



Christ Church CE VC Primary School

**“Together we learn - Together we grow - Together we flourish”**

*Some seeds fell on good earth and produced a harvest beyond wildest dreams.*

Matthew 13:8

## **Equality, Diversity and Inclusion Policy**

**Date ratified:** 18 October 2022

**Ratified by:** Governing Body

**Review date:** October 2026



In order to comply with the Public Sector Equality Duty (PSED), schools must publish a statement setting out the school's approach to equality, diversity and inclusion; annual equalities data about pupils; and equality objectives. This document sets out all this information in relation to Christ Church Church of England (VC) Primary School.

## **Our equalities statement**

We welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their: sex, age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality, diversity and inclusion, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

### **Eliminating discrimination**

We are aware of our obligations under the Equality Act 2010 and we comply with nondiscrimination 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. The head teacher, in collaboration with the Senior Leadership Team, is responsible for monitoring equality issues and reporting back to the Safeguarding, Wellbeing and Inclusion (SWI) Committee. Where deemed necessary, the Full Governing Body and the Local Authority will be made aware of issues as appropriate.

### **Fostering good relations**

We aim 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, and Personal, Social, Health and Economic (PSHE) education but also activities in other curriculum areas.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the 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/carers to promote knowledge and understanding of different cultures.

### **Advancing equality of opportunity**

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. accessibility issues for pupils with disabilities).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times where possible).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities).

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

- Collate attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups where issues have been identified.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

### **Aims to eradicate discrimination**

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it has.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

### **Dealing with prejudice**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident

is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm. Our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's staff will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's staff will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

### **Equality and dignity in the workplace**

We do not discriminate against staff with regards to their: age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's policies relating to equality, diversity and inclusion. We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action. Prejudice is not tolerated and we are continuously working to promote an accepting and respectful environment for our school community.

### **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, at the end of each Full Governing Board meeting, there is an item to ensure equality, diversity and inclusion implications have been considered for all decisions.

### **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/carers.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher.

The SWI Committee will, as necessary:

- Meet with the head teacher (who has delegated responsibility for equality) every term (within the context of a committee meeting) 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 Body regarding any issues.

The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with a representative of the SWI Committee every term to raise and discuss any issues.
- Identify any staff training needs, and deliver training as necessary.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- deal with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the relevant principles above;
- support pupils in their class for whom English is an additional language;
- keep up-to-date with equalities legislation relevant to their work; and
- have regard to this document and to work to achieve the equality objectives.

## **Our equalities information**

Christ Church CE (VC) Primary School recognises the importance of education in creating life opportunities and recognises that the influence of school on a child's life is made more significant if they currently have, or have had in the past, a disadvantaged home life.

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all our pupils are protected from discrimination, the school collects information on protected characteristics.

### **Our pupils**

Key equalities information in relation to our pupils is presented below. We do not capture equalities data across all the protected characteristics. Where we do not have data, we have made this clear and added any additional contextual information.

<b>Protected characteristic</b>	<b>Data</b>
<b>Number on roll</b>	<b>421</b>

<b>Age</b>	Our pupils are all aged between four years old and 11 years old.														
<b>Sex</b>	<table border="1"> <thead> <tr> <th>Year</th> <th>% boys</th> <th>% girls</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>53%</td> <td>47%</td> </tr> <tr> <td>2020-2021</td> <td>53%</td> <td>47%</td> </tr> <tr> <td>2021-2022</td> <td>57%</td> <td>43%</td> </tr> </tbody> </table>			Year	% boys	% girls	2019-2020	53%	47%	2020-2021	53%	47%	2021-2022	57%	43%
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<b>Gender identity and sexual orientation</b>	<p>We do not collect data on gender identity or sexual orientation in relation to our pupils.</p> <p>Gender identity is a relatively new area for schools but it identifies a small section of society as vulnerable to discrimination and inequality. Gender identity was included in equality legislation for the first time in 2010, and many schools, parents, as well as wider society, are still learning about the issue.</p> <p>Schools in Wiltshire access expert advice and support from the LA; the charity Mermaids; as well as from other schools. Christ Church recognises that Gender identity is a complex area and that children, young people and their families are navigating an equality area where best practice is not fixed, and where the central advice is to be 'led by the child'.</p> <p>The school is committed to ensuring that all our children feel safe while at school and that each child is given the chance to develop their unique identity with support from teaching and support staff, and their peers.</p> <p>Pupils are taught that families come in many different forms and</p>														

	<p>include single-parent; grandparent-led; same-sex parents; step-families; foster families; families who have adopted children; etc. Our pupils understand that although families can be very different, what matters is that everyone in a family loves and cares for each other. This school recognises that negative views within wider society about LGBT+ people can have a detrimental effect on pupil wellbeing. Data from Childline and anecdotal information from Child and Adolescent Mental Health Services (CAMHS) (serving Wiltshire children) show that increasing numbers of children in primary schools are raising issues relating to gender identity and sexual orientation. Gender Identity and sexual orientation are not mental health concerns but many of the referrals received by CAMHS for young people with issues related to their gender identity or sexual orientation are linked to bullying, isolation and internalised negative views about LGBT+ people, that in turn impacts on their emotional and mental health. The school recognises that pupils with these issues are better signposted to school-based counsellors or school support groups and national websites such as Young Minds. CAMHS is encouraging of primary schools who can provide such support to their pupils, as dealing effectively with these issues at a younger age appears to reduce the more serious mental health issues presented by some LGBT+ secondary school pupils. We are aware of the organisation Gendered Intelligence who provide advice and guidance to schools and families where a pupil has a parent who is transgender. We will involve them where the school feels individual pupils and the school would benefit from their support.</p>
<p><b>Religion and belief</b></p>	<p>We do not collect data on religion and belief in relation to our pupils</p> <p>We recognise how important faith and belief can be as part of a young person's developing identity, whether this relates to a specific faith or belief, or whether this relates to wider belief systems, morals and ethics. We are committed to supporting all our young people as they develop a personal relationship with their own values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life. We take incidents of prejudice-related bullying seriously and we are committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children.</p> <p>Our school has established a procedure for recording all incidents of prejudice-based bullying, and this includes bullying relating to religion and belief. Wiltshire LA Anti-bullying Guidance specifically states that Religious Bullying can be identified as 'a negative or unfriendly focusing on religious difference or how somebody expresses their faith'. This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. We are aware that negative faith-based media attention can have an impact on all children, and recognises the importance of ensuring that pupils are provided with accurate and appropriate information.</p>

	<p>We ensure all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain. As part of a whole school activity, pupils celebrate different religious festivals and learn from religious representatives from various communities. As a school we recognise that discrimination on the grounds of religion or belief is a global concern, and our school actively promotes tolerance and respect. We commemorate Holocaust Memorial Day as a key part of its commitment to informing pupils about the consequences of intolerance.</p>									
<b>Pregnancy and maternity</b>	This is not relevant to our pupils.									
<b>Marriage and civil partnerships</b>	This is not relevant to our pupils.									
<b>Eligible for Free School Meals</b>	<table border="1"> <thead> <tr> <th>Year</th> <th>% of pupils who are eligible for free school meals</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>4.0</td> </tr> <tr> <td>2020</td> <td>2.8</td> </tr> <tr> <td>2021</td> <td>3.4</td> </tr> </tbody> </table>		Year	% of pupils who are eligible for free school meals	2019	4.0	2020	2.8	2021	3.4
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<b>With English as an additional language</b>	<table border="1"> <thead> <tr> <th>Year</th> <th>% of pupils with English as an additional language</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>1.2</td> </tr> <tr> <td>2020</td> <td>1.2</td> </tr> <tr> <td>2021</td> <td>1.4</td> </tr> </tbody> </table>		Year	% of pupils with English as an additional language	2019	1.2	2020	1.2	2021	1.4
Year	% of pupils with English as an additional language									
2019	1.2									
2020	1.2									
2021	1.4									
<b>Young carers</b>	N/A									
<b>Looked after children</b>	0									



Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

## **Our equality objectives (2022 to 2026)**

At Christ Church, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of sex, race, gender, disability, religion or belief, sexual orientation or gender reassignment, pregnancy or maternity and socio-economic background. In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives. These have been set for four years but may be amended, removed or replaced as priorities change over the period. Progress updates will be provided each year.

<b>Objective 1</b>	Improving children’s awareness of diversity i.e. through the curriculum or through literature.
<b>Objective 2</b>	Applying to be part of the Spiritual, Moral, Social and and Cultural Development (SMCD) award (a national scheme to improve pupil’s awareness of SMC issues) which has a strong focus on EDI i.e. understanding cultural differences, developing social skills to communicate with people from all different backgrounds, etc.
<b>Objective 3</b>	Reviewing and improving staff training in relation to equality, diversity and inclusion to ensure staff are skilled and knowledgeable and equipped to support the school to further strengthen equality, diversity and inclusion practice.
<b>Objective 4</b>	Continuing to raise attainment and accelerate progress in core subjects for vulnerable learners (this has been included in response to COVID).
<b>Objective 5</b>	Ensuring that all stakeholders are aware of these equality objectives and the progress being made towards them.

This document will be reviewed annually and updated with the latest equalities data and progress updates in relation to the equalities objectives.

This document should be read in conjunction with the Accessibility Plan.

**Signed off by the Full Governing Body:** 18 October 2022

**Last review date:** October 2022

**Next review date:** September 2023