

St Christopher's Equality Policy and Equality Plan

Introduction

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Amendment Act 2000, Public Sector Equality Duty 2011 and Equality Act 2010.

St Christopher's C.E. Primary School is committed to ensuring that we provide excellence for all in order to promote the highest possible standards of achievement. We are also committed to ensuring that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. We serve our multicultural community by providing a creative and exciting curriculum that incorporates cultural and religious diversity within the context of Christian belief and practice. This is a whole school policy that brings together all previous policies, schemes and action plan relating to equality. The policy applies to all members of the school community, pupils, staff, governors, parents/carers and other community members.

Legal Duties

Under the Public Sector Equality Duty (PSED), sometimes referred to as the 'general' duties, the school is required to have **due regard** to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act.
- 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.

Protected characteristics are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Key Principles

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

We follow the six principles of nurture in all that we do:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing

- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantages that staff, parents/carers or pupils may face in relation to their protected characteristics and where appropriate take positive action to ensure that all groups prosper:

Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds.

Disability – we recognise that adjustments may need to be made and this will be carried out through evaluation of needs.

Gender (including transgender & gender reassignment) – we recognise that girls and boys, men and women have different needs.

Age – we value the diversity in age of staff, parents and carers.

Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with.

Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.

Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

The law instructs us to carry out some specific duties in order to meet the 'general duties'. These are to:

- Publish equality information – to demonstrate compliance with the general duty
- Prepare and publish equality objectives

Our equality objectives include plans 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

To assist with this, we will collect and analyse data to determine our focus for our equality objectives. The data will be assessed across the core provisions:

- Admissions
- Attendance
- Attainment and progress
- Exclusions
- Prejudice related incidents
- Participation

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Tackle prejudice and promote understanding between people from different groups
- Observe good equalities practice, including staff recruitment, retention and development, and procurement
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that the communities within, around and beyond our school will benefit
- Strive to build up a governing body that reflects the make-up of our school

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our learners and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur, we address them immediately and support the victim as well as working

with the perpetrator to help them to understand why their actions are wrong. We inform our Trust (ODST) of prejudice-based incidents that have occurred.

Responsibility

We believe that promoting equality is the whole school's responsibility:

Governing Body:

- Involve and engage the whole school community in identifying and understanding equality barriers
- Set objectives to address the barriers
- Monitor progress towards achieving equality objectives
- Publish data and equality objectives

Headteacher:

- Promote key messages to staff, parents and pupils about equality, what is expected of them and can be expected from the school in carrying out its day to day duties
- Ensure that all staff receive adequate training
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents

Senior Leadership Team:

- Support the headteacher as above
- Ensure fair treatment and access to services and opportunities
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents

Teaching Staff

- Endeavour to deliver the expected outcomes for all pupils
- Design and deliver an inclusive curriculum
- Ensure that they are aware of their responsibility to record and report prejudice related incidents
- Uphold the commitment to equality made to pupils and parents/carers on how they can expect to be treated

Support Staff

- Support the school in delivering a fair and equitable service to all stakeholders
- Ensure that they are aware of their responsibility to record and report prejudice related incidents

Parents

- Take an active part in identifying barriers to equality for the school community and inform the senior leadership team of actions that can be taken to eradicate them
- Take an active role in supporting and challenging the school to achieve the commitment made to tackling inequality
- Uphold the commitment to equality made to pupils and parents/carers, staff and the wider school community on how they can be expected to be treated.

Pupils

- Understand how the Equality Policy relates to them, appropriate to age and ability
- Act in accordance with the policy
- Be encouraged to actively support the policy

Local Community Members

- Take an active part in identifying barriers to equality for the school community and inform the governing body of actions that can be taken to eradicate them.
- Take an active role in supporting and challenging the school to achieve the commitment made to tackling inequality and achieving equality of opportunity for all

Communication

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and objectives by publishing them on the school web site, informing parents/carers of its availability via Parentmail, sharing with staff via email and the staffroom and sharing the plan with children via the School Council and assemblies.

Audit of current provision and Action required

1. Curriculum Access

Statement	Evidence	Action Required/When?
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice where necessary.	INSET records for individuals and whole school training; External agency written reports and advice	Regular SEN meetings following audit of staff needs – These may be focussed on particular needs in particular year groups. On-going CPD
Pupils with a physical disability have the appropriate adult support	TAs are appointed when needed	As required
Pupils with emotional, social and behavioural difficulties are supported in school	Learning mentor provides 1:1 and group support Individual outcome and behaviour plans are created with the child and parents/carers TAs are appointed to support the child when needed	As required
Classrooms are optimally organised for children with disabilities	Staff consider pupil needs when creating the best arrangement of furniture to improve accessibility and to accommodate any necessary equipment	As required
Lesson provide opportunities for all pupils to achieve i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the	Learning Walks Lesson Observations Lesson plans	Continuous

whole class as appropriate. TA support is appropriately targeted	Outcome plans for individual pupil's lesson plans	
Staff recognise and plan for the additional time and effort needed by some pupils with disabilities e.g. slow writing speed, slow processing speed or extra time needed to move between activities	All staff are aware of needs and there are details on the individual pupil's outcomes plan Appropriate applications for accessibility can be made for formal testing such as the KS2 SATs	Continuous
ICT equipment, fitted with additional software/hardware is provided to improve access for pupils with disabilities	Individual outcomes plans will indicate equipment/resources needed Specialist advice reports	As required
School visits are accessible for all children, regardless of attainment or impairment	No pupil is discriminated against due to finance (see charging and remission policy) Risk assessments for trips include information regarding pupils with disabilities	Continuous
Newly arrived children with limited or no English are supported to access our school	We employ an EAL tutor who works with newly arrived children to ensure their language levels are assessed and where appropriate provides small group and individual tuition Teachers have a bank of resources to support children with EAL in the classroom	Continuous

2. Physical Access

Statement	Evidence	Action required/When?
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<p>The layout of classrooms, hall, playground and field allow access for all pupils</p>	<p>All entrance doors are wide enough to accommodate a wheelchair</p> <p>Ramps are available to access all areas</p> <p>Chair lift available to access hall without having to go around the building to access the ramps</p> <p>Accessibility to lower Year3/4 playground is difficult in wet weather as slope down is grass and round the 5/6 playground.</p>	<p>Ongoing monitoring of accessibility</p> <p>If a child in Year 3/4 needs access to playground via ramps, then it may be necessary to swap the playground around.</p> <p>Chairlift was last serviced in October 2019</p>
<p>Disabled toilet facilities have sufficient room to accommodate a changing bed/toileting chair</p> <p>Disabled toilets are accessible in each building</p>	<p>This is certainly true of the disabled toilet in the main building.</p> <p>There is a clearly marked disabled toilet in the main building and the orchard building. The disabled toilet in the Early Years building is in the nursery</p>	<p>Ongoing monitoring</p> <p>Addition of specialist equipment if required supported by the SEN physical disability team.</p> <p>Ensure that there is clear access to all disabled toilets.</p>
<p>Parking arrangements for all are safe</p>	<p>There is a clearly marked disabled parking bay</p>	<p>Ongoing</p>
<p>Emergency and Evacuation procedures ensure all are safe</p>	<p>Any children who may struggle with an evacuation procedure are clearly named on evacuation plans with a risk assessment and named members of staff to support them</p>	<p>Ongoing – update as required</p>

Acoustics are supportive of children with hearing impairments	There is a Soundfield system in 5 classrooms Individual children may have specialist hearing systems and individual plan	Need to ensure that the Soundfield system is in a workable order. When required ensure that children with hearing impairments are located in the Soundfield Classrooms
Furniture and equipment selected and located appropriately to meet individual needs e.g. writing slopes, wedge supports	Individual pupil outcome plans will highlight what equipment is needed	Ongoing

3. Access to Information

Statement	Evidence	Action required/When?
Technology is used effectively to communicate with parents/carers and children	November 2019 questionnaire indicates positive impact of Parentmail Outcome plans indicate need to use enlarged texts or coloured backgrounds on IWB in class for individual pupils	keep monitoring that all parents/carers are accessing Parentmail
Staff are familiar with different methods of communicating to support parents, carers and children with disabilities e.g. signing, visual prompts etc	Advice given by specialists Individual outcome plans	Training form SENSS Team on communication friendly classrooms due Dec 2019

We also asked parents to complete a questionnaire in November 2019. These are the results:

Results from our Disability Equality Scheme Questionnaire November 2019

30 replies from 257 given out. 12% response.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The school shows a strong commitment to equality	7	19	0	0	4
The school's ethos and practices are effective in eliminating discrimination	5	17	0	0	8
The school is an inclusive community	11	16	1	0	2
The school promotes a positive view of children, young people and adults with disabilities	6	17			7
The school has good access for children, young people and adults with a disability	6	21	0	0	3
Information received through Parentmail is clear	10	20	0	0	0
The school gives equal value to boys and girls	8	20	0	0	4
The school challenges stereotypes and any racist or homophobic behaviour	3	14	1	0	12
My child has not experienced discrimination based on gender, race, disability, religion or belief, or sexual orientation	8	20	0	0	2
As a parent/carer, I have not experienced discrimination based on gender, race, disability or belief, sexual orientation or pregnancy	11	19	0	0	0

Comments include:

The one person who disagreed that the school was an inclusive community added the comment: “The school tries but parents don’t.”

Two people stated that their child had only attended for a short time so they couldn’t give any firm opinions.

One stated that “I feel it is a very inclusive school. My daughter did experience one situation in her reception year when she was told by another child that she couldn’t join in a game of football because she was a girl.”

There was one comment from a parent who felt that the teacher had picked on their child but impossible to follow up as it was an anonymous survey. They did add that they are grateful for all the efforts the school has made to support their needs.

Using the information from our audit and the parental questionnaire, this is our equality action plan for November 2019 – Oct 2021

Equality Action Plan (November 2019 – Oct 2021)

Protected Characteristic	Aim	Actions	Responsibility	Timescale	Outcomes
Ethnicity & Race Equality	Ensure that adult role models in school are reflective of a range of cultures	Through the staff appointment procedures be aware of the need to promote race equality Look at the feasibility of running a cultural week every year/every other year Invite a wide range of visitors to school where possible	SB/SD All staff Governors	Ongoing	Our school, including the governing body, reflects the diversity of our community There are a range of visitors in school reflective of different races and cultures The Curriculum and resources around the school reflect the variety of different cultures in our community and our country

Protected Characteristic	Aim	Actions	Responsibility	Timescale	Outcomes
	Ensure that all pupil groups reach their full potential	<p>Within our new Curriculum teams, ensure that the curriculum enables the children to learn about different cultures in this country and globally</p> <p>All staff aware of the different groups within their classes and monitoring their progress</p> <p>attainment and achievement of key groups monitored</p>			All groups are reaching their potential
Disability equality	<p>Break down barriers to perceptions of disability</p> <p>Continue to improve accessibility for all within our community</p>	<p>Celebrate the achievements of disabled role models nationally and globally</p> <p>Ensure a range of visitors enable pupils to engage positively with disabilities</p> <p>Introduce signing across the school – teaching Makaton to the children in assembly</p>	SD All staff	Ongoing	<p>Children across the school have a positive view of people with disabilities</p> <p>All our pupils with disabilities are able to access the curriculum</p>

Protected Characteristic	Aim	Actions	Responsibility	Timescale	Outcomes
	Ensure that all pupil groups reach their full potential	<p>and all staff using regularly in Foundation Stage. Staff training on communication friendly classrooms</p> <p>Monitor all equipment and keep it maintained i.e. stair lift.</p> <p>Check that we have everything necessary to make the Soundfield System work and ensure it is operational – staff training where appropriate</p> <p>Ensure that all disabled toilets are accessible</p> <p>All staff aware of the different groups within their classes and monitoring their progress</p> <p>Attainment and achievement of key groups monitored</p>	<p>SJ/KC</p> <p>SD/SJ/KC</p> <p>All teachers</p> <p>SLT & Govs</p>	<p>Ongoing</p> <p>By July 2020</p> <p>ASAP and ongoing</p> <p>Ongoing</p>	All groups are reaching their potential

Protected Characteristic	Aim	Actions	Responsibility	Timescale	Outcomes
Sex Equality	<p>Ensure the school promotes sex equality.</p> <p>Continue to create engaging learning opportunities that promote achievement for boys and girls.</p>	<p>Always apply the principles of equal opportunities and sex equality to recruitment selection procedures</p> <p>Focus/audit provision of appropriate resources to ensure girls and boys are making good progress in all classrooms</p> <p>Attainment and achievement of key groups monitored</p>	<p>SD All staff MG</p> <p>SLT & Govs.</p>	Ongoing	<p>A balance of male and female role models throughout the school, including the governing body</p> <p>Library has a wide selection of texts that appeal to both sexes and dispel stereotypes</p> <p>All groups are reaching their potential</p>
Age	Ensure that staff & governor profile is representative of all ages	Always apply the principles of equal opportunities to appointment procedures	SB/Govs	Ongoing	No one is unfairly treated due to their age.
Religion & Belief	Continue to work on raising awareness of different religions and beliefs and enable our community to embrace each other's faiths	<p>Ensure that our RE scheme of work is being followed across the school</p> <p>Invite representatives from other faiths to visit the school and talk in assemblies and to classes</p>	HN	Ongoing	Is the children's understanding of the different faiths within our community increasing?

Protected Characteristic	Aim	Actions	Responsibility	Timescale	Outcomes
Sexual Orientation	Ensure that there are examples across the school of different types of family structure and that staff can respond appropriately to questions raised by children	<p>Continue to use the Jigsaw scheme of work and promote the importance of relationship education.</p> <p>Make parents/carers aware of how we challenge homophobic behaviour in schools (as this received the most 'don't know's in our questionnaire)</p> <p>Ensure that there are books in our library that reflect different sexual orientation as well as people of different faiths and ethnicity</p>	<p>SD</p> <p>MG</p>	<p>Ongoing</p> <p>By July 2020</p> <p>By July 2020</p>	<p>Our community understands and embraces the fact that families come in a variety of forms.</p> <p>It is unacceptable to use terms for different sexual orientation, such as 'gay' as a negative or an insult</p>
Pregnancy & Maternity	No member of staff, governor or member of the community will be discriminated against due to pregnancy.	Follow all procedures for pregnancy/maternity employment laws	SLT	Ongoing	No one feels discriminated against with regards to their pregnancy.

Date approved by Governing Body: Nov 2019

Date for review: July 2021