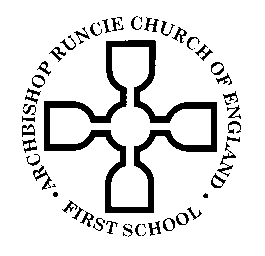
**ARCHBISHOP RUNCIE CHURCH of ENGLAND (VA) FIRST SCHOOL**

**EQUALITY POLICY**

**“For everything created by God is good, and nothing is to be rejected if it is received with thanksgiving, for it is made holy by the word of God and prayer.” 1 Timothy 4:4-5**

**Rationale**

Archbishop Runcie First School is a Church of England First School. In harmony with the Christian ethos of our school our policy for the promotion of equality is rooted in the teachings of Jesus Christ. We believe each one of us is unique and created in the image and likeness of God. This uniqueness is to be valued and promoted by all of us.

This policy and our Equalities Action Plan will help ensure that we avoid discrimination and promote equality and good relations in our school. High quality education and skills are essential for opening up opportunities and increasing the life chances of our children.

**Purpose**

The policy and Action Plan integrate our statutory duties in relation to equality and the promotion of community cohesion. The policy covers children, parents, staff and other users of school services. It sets out how we meet our public sector equality duties (PSED) to:

* Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
* Advance equality of opportunity between people who share a protected characteristic and those who do not;
* Foster good relations between people who share a protected characteristic and those who do not.

In giving due consideration to our duties under the Equality Act, we are committed to applying the equality duty to help us identify issues and shape policies that will ensure we meet the needs of different groups of learners whose interests are protected by the Act. Furthermore, when reviewing school policies and procedures, we are also committed to considering emerging equality issues.

**We will promote the equality duty as a school by:**

* Collating and analysing information and data on all aspects of school life to ensure that policies and practices are attuned to the needs of different groups of pupils.
* Analysing school performance data, on progress and attainment, to identify vulnerable groups of children and implement strategies to the narrow the gap between them, the remainder of the cohort and national attainment averages.
* Eliminating potential discrimination to balance the interests of our pupils ensuring best possible educational outcomes; for example guaranteeing accessibility for disabled pupils around the school site and during field trips / educational visits.
* Ensuring a stimulating and engaging learning environment that will meet the needs of all our pupils regardless of sex, race, disability, or sexuality.
* Providing additional support for those with disability or special educational needs to ensure that they are able to fully access the curriculum.
* Upholding standards of good behaviour outlined in behaviour and safeguarding policies to ensure all pupils feel safe and secure.
* Promoting a sense of social conscience and aspiration amongst all groups of children enabling them to maximize their full potential as learner, citizen and human being.
* Supporting effective partnerships by encouraging initiatives among pupils, parents, carers, and members of the local community.

**Action Plan**

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| **Objectives** | **Actions** | **Outcomes** |
| **To analyse performance related data to narrow the gap for identified vulnerable groups.** | * Analysis of assessments will be carried out on a regular basis, at Senior Leadership level, to identify vulnerable groups. * Teachers will provide the Head teacher with regular updates on progress and attainment of vulnerable groups. * Performance management meetings with class teachers will regularly assess the impact of planned interventions as well highlighting where adjustments need to be made. * Funding, such as the pupil premium, will be used effectively through the deployment of staff and resources. | * Gaps between identified groups and the remainder of the cohort will be narrowed and specific targets set a Pupil Progress meeting (PPM) each term * Children identified within vulnerable groups will achieve at least the national average in terms of attainment. |
| **To review school communication systems / methods to promote a greater sense of social cohesion across all stakeholders within the school community.** | * New families to the school receive a home visit in Early Years. * The Parent Support Advisor is made known to the family and will offer support including home visits. | * Members of the non-English speaking community will feel included / have access to all key information in line with others. Views will be sought on an informal and formal basis e.g. via parent/pupil questionnaires. * Improved participation / response to school events / information from members of the school community whose participation was previously considered low. |
| **To foster a greater sense of tolerance and empathy of difference: race, faith, sexuality and disability.** | * Review PHSCE curriculum, across the school, in light of emerging equality issues by Dec 2018. * Time table class work to discuss themes linked to objective 3. * Provide opportunities for children to participate in activities / events with children of different race, faith, sexuality and disability. * Ensure the objectives within the RE curriculum that support faiths other than Christian are given due regard and sensitivity. * To assess whether understand the nature of our collective worship and RE teaching via parental questionnaires and feedback. * Where possible, traditions and cultures of faiths other than Christian are celebrated e.g. parents teach groups of children about a particular festival such as Chinese New Year, Eid Mubarak. * A range of literature illustrating varying family life in reading books and information texts is monitored in order to reflect the community of the school e.g. books with same sex parents. | * Children demonstrate, in their behaviour and school work, an understanding and acceptance of race, faith, sexuality and disability. See Behaviour logs for evidence. |

**Conclusion**

At Archbishop Runcie CE Voluntary Aided First School we aim to ensure an environment where mutual respect is encouraged valued, the uniqueness of all is celebrated. All staff will actively promote the PSED statement within an environment in which children are encouraged to report challenge any behaviour or attitudes that fall short of this duty.

This policy will be reviewed every two years or earlier if deemed necessary.

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| **Date** | **Reviewed / updated** | **Staff involved** |
| Jan 2016 | Developed for consultation and published | JR and BA |
| Sept 2018 | ***updated*** | KM |
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