

Christ the King Catholic Voluntary Academy

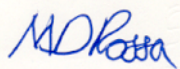
St Thomas Aquinas Catholic Multi-Academy Trust (CMAT)



Equality information and Objectives

So there is no difference between Jews and Gentiles, between slaves and free people, between men and women; you are all one in union with Christ Jesus.

Galatians 3:28

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Approved by Chair of Governors	
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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- › Develop an ethos which respects and values all people
- › Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- › Prepare pupils for life in a diverse society
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- › The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board 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
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

All teaching staff are expected to:

- › Promote an inclusive and collaborative ethos in their classroom
- › Deal with any prejudice-related incidents that may occur
- › Support pupils in their for whom English is an additional language
- › Keep up-to-date with equalities legislation relevant to their work

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination 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.

5. Advancing equality of opportunity

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

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- › 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 societies)

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

- › Publish attainment data each academic year showing how pupils with different characteristics are performing

- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

6. Fostering good relations

The school aims 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, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- › 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 to promote knowledge and understanding of different cultures
- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality 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, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

To ensure that all learners with SEND make very good progress (at least in-line with all children) across all areas of the curriculum.

To achieve this objective we plan to:

- Deliver regular and high-quality training for all teaching staff (teachers and TAs) that further improves their skills, knowledge and understanding in all areas of the curriculum thus enabling children of all abilities to receive learning experiences that match their learning needs.
- The Family Inclusion Team access the most recent research to identify and share the most effective practice.
- Ensure effective differentiation across subjects to ensure pupils with SEND can access and progress well in all subjects.

Objective 2

To develop a knowledge and understanding of the protective characteristics in all children through a rich range of experiences both in and beyond school.

To achieve this objective we plan to:

Ensure planning of the Personal Development Curriculum is of a high standard by ensuring:

- The curriculum content develops the understanding of all groups with protective characteristics.
- Planning in the 3 areas is age appropriate and progressive throughout the school
- Topics chosen and resources used across the curriculum support pupils' understanding
- Books chosen to read aloud to the children support the understanding
- Lesson planning provides opportunities for children to be informed, discuss and debate
- The programme of trips, visits and visitors compliment the work covered in the curriculum.

Objective 3

To review levels of parental engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement

To achieve this objective we plan to:

- Create a list of all children who have parents living separately to ensure they receive all school correspondence, access to events and information on their child (ren).
- Ensure flexible arrangements are available whenever possible for parents with varied needs or permissions (including court orders).
- Ensure dates of school events do not correspond with significant dates or events in religious or world calendars

9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the local governing body at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Safeguarding and Child Protection Policy
- SEND policy
- Behaviour policy