

St Christopher's Equality Policy and Equality Plan January 2022

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.

Vision

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

At St Christopher's Primary School our vision is to 'have the **courage** to live life in all its fullness, to **belong** within our community, respect and **love** those around us.'

We do this through nurture, learning and growing together.

Key Nurture Principles

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

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

Executive Headteacher & Head of School:

- 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

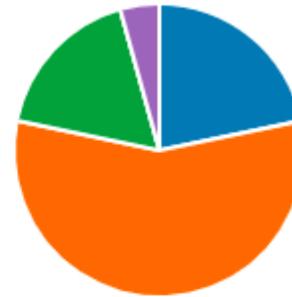
We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and objectives by publishing them on the school web site, informing parents/carers of its availability via Parentmail, sharing with staff via email and the staffroom and sharing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

Parental Survey January 2022 (23 responses)

18. The school teaches pupils to understand each other and value difference

[More Details](#)

● Strongly agree	5
● Agree	13
● Disagree	4
● Strongly disagree	0
● Do not know	1



19. The school challenges stereotypes and any discriminatory behaviour

[More Details](#)

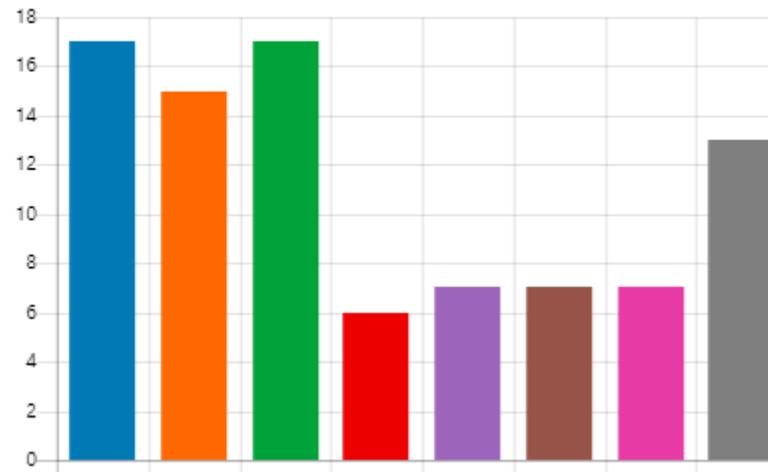
● Strongly agree	3
● Agree	10
● Disagree	1
● Strongly disagree	0
● Do not know	9



20. The school is welcoming and inclusive of pupils, parents and carers. Please tick all that apply

[More Details](#)

● From all ages	17
● From all ethnicities	15
● From all religions	17
● From all family make ups inclu...	6
● who do not confirm to gender...	7
● who have disabilities	7
● who have special educational ...	7
● who do not have English as th...	13



Summary

- Only 23 responses were received before the cut off point.
- 78% agreed that the school taught pupils to understand each other and value difference.
- Only 57% agreed that the school challenges stereotypes and any discriminatory behaviour but only 1 person disagreed. The other respondents said that they did not know so we clearly need to raise the profile of work in this area.

Question 20 was to see how welcoming and inclusive the school is to the different groups with protected characteristics. The following four groups were marked low – From all family makeups including pupils with same sex parents/carers; who do not conform to gender stereotypes; who have disabilities; who have special educational needs

Equality Plan (January 2022 – December 2024)

Alongside the parent/carer questions; the OCC Equality, Diversity and Inclusion self-evaluation Audit was carried out in November 2021 and shared with governors & staff for feedback. These have formed the basis for our Equality Plan.

NB – some actions remain from previous plan as they could not be completed during COVID pandemic

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	All staff & Governors	Ongoing	Our school workforce reflects the diversity of our community across all areas i.e. teachers, not only support staff.
	Ensure that all pupil groups reach their full potential	Look at the feasibility of running a cultural week every year/every other year	SLT	Ongoing	Children are aware of different cultures, particularly those within the local community and celebrate the diversity.
		When the curriculum is reviewed – subject leads to monitor texts and resources to ensure they reflect a variety of cultures.	Subject leaders	Summer 2022	The Curriculum and resources around the school reflect the variety of different cultures in our community and our country
		All staff aware of the different groups within their classes and monitoring their progress (pink folders & Pupil Progress Meetings)	Teachers & Support staff	Ongoing	Academic outcomes show that all children are able to reach their full potential

Protected Characteristic	Aim	Actions	Responsibility	Timescale	Outcomes
		Training for staff on how best to support and ensure good progress of children with EAL within their class	SENCo & EAL teacher	Autumn 2022	
Disability	The school has a wide range of resources that reflect children and families with different abilities and disabilities so that all children and families see themselves acknowledged and valued.	<p>Celebrate the achievements of disabled role models nationally and globally i.e. in assemblies/ paralympics/lessons</p> <p>Ensure a range of visitors enable pupils to engage positively with disabilities</p> <p>Audit resources in classrooms and library.</p> <p>When the curriculum is reviewed – subject leads to monitor texts and resources to ensure they positively embrace people with disabilities</p>	<p>All staff</p> <p>SLT</p> <p>SLT/SENCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>By Dec 2022 and ongoing</p>	Children across the school have a positive view of people with disabilities
Gender including transgender and reassignment	The school has a wide range of non-stereotypical resources that reflect people	<p>Audit of resources</p> <p>When the curriculum is reviewed – subject leads to</p>	All staff	By Dec 2022 and ongoing	Library & classrooms have a wide selection of texts that appeal to all and dispel stereotypes

Protected Characteristic	Aim	Actions	Responsibility	Timescale	Outcomes
	across the gender spectrum.	monitor texts and resources to ensure they appeal to all and reflect all genders			
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	Invite representatives from other faiths to visit the school and talk in assemblies and to classes When the curriculum is reviewed – subject leads to monitor texts and resources to ensure they reflect a variety of religions & beliefs	HN	Programme for 2022-23	Is the children's understanding of the different faiths within our community increasing?
Sexual Orientation	Ensure that there are examples across the school of different types of family structure and that staff can respond appropriately to	Continue to use the Jigsaw scheme of work and promote the importance of relationship education.	PSHE Lead & all staff	Ongoing	Our community understands and embraces the fact that families come in a variety of forms.

Protected Characteristic	Aim	Actions	Responsibility	Timescale	Outcomes
	questions raised by children	Ensure that there are books in our library that reflect different sexual orientation and when the curriculum is reviewed that all family makeups are reflected positively			
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 & governors	Ongoing	No one feels discriminated against with regards to their pregnancy.
All characteristics	All stakeholders are aware of the protected characteristics and how the school is tackling discriminatory behaviour All staff know how to identify and avoid unconscious bias. The school community is committed to tackling	Assemblies on diversity and protected characteristics alongside PSHE – Jigsaw lessons Antibullying ambassadors and plan of action relaunched External training School Council create a community pledge	All staff SENCo/ELSA SLT & All staff School Council lead	Planned programme of assemblies Sept 2022+ Sept 2022 Summer 2022 Autumn 2022	Children & families know that discriminatory language or actions will not be tolerated at St Christopher's and all are aware of school procedures. All staff are mindful to avoid unconscious bias or stereotyping in lessons and planning All of the community are aware of the pledge.

Protected Characteristic	Aim	Actions	Responsibility	Timescale	Outcomes
	inequality, promoting and celebrating diversity	Regular diversity section on school newsletter	HT & Office Team	Summer 2022 ongoing	Parents and carers have an increased awareness of the school's commitment to tackling inequality (parent/carer feedback)

Date approved by Governing Body:

Date for review: Dec 2024