- Positive feedback from outside agencies and visitors (e.g. EP, Behaviour Support Team, Autism Support Team and SPLD base)

*Our equality objective-setting process has involved gathering evidence as follows:*

- Analysis of progress data, including vulnerable groups
- Ofsted report – July 2014
- ASP/FFT data
- Racist/ bullying reportable incidents data
- Parent surveys
- Pupil surveys (Family Forum)
- Staff surveys

### List of equality objectives:

Equality Objectives	Protected Characteristic
To maintain and build on high standards in mathematics; in particular to continue to ensure both boys and girls reach standards and make progress that is better or significantly better than their group nationally and all pupils nationally.	Gender
2. All groups of pupils continue to reach standards or make progress that is better or significantly better than their respective groups nationally, and any attainment gaps between each group and all pupils nationally and all pupils in our school is narrowed wherever possible: regardless of learning need or disability, socio-economic background (FSM) or ethnicity.	Disability Ethnicity and race
3. Ensure that lunchtime and after school clubs allow for the participation of the whole range of pupils.	Disability Ethnicity and race



## Equality Objectives Action Plan – November 2017

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
To maintain and build on high standards in mathematics; in particular to continue to ensure both boys and girls reach standards and make progress that is better or significantly better than their group nationally and all pupils nationally.	Gender				Advance equality of opportunity	Head/Maths Subject leaders	Both boys and girls make at least good progress and meet their end of year targets in writing.	On going	Termly – T&L Committee
To ensure that groups of pupils continue to reach standards or make progress that is better or significantly better than their respective groups nationally, and any attainment gaps between each group and all pupils nationally and all pupils in our school is narrowed wherever possible: regardless of learning need or disability, socio-economic background (FSM) or ethnicity.	Disability Ethnicity and race				Advance equality of opportunity	Head/SENco	Groups make at least good progress and meet their challenging end of year targets in reading, writing and maths.	On going	Termly – T&L Committee
To ensure that lunchtime and after school clubs allow for the participation of the whole range of pupils.	Disability Ethnicity and race				Advance equality of opportunity	Head/PE Subject Leader	All groups of pupils are able to attend after school clubs.	2017/2018	Termly – T&L Committee