



A Caring community ● Courageously learning ● Inspired to live life to the full

CCI Equality Policy and Equality Objectives

Rationale

At CCI we want to ensure that we promote the highest possible standards of achievement for all. Equality of opportunity applies to all members of the school community: pupils, staff, governors, parents and community members. We believe that equality is embedded with our Christian Values of Friendship, Compassion, Courage, Perseverance, Thankfulness and Respect within our school vision of being a *Caring community, Courageously learning and Inspired to live life to the full*. These values alongside, our school vision, are designed to ensure that the school meets the needs of all, taking account of gender, race, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

It is vital that we value cultural diversity, meet the diverse needs of pupils to ensure inclusion, actively promote gender equality and oppose discrimination in all its forms to ensure that all pupils are prepared for full participation in an equal, respectful society.

It is also important that, in the operation of our organisation, we promote equality of opportunity between disabled and non-disabled persons, male and female, and people of different racial or cultural groups. In addition, we must eliminate discrimination and promote positive attitudes to all and encourage participation by all, which takes accounts of individual's specific needs.

Legal Background

This policy is written to comply with the Equality Act 2010, the Equality Act 2010 (Specific Duties) Regulations 2011 and the Sex Discrimination Act (1975). Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate unfair discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED) The specific duties require schools:

- To publish information showing compliance with the Public Sector Equality Duty (PSED) set out in section 149 of the Equality Act 2010
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.



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Protected Characteristics

The Equality Act 2010 protects people from unfair discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (except children and young people under the age of 18 years)
- disability
- ethnicity and race
- gender
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

Disability

At CCI we implement accessibility plans which are 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. We have a comprehensive accessibility policy and plan in place and will adapt to ensure that anybody with a disability are supported and their needs met to ensure equality.

In seeking to promote equality for all, in line with the 'Disability discrimination Amendment Act (2005)', CCI is committed to promoting disability equality, for all disabled pupils, staff, parents and members of the public who may use the school. Access to the school or full involvement in the school is not inhibited by disability, where reasonable adjustments can be made.

Pupils, parents and staff are likely to be considered disabled under the Equalities Act if "you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."

Community Cohesion

Community Cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum. Our curriculum includes opportunities to learn about and make links with the local community, with other communities in Britain, for example through day and residential trips to contrasting localities. We also aim to engage our pupils with communities abroad through our topics. As a Church of England school we place a huge amount of importance on RE and throughout the school teach a range of world faiths and include trips and arrange visitors from a variety of religions and cultures.



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Roles and Responsibilities

The Board of Governors, supported by the Head teacher and staff, is responsible for ensuring the implementation of this policy. The Head teacher retains overall responsibility for ensuring that the actions are delivered effectively throughout the school and that this is communicated effectively with the governing body. All staff are responsible for delivering on our equality objectives both as employees and as it relates to their area of work. The policy will be reviewed by the Senior Leadership Team and by the governing body on a yearly basis with equality objectives being updated at least every four years.

Publishing Information

This policy, including our equalities objectives, SEND information, SMSC Policy and accessibility policy and plan are all available on the school website www.christchurchinfants.co.uk. Paper copies are available from the school office on request.

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Head teacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all staff and pupils
- Recognise examples of good practice from the school and among individual staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

The Headteacher and SLT will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that staff are trained as necessary to carry out the policies and ensure effective implementation
- Hold staff accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils and highlight good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

All staff, teaching and non-teaching, will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development



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- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality policy, ethos and values
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents

Equality of Opportunity at CCI

The school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

- We aim to provide an appropriate curriculum for all pupils and each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - ✚ pupils of any gender group
 - ✚ pupils learning English as an additional language
 - ✚ pupils from minority ethnic groups
 - ✚ pupils who are gifted and talented
 - ✚ pupils with special educational needs
 - ✚ pupils with a disability
 - ✚ pupils who are eligible for Pupil Premium
 - ✚ pupils who are looked after by the local authority
 - ✚ pupils who are at risk of disaffection and exclusion
- All subjects contribute to the spiritual, moral, social, and cultural development of all pupils: the content of the curriculum reflects and values diversity and encourages pupils to explore bias and to challenge prejudice and stereotypes.
- Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued. Members of staff are aware of the dangers of allowing stereotypes to influence their expectations of pupils and therefore ensure that all pupils are offered equal opportunities.
- The teacher, in collaboration with the SENCO, will take positive steps to ensure no group or individuals are marginalised.
- Pupil grouping in the classroom is planned and varied.
- Teaching styles include collaborative learning so that pupils appreciate the value of working together and all pupils are encouraged to question, discuss and collaborate in problem solving tasks.
- Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.



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- Work experience providers and volunteers are expected to be able to demonstrate their commitment to equal opportunities and race equality.

Behaviour and Exclusions

The school expects high standards of behaviour from all pupils. The school's procedures for managing behaviour are fair and appropriate (see behaviour and exclusions policies). All staff operate consistent systems of rewards and discipline. It is recognised that some protected characteristics may affect behaviour and the school takes this into account when dealing with incidents of unacceptable behaviour. Pupils, staff and parents know that any language or behaviour which is racist, sexist, homophobic, derogatory towards disability, or potentially damaging to any vulnerable group is always unacceptable and will be acted upon seriously. Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with school policies and provided with relevant support to consider and modify their behaviour. Exclusions are monitored closely by the head teacher and the governing body and action is taken in order to reduce any disparities between different groups of pupils. There are strategies to reintegrate vulnerable and excluded pupils which take into account the needs of all pupils.

Admissions

The school's admission process is fair and equitable to all pupils and is managed by the local authority of South Gloucestershire. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in the pupil data forms issued to all parents.

Equality and staff

CCI will always comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from unfair discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. The school will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes unfair discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. CCI aims to ensure that the diversity of our workforce reflects that of our local community and wider society. We will ensure the safety and well-being of our staff and act on incidents of harassment and unfair discrimination, recognising that our staff may be either victims or perpetrators and provide regular training for staff to enable them to deal effectively with prejudice related incidents. CCI is committed to tackling unfair discrimination and bullying and report and record all forms of prejudice related incidents, for example racism, homophobia, gender discrimination and negative views of disabled people.

Equality Objectives 2020-2024

The Equality Act 2010 sets out that all public bodies will publish equalities objectives every four years. This document identifies the equalities objectives that we have chosen to focus on over the next four years, from 2020 to 2024, to improve equality, diversity and inclusion at Christ Church Infant School. We recognise and



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take very seriously our broad responsibilities as both an employer and as a provider of a service to members of the public and will endeavour to make sure that these targets are met.

Equality Objectives	Protected Characteristic	Success Criteria
To increase awareness and understanding of gender equality in all areas of school life	Gender	Curriculum provision is gender neutral and all pupils have equal access to the curriculum.
To diminish the difference in academic attainment by the end of Year 2 for Pupil Premium children	N/A	By 2024 there will be the gap will be significantly decreased between Pupil Premium and non-Pupil Premium children.
To increase participation in enrichment activities, after school clubs and for Pupil Premium Pupils	N/A	By 2024 the school has a proven record of enrichment provided for Pupil Premium children and this shows a year on year increase in participation and school funded support.
To increase progress for SEND pupils across the school.	Disability	By 2024, the gap in progress between children with SEND and other children will be significantly diminished.
To continue to develop the environment to enable disabled children to excel in more areas	Disability	By 2024 the school will have upgraded areas across the school to promote inclusion with a focus on accessibility.
To improve our curriculum offer to better reflect diversity in the world we live in.	Ethnicity, Race and Gender	By 2024 there will be a no gap / the gap will be significantly decreased in levels of attainment between EAL and non-EAL pupils
To provide a formal offer of support for EAL pupils and engage this quickly to ensure their potential is realised	Ethnicity and race	All pupils receive the same level of input from trained staff to ensure smooth transition, support language skills and develop a quick understanding of academic ability.
To narrow the gender gap between boys and girls attainment in Maths.	Gender	By 2024 the school will have narrowed the gap in attainment between girls and boys in maths, through multisensory teaching and targeted support early to build confidence.



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To narrow the gender gap between boys and girls attainment in Writing.	Gender	By 2024 the school will have narrowed the gap in attainment between girls and boys in writing, through the use of talk for writing and engaging topics and text which inspire writing.
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Signed CoG:	Name: Julie Wilkins	Ratified Date: T2 20/21
Signed Head: <i>AMartin</i>	Name: Anna Martin	Review Date: T2 2024