



Reach for the Stars

Christ Church CE Primary School

Equalities Policy



Equalities Policy

Introduction

The Equality Act 2010 contains the Public Sector Equality Duty (PSED). This is sometimes referred to as the “general duty” and extends schools’ equality duties to all “protected characteristics.”

For the purposes of the Public Sector Equality Duty (PSED) there are nine protected characteristics:

1. Age (only in relation to staff)
2. Disability
3. Race (including gypsy and Roma Traveller groups)
4. Religion, faith or belief
5. Sex/Gender (male or female at birth)
6. Gender (identification/reassignment)
7. Sexual orientation
8. Pregnancy and maternity and
9. Marriage and civil partners.

This duty came into effect in April 2011.

This equalities policy is an attempt to amalgamate all the equalities legislation including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act into one single equality policy.

We welcome our duties under the Equality Act 2010 to **eliminate discrimination, advance equality of opportunity** and **foster good relations** between people who share a protected characteristic and those who do not.

At Christ Church we also recognise that other factors affect equality of opportunity, including financial income, housing, family structure, immigration status, etc. and our commitment to tackling discrimination and unfairness extends to these factors too.

Community cohesion

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds.

UN Convention on the Rights of the Child

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.

School Vision

Reach for the Stars – Living Life in all its fullness

Thriving on diversity and underpinned by Christian values, Christ Church is an inclusive school where everyone is welcome and valued. Our vision is to shepherd each other in a safe, loving environment, whilst building a solid foundation to encourage and inspire us to reach for our own star.

At Christ Church CE Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). Equality means that no one is humiliated, punished, marginalised, objectified, devalued, excluded or oppressed in any other way because of their race, gender, sexual orientation, age, disability, religion, faith or belief.

Equality in action

Promoting Equality: The ethos and culture of the school

- As a church school our foundations for living and learning are the life and teaching of Jesus Christ. The message of God's love for all and the Christian values of **respect, friendship, love, forgiveness, perseverance** and **trust**, are at the heart of all school life.

Promoting Equality: Curriculum and Resources

- All pupils receive equal access to the National Curriculum through appropriate teaching and equality of provision.
- The curriculum actively supports anti-discriminatory practices through the school's values and mission statement, direct teaching in RSHE and PSHCE and through collective worship.
- We encourage pupils to appreciate and share their own culture and celebrate the diversity of other cultures within the curriculum to prepare them for life in a diverse society.
- Provision caters for the cultural, moral and spiritual needs of all children through planning of collective worship, assemblies, classroom based and off-site activities.
- There is continuous curriculum coverage of equality issues particularly with regard to racial and gender equality. We celebrate International Women's Day, Show Racism the Red Card and Black History Month although Black History is taught across the year.
- We have an extensive range of books which reflects protected characteristics and our library stock ensures that everyone is seen. We are proud that our selection is "*beyond tokenism*." Books, images and materials positively reflect a range of cultures, identities and lifestyles.
- The displays around the school reflect diversity across all aspects of equality.

Promoting Equality: Achievement

- There is a consistently high expectation of all pupils regardless of age, gender, race/ethnicity, disability, religion or social background.
- Attainment and progress is monitored termly and takes account of gender, disability, ethnicity and race. Where barriers exist, the school's action plan and the Pupil Premium Plan will reflect actions that the school is taking to overcome these barriers.

Promoting Equality: Responding to types of discriminatory behaviour

- We are a non-racist school and have a zero tolerance of any discriminatory behaviour. The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The school has a clear, agreed procedure for dealing with prejudice or discriminatory behaviour related bullying incidents and the senior leadership team are responsible for recording and monitoring incidents.
- Any racist incidents are reported to the head teacher or leadership team who will follow the Newcastle Local Authority guidance on reporting incidents.
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Access (physical and financial) and Provision

- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities.
- School has a lift and several ramps to ensure wheelchair access.
- There are disabled bays in the school car park.
- Meetings are held in the most accessible parts of the school to support wheelchair users.
- A bathroom for disabled adults and pupils is available in school.
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; translator for parents with EAL) are provided.
- Finance will not be a barrier to access of opportunity as other funding streams will be utilised, e.g. grants, pupil premium, donations and school fund.

Promoting Equality: Staff Recruitment and Professional Development

- Recruitment practices follow local government guidelines and ensure equality of opportunity for all.
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- All staff including support and administrative staff receive appropriate training and opportunities for professional development.
- Equalities policy and practice is covered in all staff inductions.
- All supply staff and contractors are made aware of the equalities policy and practice.

Promoting Equality: Partnerships with parents, carers, pupils, governors and the wider community

- We maintain good channels of communication, e.g. through newsletters, assemblies, questionnaires and surveys to ensure parents' views are captured to inform practice.
- We consider parental requests for exemption for pupils from specific school activities on religious, cultural or health grounds.
- We respect the religious and practice of staff, pupils and parents, and comply with reasonable requests relating to religious observances and practice.
- We encourage members of the local community to join in school activities and celebrations to celebrate and encourage diversity.
- Pupils' views are actively encouraged and respected. Pupils voice is very important and actively sought. All children are given an effective voice for example, through surveys and questionnaires. *Christ Church Warriors* (YR5 & 6) are particularly prominent in leading pupil voice and initiatives in school. Children actively plan and

deliver collective worship throughout the year linked to protected characteristics, e.g. Show Racism the Red Card, International Women's Day, Pride and Black history Month. There are regular opportunities to engage with pupils about their learning and the life of the school particularly through RHE and PSHE.

Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, *Christ Church Warriors*, parents' evenings etc.

Roles and Responsibilities

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- the school complies with all anti-discriminatory practices and equalities legislation;
- the school's equalities policy is revised and updated regularly;
- the procedures and actions (within the School Development Plan), related to the policy are implemented;
- reviewing policies and procedures with regard to the Public Sector Equality Duty (PSED).;
 - people are not discriminated against when applying for jobs at our school on grounds of any protected characteristics.

The Headteacher and Senior Leadership team has responsibility for:

- in partnership with the Governing body, providing leadership and vision in respect of equality;
- overseeing the implementation of the equality policy, plans and evaluating impact;
- ensuring that staff are aware of their responsibilities and are given relevant training and support;
- taking appropriate action if any anti-discriminatory practice occurs;
- ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- promoting the principle of equal opportunity when developing the curriculum;
- promoting respect for other people and equal opportunities to participate in all aspects of school life.

All school staff have responsibility for:

- ensuring that all pupils are treated fairly, equally and with respect;
- challenging stereotyping by any protected characteristic particularly race, gender, sexual orientation or disability;
- challenging any incidents of prejudice, e.g. racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher;
- using language that equalises and normalises difference and diversity in terms of the protected characteristics;
- using resources that give positive images based on race, gender and disability, and challenges stereotypical images;
- poverty proofing visits, workshops and any other extra-curricular activity that involves a cost;
- the implementation of the school's equalities policy and plans;
- keeping up to date with equalities legislation.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation or any other protected characteristic is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the

Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

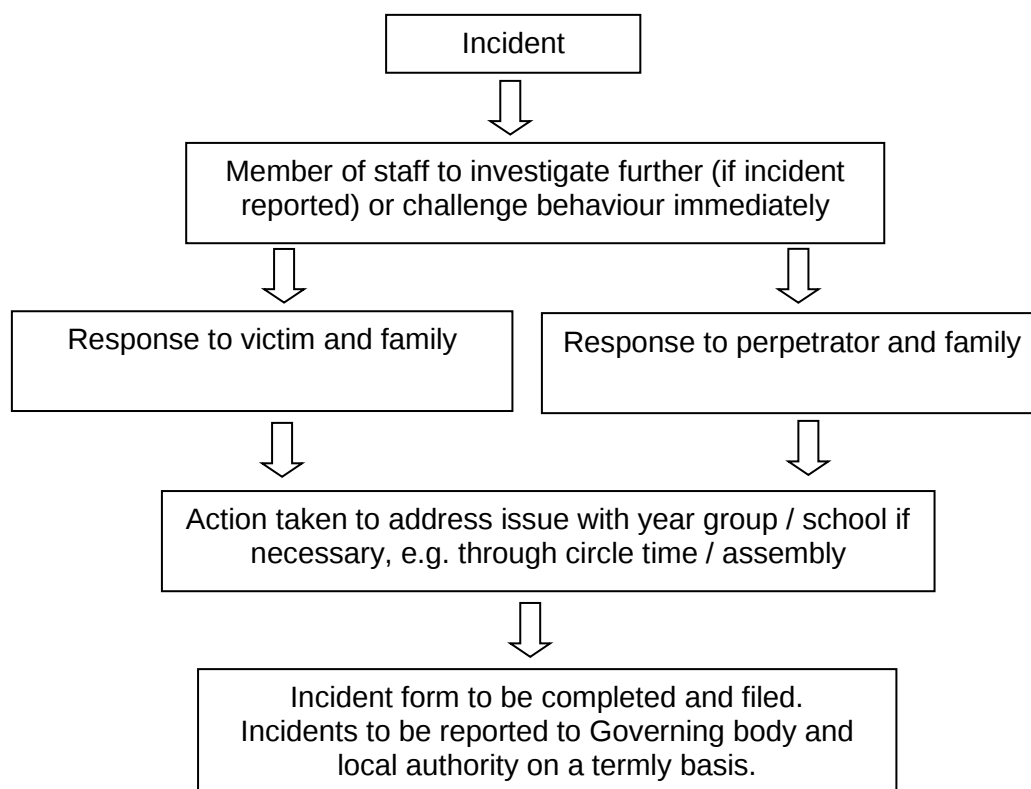
Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats;
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation or any other protected characteristic;
- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference e.g. food, music, religion, dress etc;
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation or any other protected characteristic.

Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



Consultation and involvement

This policy has been drawn up as a result of discussions with teaching and support staff, pupils, parents and governors. It has been shared with the whole school community.

Creation of this policy has included:

- staff consultation on equality policy and plan;
- staff comments during curriculum development meetings;
- class discussions and pupils' comments;
- PSHE/RSHE lessons, surveys and questionnaires and feedback from classes;
- parent consultation on the equality policy and plan;
- feedback from the annual parent questionnaire,
- issues raised in annual reviews or reviews of progress on Individual Education Plans and individual support plans;
- consultation with governors.

Monitoring and Review

Any breaches of the policy should be reported in the first instance to the head teacher who will carry out an investigation and take further action if necessary.

Ethnic monitoring data (staff and pupils) is collected in line with the Local Authority guidance and returns made throughout the academic year (e.g. census returns).

This policy will be reviewed annually.

Equalities Action Plan 2025

Equality Strand	Objective	Actions	Responsibility	Impact
1. Eliminating discrimination	Ensure all staff and governors are aware of current legislation surrounding diversity and equality and understands the school's responsibility in it.	Consult on Equalities policy and plan October 2025 Share and sign-post staff and governors to legislation. Equality Act 2010: guidance https://www.gov.uk/guidance/equality-act-2010-guidance	SF	Staff and governors are aware of current legislation surrounding diversity and equality. Staff and governors participate in policy consultation and equalities plan.
	Ensure all policies meet the Public Service Equality Duty.	Carry out an Equality Impact Assessment on all new policies and as policies are reviewed to determine whether it will have a negative or positive impact on protected groups as defined by the Equality Act 2010.	HT and DH SENCO Curriculum leads Governors	All policies and procedures contribute to fulfilling our Public sector Equality Duty 2010.
	To further increase flourishing of the whole school community with particular emphasis on becoming an active anti-racist school. (EDIJ) To increase understanding of Equality, Diversity, Inclusion and Justice.	HT to lead training of EDIJ using JET conference training materials and to complete an Equality Anti-racist audit. All staff and governors to be familiar with EDIJ and contribute to actions to support flourishing of anti-racist school. Review vision, values and mission statement to incorporate more forceful anti-racist stance. Begin policy cycle review linked to EDIJ (Behaviour, Anti-bullying) Begin curriculum review to maximise EDIJ learning: history, geography, science, RE Increase representation of all in literature in school particularly school library – <i>beyond tokenism</i> . Ensure new stock represents children's interests, their heritage, faith and includes books supporting protected characteristics. Achieve accreditation of school of sanctuary	SF Staff and governors SF, teachers, Governors SF, teachers SF SF & MP	i) EDIJ is further evident in vision, values, vision, curriculum and policies. ii) Anti-racist stance is more forcefully conveyed and evident in practice. iii) Texts and literature across school is increasingly diverse and represents the context of the school. Children feel they belong, are represented and seen. iv) School continues to be an accredited place of sanctuary
2. Advance equality of opportunity	To ensure equality of participation in all extra-curricular clubs, curriculum enrichment opportunities and cultural capital	Additional funding, grants etc. are secured. Reduced cost for those on FSM Donations are requested rather than full payment. School fund subsidises events where possible.	Head teacher Home school coordinator	All children participate. Barriers to inclusion are eliminated.

	events.	Monitoring of participation to ensure equal access and barriers eliminated. Ensure school uniform is affordable. Provide discounted and some free items for those on FSM or families which meet other criteria, e.g. Refugee & Asylum		Additional funding is secured.
	Ensure home learning is not a disadvantage for pupils with limited resources or no IT/wifi provision/access.	No homework task to be reliant on wi-fi/computer access exclusively. All children to be provided with a home/school exercise book and reading folder free of charge. Lost Reading folder can be replaced with a used one. Provide free resources and materials, e.g. additional paper for children to access freely and use at home.	Teaching staff Admin KS Admin KS SF	All pupils have access to paper based learning and stationary.
3. Foster good relations	To increase understanding and acceptance of differences in ethnicity, religion, sexuality, gender and disability and all other protected characteristics.	Resources continually added to RSHE/PSHE programme of work including workshops and visits. Staff to teach effectively units of work. Use literature across the curriculum to celebrate and understand difference. Play short films related to protected characteristics to parents prior to weekly Achievers' Assembly to increase awareness and show what the children are learning in school.	RSHE lead Teaching staff	Difference is celebrated and accepted. No issues of discriminatory behaviour
4. Voice of the child	To ensure children understand they have rights and a voice to shape their future.	Continue to develop children's voice and their understanding of their role for themselves and their future using United Nations Rights of the Child, e.g. right to education. Continue to add to collective worship overview and reading spine and library books to further reflect all cultures and ethnicities and experiences in school, e.g. South Asian Cultures, Gypsy, Roma, Traveller. Give children increased opportunities to be global neighbours and advocates for change. School of Sanctuary pupil group meets regularly and ideas actioned. Continue Christ Church Warriors group to lead projects and initiatives in school. Extend to create a LKS2 <i>JEDI</i> group (Justice, Equality, Diversity, Inclusion).	SF Teachers SF	) The voice of children is placed at the centre of school leadership. ii) Children know they have rights as individuals (United Nations Rights of the Child). iii) Children have opportunity to thrive and achieve and impact their world. iv) School is fully inclusive: everyone belongs.

Revision History

Version	Amendments	Date	Initials
1	/	November 2021	SF
2	Reviewed policy and added actions to plan.	October 2025	SF

