

**CHRIST CHURCH  
PRIMARY SCHOOL**



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# **Equality information and objectives Policy**

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Approved by the Governing Body on:

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## 1. Aims

To meet our obligations under the Public Sector Equality Duty (PSED) we will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

We aim to promote equality of opportunity and good relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure
- Building self-esteem and confidence in our pupil, so they can use these qualities to achieve their full potential and become rounded citizens of the wider community
- Having consistent expectations of pupils and their learning
- Removing or minimising barriers to learning, so that pupils can achieve
- Ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and school values
- Having clear procedures for dealing with discriminatory incidents and that these are understood by all
- Actively ensuring that the learning environment is accessible to all

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Protected Characteristics



We recognise the protected characteristics under the Equality Act 2010 as:

- Age
- Disability
- Gender Reassignment
- Marriage or civil partnership status
- Pregnancy and maternity
- Religion or belief
- Sex
- Sexual orientation
- Race, colour, nationality, ethnic origin

We will not discriminate either:

- **Directly** – by treating someone less favourably than we treat or would treat others because of one of the protected characteristics;
- **Indirectly** - by imposing a provision/criterion/practice
- **By association** – because of someone's association with a person with a protected characteristic
- When someone makes a **complaint** about discrimination or supports someone else's claim; or
- Because of something arising from a **disability**

## 4. General Principles

We will act within the 7 principles set in The Equality Act:

1. All learners are of equal value: all learners and potential learners are of equal value and should benefit from the policies, practises and programmes
2. Relevant differences should be recognised: treating people equally can mean treating them differently. Policies, practises and programmes must not discriminate but may be differentiated to take account of differences of real-life experiences, outlook and background and in the kinds of barrier and disadvantage which people face.



3. Workforce development: policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.
4. Positive attitudes and relationships should be fostered: policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community.
5. Society as a whole should benefit: Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.
6. Current inequalities and barriers should be addressed and reduced: in addition to mitigating, avoiding or minimising possible negative impacts, policies or programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

## 5. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Majid Waris. They will:

- Meet with the designated member of staff for equality regularly, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils



- Monitor success in achieving the objectives and report back to governors

The equality link governor is Kelly Seidu. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor regularly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 5. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing



- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas as well as our school values
- Holding assemblies dealing with relevant issues.
- Working with our local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives



## EQUALITY POLICY OBJECTIVES: ACTION PLAN 2023 - 2027

Protected characteristic and link to equality duty:	Objective:	Target group(s): e.g. whole school, girls, boys, SEND, staff etc.	Action:	Who's responsible?	Dates from and to:	Progress made:
Disability/ All Equality of opportunity	To increase emotional intelligence and resilience so children can handle difficult situations more positively and reduce classroom disruption so that there is a reduction in behavior incidents so this decreases from 25 to below 20	Children with SEMH	To introduce new school values which are entwined within the PSHE curriculum.  To have values assemblies to raise the profile of the values across the school.  Staff to be trained in the new 'HappyMinds' PSHE scheme	All staff PSHE Lead SLT Senior Mental Health Lead	Annually- Behaviour log analysis to be completed termly	.
Race/ Disability Eliminating discrimination Fostering good relations	To ensure the content of school meals and the eating environment meets the needs of all race and faith groups and those with specific health needs resulting in an Increased take up of school meals from	All those with specific race, faith, cultural and health needs	Establish a school food group including representation from diverse groups	Edwards & Ward Catering Services	Sept 2023- Jul 2027  Uptake to be checked termly	
Community cohesion/All Fostering good relations	To promote good relations between people from different backgrounds so that racist incidents are reduced	All children	School support for people with differing needs – e.g. fundraising for YMCA food bank, letters to residential homes, community letter and flower drop  Set up school link with contrasting setting –  Staffordshire/Derbyshire school in a different geographical location and population make-up  Make use of positive disability images pack in PSHE  Invite in representatives from disability equality groups to meet with children	SLT PSHE Leader	Sept 2020 - July 2024	Developed relationships with the wider community in Burton and with contrasting locations





Disability Equality of opportunity Eliminating discrimination	To better understand the needs of disabled parents/carers within our school community so that all parents/carers are able to access school events	Parents/carers with identified disabilities	Provide information in a variety of formats – accessibility options on school website – phone contact, emails, Newsletters etc.  Regular surveys to provide feedback to inform future accessibility including parents Evenings.	SLT / SENDCO	Sep 2023 - July 2027  Ongoing as new children start school	
Other Equality of opportunity	To improve the attainment of children eligible for FSM, EAL, Summer births, girls/boys, SEND based on the previous terms data	Children eligible for FSM/E6, EAL, Summer births, girls/boys, SEND	Collate and analyse data relating to attainment by target group half termly  Review Analyse School Performance (ASP) online data and equality data report  Use targeted interventions to close the gaps between those that do share a protected characteristic and those that do not.	SLT Headteacher	Sep 2023 - July 2027  Termly data analysis	
All protected characteristics All aims of general duty	To increase the participation of children from disadvantaged backgrounds in school life so this is a representative proportion in clubs/ ambassadorial roles.	Minority, marginalised and vulnerable children	Identify which groups are under-represented in the School Council and the ambassadorial roles process within the school  Ensure Disadvantaged children get priority access to school clubs	School council Lead PSHE Leader PE lead PP Lead Headteacher	Sep 2023 - July 2027	
All Eliminating discrimination Equality of opportunity	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff is reviewed regularly in line with guidance	Applicants and all school staff including volunteers	Review all policies and practices relating to recruitment and staffing and ensuring alignment with local authority guidance  Improved data collection and monitoring of equality information relating to staff	SLT Headteacher Governing Board	ongoing	

## 9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the governing board at least every 4 years and will be updated in accordance with changes in the law.

This document will be approved by the full governing board.