Christ Church CE Primary School & Early Years Unit

Equality and Diversity Policy 2024-2025

Christ Church CE Primary School is a Christian community based on the core values of Friendship, Thankfulness, Peace, Trust, Forgiveness, Compassion and Hope.

Introduction

Christ Church CE Primary School is an inclusive school where we focus on the well- being and progress of every child and where all members of our school community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality and fairness.

We recognise that these duties reflect international human rights standards such as the UN Convention on the rights of the Child.

Vision Statement

To develop an environment where all children, staff and parents can flourish and feel safe in all aspects of school life- eliminating prejudice and discrimination.

Our vision and Aims for Equality and Diversity

At Christ Church CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders irrespective of race, disability, gender, sexuality, religion or belief or socio economic background. We aim to develop a culture of inclusion and diversity, in which all stakeholders connected to our school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions diversity and respect for all.

At Christ Church CE Primary School we respect difference, value diversity and embrace equality and fairness for all.

Legal Requirements

Christ Church CE Primary School recognises that the Equality Act 2010 introduced the Public Sector Equality Duty (PSED) which applies to all public bodies including all schools. The PSED has two parts; the General and the Specific. Within the General Duty we recognise that we are required to have 'due regard 'to the need to:

Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those that do not.

Foster good relations between people who share a protected characteristic and those who do not.

Having 'due regard' means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the Specific Duty Christ Church CE Primary School recognises that we are required to:

Publish information annually to demonstrate compliance with the PSED

Publish equality objectives every 4 years.

We are mindful that all information will be made accessible to the public both electronically and in paper format.

Guiding Principles regarding Equality/Good Practice

In working towards fulfilling our legal obligations under the Equality Act 2010 and integrating equality within our school ethos we are striving to adopt a whole school approach. We have consulted, involved and listened to a range of opinions from people from broad and diverse backgrounds which reflect the protected characteristics as outlined under the Equality Act.

From this activity; which continues to be ongoing, we have developed the following seven key principles to our approach to equality.

1.All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.

2.We recognise, respect and value difference and understand and promote that diversity is a positive. We take into account difference and strive to remove barriers and disadvantages which people may face, in relation to race, disability, gender, religion and belief and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at our school.

3.We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate and contribute fully in school life.

5.We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of our work, including recruitment and promotion and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

7.We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

Arrangements, Roles and Responsibilities within our School.

The guiding principles and equality objectives for Christ Church CE Primary School will be referenced in the School Development Plan. They will be reviewed annually and refreshed on a four year cycle.

Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments made as appropriate to ensure that those pupils within a protected characteristic group are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that those groups are supported positively.

When reviewed each curriculum subject or area will ensure that teaching and learning will reflect our guiding principles as set out in this document.

School Governors are responsible for:

Making sure the school complies with all current equality legislation

Making sure this policy and the PSED are properly implemented

Making sure related procedures are followed

Assigning a named governor to take an equality lead

The Head Teacher is responsible for:

Making sure the policy is readily available and that all school stakeholders are aware of it

Making sure its procedures are followed

Producing regular information for staff and governors about the policy and how it is working. Provide training for them on the policy

Making sure all staff know their roles and responsibilities

Taking appropriate action in cases of harassment and discrimination

All School Staff are responsible for:

Promoting an inclusive and collaborative ethos in the classroom

Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping

Promoting equality and avoiding discrimination against anyone

Taking up equality training and learning opportunities

Pupils are responsible for:

Supporting the schools equality ethos

Sharing concerns or issues with a member of staff

Keeping equality and diversity issues on the school council agenda- helping to review and develop good practice.

Parents/Carers are responsible for:

Supporting the schools equality ethos

Challenging inappropriate language /behaviour

Sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

Following our expectations regarding equality and diversity

Responsibility for overseeing all equality practices in the school:

Will lie with a named member of staff and governor and will report directly to the Head teacher. Responsibilities include-

Co-ordinating and monitoring work on equality issues

Dealing with and monitoring reports of harassment (including from protected characteristic groups)

Monitoring the progress and attainment of potentially vulnerable groups.

Monitoring exclusions.

Monitoring, Reviewing and Assessing Impact:

Christ Church CE Primary School equality policy is linked to the school development plan and includes targets/objectives determined by all school stakeholders for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any patterns of inequality found as a result of impact assessment will be used to inform future planning and decision making. The named member of staff and governor responsible for equality will monitor specific outcomes.

All reports will be given to governors and the Head Teacher will provide monitoring reports for the governing body via the Head Teacher's report, preferably termly but at least once a year.

This policy links to other policies and in general the principals of equality will apply to all other school policies.

Concerns and Complaints

In the first instance any concerns or complaints about the implementation of the Equality policy should be addressed by following the guidance set out in the school's complaints policy. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Disability Access Plan

Christ Church CE Primary School has a disability access plan (attached as appendix 1).

The key objective of this plan is to improve the physical environment of the school, improving access for disabled pupils to the school curriculum and to improve the delivery of information to disabled pupils, their parents /carers or to other school stakeholders.

This plan will be reviewed annually by the governing body after consultation with staff, parents and pupils.

Publishing Equality Information.

At Christ Church CE Primary School, we recognise our duty under the Equality Act 2010 to publish equality information that demonstrates we have due regard for the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and those people who do not share it.

Foster good relations between people who share a protected characteristic and those people who do not share it.

Compliance with the Equality Act 2010 Duty.

At Christ Church CE Primary School we are working to ensure all school stakeholders are aware of their responsibilities in complying to both the **General Duty** and the **Specific Duty** of the **Act.**

The information below is a summary of how we are aware of these requirements and how we respond to them:

Our Governing Body has had training on the key concepts of the Equality Act 2010.

All staff have received training on the key concepts of the Equality Act 2010.

We have a named Governor and staff member to act as Equality Champions to ensure equality and diversity remains on the respective agendas at all times.

We promote an ethos that champions and supports respect, dignity and difference.

We have appropriate policies that deal promptly and effectively with incidents and complaints of bullying and harassment. These include prejudice based bullying related to a protected characteristic. Staff have appropriate training in challenging and dealing with bullying and harassment.

We record all racist, homophobic or other prejudice based inappropriate behaviour or inappropriate language. We analyse our data to ensure we act upon any concerns in relation to these protected groups by identifying and patterns or trends with regards to these issues.

Our Disability Access Plan increases the extent to which all pupils can participate in the curriculum, improve the physical environment of the school and increases the availability of accessible information to disabled pupils and parents/ carers.

We review our accessibility plan every year with the Governing Body.

We have a curriculum that is highly positive, offering memorable experiences that contribute to pupils' spiritual, moral, social and cultural development.

Through a broad range of study within our Citizenship and PHSE education, we work hard to promote respect, inclusivity and an appreciation of difference.

Pupils are encouraged to broaden their understanding of other beliefs, cultures and faiths.

We have a vibrant and well balanced school council that ensures pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and within the immediate community. The school council is strong and articulate, contributing to whole school decision-making where appropriate.

We have strategies for engaging with parent/ carers; including those who may traditionally find working with school difficult.

We have a 'Healthy Eating 'plan that recognises a culturally diverse community and ensures all pupils receive a healthy meal each day. Our plan reflects our commitment to a healthy lifestyle, regardless of socio- economic background.

How we are performing in relation the three main aims of the General Duty of the Equality Act 2010.

We recognise our responsibility under the General Duty of the Equality Act to have 'Due Regard' for 'eliminating unlawful discrimination', 'advancing equality of opportunity between protected groups and those who are not' and to 'foster good relations between people who share a protected characteristic and those who do not'.

We believe that whilst each protected characteristic may require differing approaches to advancing equality of opportunity and to fostering good relations, eliminating unlawful discrimination is an overarching principal to effective promotion of equality and diversity. Eliminating unlawful discrimination, harassment and victimisation is fundamentally at the core of our process to embed equality and diversity into our school culture and ethos.

Below are some examples of how we both advance equality of opportunity and to foster good relations. These shall be reviewed annually.

PUBLICATION

All equality policies will be published on our website and will be made available both electronically and in a hard copy format.

Christ Church CE Primary School adopt a whole school approach to equality and diversity and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHRC) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole , learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and pupils create a healthier, happier, fairer school culture and could lead to reductions in bullying and other negative behaviour and improvements in attainment and aspirations'

This policy was agreed: Oct 2024

Review Nov 2025

Signed by:

…….. Chair of Governors.

…….. Head teacher

Christ Church CE Primary School and Early Years Unit

Accessibility Plan 2024-2025

Christ Church CE Primary School is a Christian community based on the core values of Friendship, Thankfulness,

Peace, Trust, Forgiveness, Compassion and Hope.

Purpose of Plan

The purpose of this plan is to demonstrate how Christ Church CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability
A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Areas of Responsibilities

- ☐ Improving access to the physical environment of school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- ☐ Increasing access for disabled pupils to the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- ☐ Improving the delivery of written information to disabled pupils, which is provided in writing to pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents, and be made available within a reasonable timeframe.

Christ Church CE Primary School Primary School aims to treat all pupils, prospective pupils, staff, governors and other stakeholders favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. School aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in school.

Contextual Information

Christ Church CE Primary School Primary is a two-form entry Primary School situated in Bootle, which admits children from the ages of 2-11. The school is in an area of high deprivation and has a high percentage of children whom receive Free School Meals and attract Pupil Premium funding. The high majority of the children are White British, although in recent years the school has admitted children of many nationalities. There are a number of children and staff with disabilities and we aim to ensure that they, along with their parents/carers are given equal access to all that the school offers.

Current Range of Known Disabilities

Christ Church CE Primary School Primary school has children with a range of disabilities that include specific learning disabilities, Autism, ADHD and visual impairment.

There are a number of children who have asthma and all staff are aware of these children. This information is kept centrally and can be accessed in line with GDPR. Inhalers are kept in classrooms in emergency medical grab bags and a record of use is noted.

A few individuals have diabetes, epilepsy or are tube-fed and each child has a group of key staff who are trained in administering necessary medical treatment. They also have individual health care plans which are updated annually or when there is a change in their treatment (as advised by health professionals).

Some children have food allergies or intolerances / cultural food choices. Key staff are trained in administering an epipen in emergency situations.

There are some children who have physical disabilities. Advice from occupational therapists is closely followed for any children with physical impairments and appropriate reasonable adjustments are made (any specialist learning aids are provided).
All medical information is collated and centrally in line with GDPR.

School has a range of competent First Aiders who hold current First Aid certificates. This includes a designated staff member with 3 day training, basic first aid training and paediatric first aid. All first aiders use appropriate PPE.

All medications (except inhalers) are kept in a central safe and secure location for easy access for First Aiders and office staff. Administration of medicine consent forms are completed by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

School has a Defibrillator on site. Paediatric and staff who have completed a First Aid course have been trained in the use of this equipment and are aware of its location.

Christ Church CE Primary School Accessibility Plan 2024 - 2025

Aim	Strategies	Outcome	Timeframe
Physical Environment To ensure that the building and grounds are accessible for all children and adults. To continue to improve the building and grounds to meet the needs of all users. To ensure that school furniture and equipment is accessible to all pupils.	Annual audit accessibility of school buildings and report to governors. Identify actions and improvements and as funding and budget allows systematically address actions Ensure that disabled toilets are clear. Engage with occupational therapist to ensure appropriate modifications are in place for children with physical impairments Engage with complex needs team to do risk assessment for key individuals. Adjust the school risk assessment if necessary.	Building and systems are increasingly accessible to all users. SENCO/OT will ensure any equipment/ furniture that is needed is provided Risk assessments will be in place to ensure the safety of all children with additional needs.	Annual with mid-year review.
Curriculum Continue to provide staff training to enable all staff to effectively meet the needs of the range of children with SEND- (as per SEND AP and RAP)	SENDCo to review the needs of children and identify staff training as needed.	All staff will support all children to access the curriculum effectively.	At pupil progress and SEND review meetings & in response to medical needs.

Aim	Strategies	Outcome	Timeframe
Curriculum To continue to ensure that all children are able to access all out of school activities clubs trips and residentials. To provide specialist equipment to promote participation in learning by all pupils. To meet the needs of individuals during statutory end of KS2 tests.	Clear assessment and identification of the needs of children in each class Changes/adaptations to clubs, trips etc to ensure all pupils are able to access them. Specialist equipment purchased/ sourced as required. Practice Tests, alternative assessments or external agencies used to clearly identify pupils who may need to uses 'access arrangements'.	Barriers to learning will be reduced or removed enabling children to reach their full potential. Access arrangements in place organized by SENCO and discussed with parents.	Annually Termly discussion at Pupil Progress.
Written Information To ensure that all parents, and other members of the school community can access all information. To ensure that parents who are unable to attend school due to disability can access parents' evenings. All Parents are fully informed of children's progress	Additional written information will be available in alternative formats on request. Audits from admin about parents accessing the app. Staff/SENCO will hold parent consultations via a telephone call/ Zoom meeting and send additional written information home where there is an identified need. Parents have the opportunity to discuss progress with class teachers /SENDCo where necessary.	Written information provided in alternative formats where necessary All parents receive school's communication and information through APP or written format	Termly

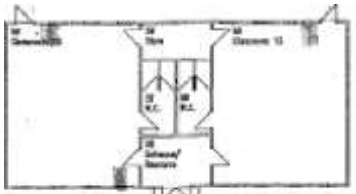
Aim	Strategies	Outcome	Timeframe
Equality and Inclusion			
To ensure that the accessibility plan becomes an annual agenda item on the FGB meetings.	Clerk to governors to add to list for FGB meetings	Adherence to legislation.	Annual
To improve staff awareness of disability issues.	Review staff training needs and plan training as appropriate.	Identified training needs met. Whole school community aware of issues.	Ongoing
To ensure that all policies consider the implications of disability access.	Consider during annual policy review.	Policies reflect current legislation.	Annual as part of safeguarding team reviews.
To ensure safeguarding of all children with disability within the school community	Raised awareness of the particular vulnerabilities of identified groups and around safeguarding of pupils with disabilities.	Children are safe and make good or better progress.	

Approved by Governors:

Signed:

Review Date: October 2025

Key







Caretakers House upper

Accessible route

Temporary Classroom

