



Christ the Sower Ecumenical Primary School

Single Equalities Policy

Introduction

This equalities policy amalgamates all the equalities legislation into one single equality policy for Christ the Sower Ecumenical Primary School. It replaces earlier policies and allows the same unifying principles to affect all our equality work. It is an updated version of the first SEP published in 2012.

Statement/Principles

Christ the Sower is a church school with an avowedly Christian identity fed by the values of the Christian faith. Foremost in this ethos is the notion of hospitality, acceptance and welcome of people from all backgrounds, and a strongly articulated celebration of the diversity of human life and experience. The Christian faith is the soil from which human experience in our school grows and by which it is guided and protected. We believe that a strong commitment to equality is both fed by and impacts positively on:

- A restorative rather than judicial view of justice and repaired relationships
- A strong commitment to good conduct in our daily lives for both students and those who work to serve them
- A whole-school commitment to excellence in all we do or attempt
- Enhanced levels of children's learning about themselves and one another as well as an enhanced confidence in making use of the learning they acquire
- A level of safety in school much greater than that in society as a whole.
- Deepening and broadening staff relationships.

We model our conduct and mutual respect on Jesus' taught values, and in particular that we treat all we meet or work with love, respect and courage, defending them from oppression and discrimination, treating all as we would ourselves prefer to be treated. Our school vision states:

A community together...We rejoice in our diversity and recognise that we are parts of the same body journeying together, walking hand-in-hand with God. We aim to provide a rich and true experience of Christian community, being a beacon of love, light and hope here on the west flank of MK.

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Christ the Sower Ecumenical Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/fait h tradition, sexual orientation, age or any other protected characteristics described in the Single Equalities Act 2010.

This policy was originally drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents, and governors led by Ranbir Sandhu (HLTA, Governor); it has been shared with the whole school community.

Equality Objectives

As a school, our overall equality objectives are as follows:

- We strive to achieve equality of opportunity for all, adults and children, regardless of age, gender, ethnicity, religious belief/affiliation *or any other of the specific protected characteristics*.
- We will educate all children and adults about discrimination and prejudice and do all we can to promote a harmonious, respectful and caring environment.
- We strive for all pupils regardless of any of the protected characteristics (most obviously gender, age, ethnicity and religious belief) to achieve the highest possible standards in their learning and make good progress.
- We insist that the appointment of staff is in line with current equal opportunities legislation – not just the letter of the law, but the spirit as well.
- Within the constraints of our foundation, we strive to ensure that the governing body composition reflects that of the wider community.
- We constantly identify barriers to learning and participation and provide appropriately to meet a diversity of needs.

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is Huw Humphreys (Headteacher). He will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governors responsible for this area who are Bev Delaney and Ranbir Sandhu.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children in Care, Minority Ethnic pupils (including Traveller and EAL children) and Free School Meals, in the following recommended areas:

○ Pupils' progress and attainment	○ Parental involvement
○ Learning and teaching	○ Participation in extra-curricular and extended school activities
○ Conduct, discipline and exclusions	○ Staff recruitment and retention
○ Attendance and admissions	○ Visits and visitors
○ Incidents of prejudice-related bullying and all forms of bullying	

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality, and that no barriers to access are inadvertently raised;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.
- Sports, arts and language teaching in particular are identified as subjects where it is imperative that access for all children is facilitated.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity. In addition:

- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All teachers are actively encouraged to engage fully pupils in their own learning, and to help them to learn to learn.

Promoting Equality: The ethos and culture of the school

At Christ the Sower Ecumenical Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;

- We strive to achieve a feeling of openness and hospitality which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- 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 related bullying incidents and has a nominated member of staff responsible for recording and monitoring 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: Partnerships with Parents/Carers and the Wider Community

Christ the Sower Ecumenical Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

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 equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

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 and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The single equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will be communicated with staff, parents, carers and governors by the Head Teacher.

Huw Humphreys
October 2016

Appendix 1. Action Plan

Equality Objective: ***To ensure that arts opportunities are available to all children, regardless of protected characteristics***

Outcomes	Measured by	
•		
Activity	Lead	Progress Criteria/Milestones
1.		
2.		
3.		

Equality Objective: ***To ensure that children with SEN make as much or better progress than their peers in English and maths.***

Outcomes	Measured by	
•		
Activity	Lead	Progress Criteria/Milestones
4.		
5.		
6.		

Equality Objective: ***To...***

Outcomes	Measured by	
•		
Activity	Lead	Progress Criteria/Milestones
7.		
8.		
9.		