



Christ Church

Church of England Primary School

Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All

EQUALITY ACT OBJECTIVES Evidence

Our Vision

Successful and outstanding in all we do.

“I can do all things through Christ who strengthens me.” Phil 4:13

Our mission statement is:

Have Faith, Take Responsibility, Show Respect and Achieve.

- Have Faith – to believe in yourself, if you have a religion, strengthen your own faith
- Take Responsibility – for yourself, your actions, the environment
- Show Respect – towards everyone
- Achieve – work hard, persevere, be resilient and strive to be the best you can be

The ethos of our school is embedded in our Christian values:

Honesty, Forgiveness, Love for all, Celebration, Fairness, Being Thankful, Ambition and Resilience

“A new command I give you: Love one another. As I have loved you, so you must love one another.

John 13:34

This school is committed to safeguarding and promoting the welfare of children and this policy supports this commitment.

*Equality objectives approved by Governors: February 2018
Review Date annually against objectives This Review July 2020*

EQUALITY ACT

POLICY INTO PRACTICE

Introduction

Under the Equality Act 2010, we welcome our general duty to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations
- Publish information about our school population
- Explain how we have due regard for equality
- Publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

EQUALITY OBJECTIVES Reviewed for evidence July 2020

- To collect and analyse evidence and data on children's achievement, attendance and participation of all groups and use this to inform strategies to raise attainment, promote achievement, foster high aspirations and promote children's wellbeing.

Evidence: Data is collected through Target Tracker and analysed to review children's achievement, attendance and participation in detail for review at pupil progress meetings with staff and Governors and overall at Full Governing Body Meetings.

Academic attainment for the end of key stages is published to all stakeholders and is on our school website. All other year group data is analysed internally to inform strategies by class to raise attainment, achievement and close any identified gaps and to further promote children's wellbeing with access to our ELSA staff in school and at after school clubs if required.

With the lockdown and partial school closure owing to COVID-19, end of year data has not been collected and data is only available up to March 2020.

- To ensure that our church school distinctiveness permeates the whole life of the school and enables the pupils to benefit from a high quality of education in a Christian community.

Evidence:

"Pupils develop an unusually strong sense of appreciation for others so that they celebrate the successes of their peers and are not challenged by them. Their parents say that this is the real strength of the school that outweighs its strong academic performance. Because pupils know that they are safe, valued and special, they develop remarkably high levels of self-confidence, establish strong friendships and celebrate the diversity of their school community".

Quote from the SIAMS inspection report December 2019

Children are encouraged to take an active part in whole school worship, key stage worship and to lead worship through a themed worship calendar in line with the liturgical year and Anglican traditions. Clergy take a whole school worship each week. Children learn about other religions through a clear diocesan scheme of work and children of other faiths are encouraged to use the classroom prayer corners for their own prayers. Children of Christian faith, other faith or no faith learn through the school values and learn about charitable works through many fundraising

events (e.g. Lent appeals, link school in Malawi through African Vision, comic relief, sport relief, Children in Need and other methods of charitable giving (e.g food for food banks).

- To promote equality and a sense of shared belonging in the school and in the community by promoting images that reflect and celebrate the diversity of the school and community in terms of race, gender and disability - for example in collective worship, books, publications and learning materials in classrooms and the wider school environment.

Evidence:

“As a result of living the vision, pupils grow in compassion and develop a sense of responsibility to others and to the world. Excellent links with local and global humanitarian projects enable them to put into practice their desire for justice and equality and so become fierce advocates of change”.

Quote from the SIAMS inspection report December 2019

Images showing a variety of different ages and gender of children from different backgrounds feature in Worship and assemblies as well as displays and learning materials in the classrooms. We provide equal opportunity for recognition of good work and following our school values in Golden File awards and on the school newsletter – The Tablet.

- To identify any differences in attainment and achievement of groups including EAL (English as an Additional Language), gender, ethnicity, looked after children and service children, SEN (Special Educational Needs) PPG (children eligible for the Pupil Premium Grant for disadvantaged children and FSM/Ever 6 (Free School Meals) to improve the outcomes for these children.

Evidence: Identification of needs is reviewed at the beginning of each academic year and reviewed again at the end of each term to ensure that the most appropriate intervention programmes are used to promote rapid progress. Children are tracked carefully across the academic year and have targets changed or adapted to their needs. Other strategies such as a teaching assistant focus children in the classroom, with the teaching assistant working alongside the most vulnerable children has proved successful for the individual children both socially and academically.

Other groups designed to support outcomes of vulnerable children include a Young Carers group, Powerful Minds for resilience, Peer Mentors for playtimes.

Other specific interventions for children with SEN or additional needs have included nurture programmes, ‘Bucket time’ for children with ASD and social skills learning.

- To ensure that analysis has been carried out relating to children’s participation in sporting activities so that the needs of all children are met.

Evidence: Christ Church is delighted to have attained the School Games Gold Award sports for 2018 – 2019. We aim to continue to achieve this but owing to lockdown and partial school closure this was not awarded for academic year 2019-2020.

- To ensure that opportunities for local, national and global community cohesion are realised and available for all.

Evidence:

“Excellent links with local and global humanitarian projects enable them to put into practice their desire for justice and equality and so they become fierce

advocates of change. They are keen to explore ways to make a difference that goes beyond mere fundraising. For example, pupils are working with the church to make material contributions to the support of homeless people. There is a well-established link with a village in Malawi for which pupils assemble and send resources that will improve the life chances of children in that community”.

Quote from the SIAMS inspection report December 2019

During lockdown and partial school closure children wrote letters to a local Old Peoples home and received responses in return. We support local initiatives for the Environment such as Berrylands Nature Reserve and are keen to support our local food bank. We actively support the Poppy appeal annually as a school and MacMillan (cancer) charity.

We continue a successful liaison with our link school Chikuakuti School in Malawi and continue to raise funds through a number of child centred activities such as cake sales. Children in KS1 sponsor an animal through the World Wildlife fund and in KS2 they learn about raising funds to combat the destruction of the Amazon rainforest and through that the impact on the local communities.

OBJECTIVES ARE ACHIEVED BY :

- Using a comprehensive assessment tool that is regularly updated giving staff information on all specific pupil groups. Through analysis of assessment data, the school plans and implements strategies to improve progress and attainment. This information is reported to the Governing Body on a regular basis.
- The school is dedicated to closing the achievement gap of children with SEN and those who are entitled to PPG/FSM grant. There are many intervention programmes take place for children with SEN or additional needs and specific interventions for PPG children in order to accelerate progress.
- Ensuring children are aware of the Christian teachings which form the basis of the school ethos and values.

There are clear procedures for dealing with prejudice-related bullying and incidents.

The policies include :

- **Behaviour Management Policy**
- **Anti-bullying Policy**
- **Safeguarding and Child Protection Policy**

Other relevant school policies relating to equality include:

- Equality Policy
- Equal Opportunities Policy,
- Community Cohesion Policy
- Accessibility Plan

These policies may be accessed on the school website, or by asking the school to provide a hard copy.

