

*Love, Learn, Discover*



Christ Church C.E  
Primary School

# EQUALITY SCHEME

## 2017 -2020



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## 1. Foreword

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected.

It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

Signed by the Executive Head teacher

Name ..... Signed..... Date.....

Signed by Chair of Governors

Name ..... Signed..... Date.....

## 2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community. Our school recognises our responsibilities with regard to the Equality Act 2010. The three areas which we are required to address are:

- 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<sup>1</sup> - between people who share a protected characteristic and people who do not share it.

To further these aims, the school should choose and publish equality objectives.

## 3. School Values, Ethos/Mission Statement

Christ Church CE Primary School is committed to actively promoting the Core British Values and serving its community. We recognise that this includes challenging opinions or behaviours in school that are contrary to these core values. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Christ Church CE Primary School is dedicated to preparing students for their adult life beyond the formal curriculum and ensuring that we promote and reinforce British Values to all pupils.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

### The four British Values are:

- Democracy

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<sup>1</sup> Groups of people are referred to having the following 9 protected characteristics: disability, age, sex), race, religion or belief, sexual orientation, pregnancy and maternity [applies to schools for staff], marital status & civil partnership, and gender reassignment or identity.

- The rule of law
- Individual liberty and mutual respect
- Tolerance of those of different faiths and beliefs, including those with no belief.

Christ Church CE Primary School uses strategies within the National Curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Christ Church CE Primary School strives to consistently embed British values.

#### **4. School Profile**

Christ Church CE is an inclusive school with an ethos based on Christian Values, where we celebrate differences and similarities that exist in our diverse community. Our school values of: Excellence; Respect; Challenge and Self-belief, underpin all aspects of the school's work. In addition, the school has three Christian values - forgiveness, care and compassion. Christ Church CE Primary School is a broadly average sized primary school and works in partnership with Lewis Street Primary School. The current SLT is part of a partnership across two schools consisting of the Executive Headteacher and two Heads of School. The school works in partnership but is not federated. There is an NQT in Nursery. The SENDCO works across the partnership as Inclusion Lead. The school has 'Place2Be', an on-site therapeutic counselling service for parents, carers and pupils. This is a full time service across the partnership. The school has the Communication Friendly award; the Dyslexia Friendly Kite Mark; the LPPA (Leading Parent Partnership) award; Bronze award (PSQM) for Science and the Silver Sports Kite Mark.

The proportion of pupils known to be eligible for FSM is above average at 52% (IDSR 2017). The school is in quintile 1 for school deprivation. The school is in quintile 2 with 16% of pupils first language not/believed not to be English (IDSR 2017). The number of pupils with SEND support is below the national average 11.3% (IDSR 2017) compared to 12.2% nationally. 2.7% (IDSR 2017) of SEND pupils have a statement or EHCP, which is above national average of 1.3%. Entry data into Nursery indicates that pupils' attainment is below age related expectations: 17% of these pupils were operating in the 30-50 emerging month band in all areas in September 2017.

#### **Attendance 2017**

- Whole School: 95.8%
- Boys: 95.8%
- Girls: 95.8%
- Disadvantaged pupils: 95.7%
- Pupils currently eligible for Free School Meals: 94.5 %
- Non- disadvantaged pupils: 95.4%
- Pupils receiving SEND Support: 94.6%
- Children with EHCPs: 94.3%
- Looked After Children: 93.6%
- Pupils whose first Language is not English: 95.7%

#### **Attainment and progress of groups of pupils**

##### **EYFS 2017**

- 60% of Reception pupils achieved a Good Level of Development
- 65% of boys achieved a Good Level of development
- 54% of girls achieved a Good Level of Development
- 25% of Disadvantaged pupils achieved a Good Level of Development

## **KS 1**

### **Year 1 Phonics**

- 79% of children met the expected standard in Phonics
- 73% of boys met the expected standard in Phonics
- 82% of girls met the expected standard in Phonics
- 71% of disadvantaged pupils met the expected standard in Phonics
- 86% of children with non-white British Ethnicity met the expected standard in Phonics

### **Year 2 Reading**

- 77% of pupils met the expected standard in Y2
- 58% of boys met the expected standard in Y2
- 93% of girls met the expected standard in Y2
- 58% of disadvantaged pupils met the expected standard in Y2
- 40% of pupils who receive support for SEND met the expected standard in Y2
- 64% of children with non-white British Ethnicity met the expected standard in Y2

### **Year 2 Writing**

- 81% of pupils met the expected standard in Y2
- 67% of boys met the expected standard in Y2
- 93% of girls met the expected standard in Y2
- 58% of disadvantaged pupils met the expected standard in Y2
- 40% of pupils who receive support for SEND met the expected standard in Y2
- 73% of children with non-white British Ethnicity met the expected standard in Y2

### **Year 2 Maths**

- 81% of pupils met the expected standard in Y2
- 67% of boys met the expected standard in Y2
- 93% of girls met the expected standard in Y2
- 67% of disadvantaged pupils met the expected standard in Y2
- 40% of pupils who receive support for SEND met the expected standard in Y2
- 91% of children with non-white British Ethnicity met the expected standard in Y2

## **KS 2 Statutory Assessment**

- 55% of all pupils achieved the expected standard in reading, writing and maths combined
- 57% of boys achieved the expected standard in reading, writing and maths combined
- 50% of girls achieved the expected standard in reading, writing and maths combined

## **Analysis of Fixed Term Exclusions 2016 – 2017**

- Number of children experiencing a fixed term exclusion: 6
- Number of Boys: 3
- Number of Girls: 3
- Number of Pupils with SEND: 5

## **5. Equalities Objectives**

Having outlined our school's current strengths and challenges, we have identified the following priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes. We identified these objectives based on analysis of attainment and progress data and analysis of pupil attendance and welfare information.

Date objectives agreed with Governors	Tuesday 18 <sup>th</sup> June 2018
Progress reviewed (to be done annually)	May 2019
Date next review due	May 2021
Final review date	

**Our Equality Objectives, as agreed with our Governing Board are outlined below:**

1. To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
2. To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
3. To minimise incidences of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010.
4. To increase the number of pupils achieving GLD at the end of Reception, in particular, disadvantaged pupils.
5. To narrow the attainment gap between boys and girls in reading, writing and mathematics in Year 2.
6. To increase the number of pupils achieving the expected standard in reading, writing and mathematics at the end of KS2.

	Objective	Action	Success Criteria	Evidence	By
1.	To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.	Consolidate implementation of PSHE Association Scheme of Work from Y1-6 Implement Medium Term Planning for RE as per the new Salford Agreed Syllabus.	85% of pupils meet the year group Key Objectives for PHSE 100% of pupils access a broad and balanced RE curriculum.	End of year data sweep (TO/JR) Book Look and RE scrap book by Subject Leader confirms delivery of broad RE curriculum.	Dec 2017 April 2018 July 2018

2.	To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.	PSHE Association Scheme of Work from Y1-6 Monitor prejudice related behaviour/bullying incidents each term.	Prejudice related bullying incidents remain at a low level.	Termly analysis of behaviour and exclusion statistics.	Dec 2017 April 2018 July 2018
3.	To minimise incidences of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010.	Deliver specific intervention programmes at KS 2: Anti-Bullying week – November 2017 Happy to be me for target children Respect Programme Y6	100% of pupils feel they have benefited positively from the intervention programmes specified. 1 member of staff attends.	Pupils feedback from Intervention programmes.	Dec 2017 April 2018 July 2018
4.	To increase the number of pupils achieving GLD at the end of Reception, in particular, disadvantaged pupils.	Family Learning projects; SALT intervention with a dedicated LSA; Target groups of children identified termly at pupil progress meetings.	70% of pupils to achieve GLD	Analysis of termly and end of year attainment and progress data.	July 2018
5.	To narrow the attainment gap between boys and girls in reading, writing and mathematics in Year 2.	Analyse data to see where gaps are for groups as well as gender to see if there is any correlation.	To reduce the attainment gap between boys and girls.	Analysis of termly and end of year attainment and progress data. Pupil progress meetings; ROV with LF; book looks; data analysis of groups.	Dec 2017 April 2018 July 2018
6.	To increase the number of pupils achieving the expected	Whole school TALK initiative to support with explanation / reasoning skills.	Increase % of pupils achieving the expected	Analysis of termly and end of year attainment and	Dec 2017 April 2018 June 2018

	standard in reading, writing and mathematics at the end of KS2.	Pupil progress meetings to identify pupils at risk of underachievement, initiating immediate action. Effective interventions/pre/post teaching implemented and monitored. Booster sessions before and after school to focus on attainment and progress of all pupils. Gap analysis of tests with a focus addressing misconceptions.	standard to be above National 2017: Reading: 71% Writing: 76% Maths: 75%	progress data for all pupils and groups. Books provide evidence of pupils' work. Lesson observations/ learning walks show progress.	
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## 6. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have updated our accessibility action plan. This outlines our plans and commitment to increase accessibility of our school environment.

Furthermore we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

## 7. Community Impact Assessments

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments.

## 8. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

## 9. Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via:

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation;
- A democratic, participatory approach to school governance where all members of the school community are represented in decision making that affect them;
- Systems to ensure pupils involvement in decision making about school life;
- Rich learning experiences about human rights inside and outside of the classroom.

## **10. Engagement and Involvement**

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

We did this via a range of involvement and engagement processes:

- Governing Board discussions/consultation;
- Discussions/consultation with pupil groups.

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme and action plan.

## **11. Procurement & Commissioning**

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

## **12. Roles and Responsibilities for Implementing the Single Equality Scheme**

The Governing Board, Executive Head teacher, Head of School and Leadership Team have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this Scheme. Furthermore, the Executive Head Teacher will:

- Ensure that staff and parents are informed about the Equality Scheme;
- Ensure that the Scheme is implemented effectively;
- Encourage staff to give their individual equalities information in monitoring forms annually;
- Through knowing the composition of the workforce, aim to identify any areas for development;
- Manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer;
- Ensure staff have access to training which helps to implement the Scheme;
- Monitor the Scheme and report to the Governing Board annually, on its progress and effectiveness;
- Ensure that the Leadership Team are kept up to date with any development affecting the Scheme/action plan;

- Provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies;
- Evaluate, review and update the Scheme every 3 years.

The Governing Board will:

- Designate a Governor with specific responsibility for the Equality Scheme;
- Establish that the action plans arising from the Scheme are part of the school improvement plan;
- Support the headteacher in implementing any actions necessary;
- Inform and consult with parents about the Scheme;
- Ensure that the action plans arising from the Scheme are part of the school development plan;
- Evaluate and review this Scheme on a termly basis.

The Leadership Team will:

- Have general responsibility for supporting other staff in implementing this Scheme;
- Provide a lead in the dissemination of information relating to the Scheme;
- Identify good quality resources and training and development opportunities to support the Scheme;
- With the Executive Headteacher, provide advice/support in dealing with any incidents/issues;
- Assist in implementing reviews of this Scheme as detailed in the school improvement plan.

Parents/Carers will:

- Have access to the Scheme;
- Be encouraged to support the Scheme;
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the Scheme;
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.

School Staff will:

- Accept that this is a whole school issue and support the Equality Scheme;
- Be aware of the Equality Scheme and how it relates to them, including participating in workforce equalities monitoring;
- Be aware of the implications of the Scheme for their planning, teaching and learning strategies;
- Teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society;
- Ensure pupils from all groups are included in all activities and have full access to the curriculum;
- Challenge inappropriate or discriminatory language or behaviour;
- Know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- Know procedures of reporting harassment and bullying;
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- Make known any queries or training requirements.

Pupils will:

- Have the opportunity to contribute to the Scheme;
- Be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme;
- Experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society.

### **13. Annual Report and Review**

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice.

### **14. Information, Feedback and Complaints**

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact Sara Roberts or Joanne Brown in the school office.