



ARCHBISHOP RUNCIE CHURCH OF ENGLAND (VA) FIRST SCHOOL

EQUALITY, RACE, DIVERSITY, COMMUNITY COHESION POLICY STATEMENT

“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.

We see our first task as equipping pupils with an awareness of an increasingly diverse society and of presenting the world as it is and how we would like it to be. On such foundations, pupils will develop their own attitudes to a diverse society.

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;
- Prepare children for life in modern Britain.

Equality, Race, Diversity, Community Cohesion Policy Statement

Since the Equality Act became law in 2010, public bodies have been required by law to uphold a duty to promote disability, race and gender equality. In April 2011 this was replaced by a single public sector equality duty (known as the PSED or the equality duty). This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. It put in place a number of duties to ensure public bodies and schools have due regard to certain 'protected' groups:

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

Archbishop Runcie CE First School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice. Archbishop Runcie CE First School strives to

ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. When reviewing school policies and procedures, we are also committed to considering emerging equality issues.

We endeavour to promote the equality duty as a school by:

- Ensuring a stimulating and engaging learning environment that will meet the needs of all our pupils regardless of sex, race, disability, or sexuality. (Lesbian, Gay, Bisexual, Transgender)
- Providing additional support for those with disability or special educational needs to ensure that they are able to fully access the curriculum.
- Managing and supporting 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 maximise 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 and wider community.
- Supporting national initiatives of promoting 'British Values' amongst our school community eg democracy, the rule of law and why we have them.
- Promoting Community Cohesion (under the Education and Inspections Act 2006).
- Eliminating discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).
- Helping pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have.
- Encouraging and support our pupils with their own commitment to promoting equality and that everyone has the right to 'respect' as an individual
- Collating and analysing information and data on all aspects of school life to ensure that policies and practices are fit for purpose 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 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 educational visits.
- Providing for all pupils according to their needs, irrespective of gender, ability, sexual orientation or ethnic origins.
- Ensuring that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups. Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

At Archbishop Runcie CE First School the protected groups are:

- Children with disabilities and specific health problems.
- Children with special educational needs.
- Children from different racial and ethnic backgrounds.
- Children with different religion or beliefs.
- Differences between boys and girls.
- Children who have free school meals.
- Looked after children.
- Roamers and travellers.
- Families from different socio-economic backgrounds.
- Any vulnerable groups (the term vulnerable groups is used to refer to all children who are at risk of underachieving as well as those with historic difficulties or having been previously part of a protected group).

Equality Objectives 2018-2021 Objective Intent	Date	Action Implementation	Outcomes Impact	Evidence for Governor evaluation
To promote Spiritual, Moral and Cultural Development through all appropriate curricular opportunities with particular reference to issues of equality and diversity	2018-19	To support children through : <ul style="list-style-type: none"> Developing an understanding and awareness of the World around them eg different cultures, beliefs, religions through an enriched curriculum which includes; charity work, themed days and events. Whole school and class collective worship (see calendar of dates) Thirst for learning via curriculum enhancements 	The school and its community permeate an atmosphere of equality, diversity, cohesion and respect for all.	Behaviour logs Pupil voice
	Jan 2019	<ul style="list-style-type: none"> Resources purchased that promote diversity and equality 		Resources evident
	Feb 2019	<ul style="list-style-type: none"> PSHE cross curricular links 		Planning
	Feb 2019	<ul style="list-style-type: none"> Review LTP to include RE units on other faiths and visits to a range of places of Worship 		LTP
To ensure a strong sense of tolerance and acceptance for differences in ethnicity, religion, sexuality, gender and ability.	Ongoing	In all aspects of school life, children will be encouraged to have empathy for pupils and be shown how they can support their peers in order that they can have equal opportunities. <ul style="list-style-type: none"> Monitoring of incidents of a discriminatory nature When incidents of a discriminatory nature are reported, the incidents are recorded and the '<i>individual</i>' is appropriately spoken to, parents informed and where deemed appropriate reported to the LA via ARCH system. 	The school can evidence <ul style="list-style-type: none"> tolerant behaviours and acceptance and display this in their behaviours curriculum access which is pertinent to the needs of the school population 	Behaviour logs Pupil voice
	Spring 2019	<ul style="list-style-type: none"> Review of PSHE and RE curriculum 		LTP review
	Sept 2018	<ul style="list-style-type: none"> Use of White Rose scheme which uses multicultural images 	Children demonstrate, in their behaviour and school work, an understanding and acceptance of race, faith, sexuality and disability. See	Maths books
	Feb 2019	<ul style="list-style-type: none"> Ensure the objectives within the RE curriculum that support faiths other than Christian are given due regard and sensitivity Provide opportunities for children to participate in activities / events with children of different races, faith, sexuality and disability. 		RE books/planning

	2018-19	Traditions and cultures of faiths other than Christian are celebrated e.g. Chinese New Year, Eid Mubarak.		Calendar of events
	March 2019	Refer Equality Policy to Ethos Cttee		Ethos Cttee Mins
	Dec 2018	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		CPOMS for evidence.
	Spring Term 2019	Raise awareness of/promote diversity through Worship programme and central display (Hall).		Worship programme and central display
To analyse performance data to narrow the gap for identified groups	Termly	<ul style="list-style-type: none"> • Termly analysis of data to identify and provide for any gaps • Funding, such as the pupil premium, will be used effectively through the deployment of staff and resources • Analysis of assessments will be carried out on a termly basis, at Senior Leadership level, to identify vulnerable groups and provision put in place to support as appropriate. • Teachers will provide the Headteacher 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. 	<ul style="list-style-type: none"> • All children make progress from their starting points • Gaps between identified groups and the remainder of the cohort will be narrowed and specific targets set a PPMtgs each term • Children identified within vulnerable groups will achieve at least the national average in terms of attainment. 	Data analysis PPMtgs Staff PM Intervention Files PP Gov visit SEN Gov visit
To ensure that pupils are punctual and attend school consistently.	Half termly attendance monitoring	Registers are checked regularly and, where there is concern, parents will be informed and supported as appropriate.	Attendance for key groups is increased and comparable	Attendance file

To review school communication systems / methods to promote a greater sense of social cohesion across all stakeholders within the school community.	Sept 2018	<ul style="list-style-type: none"> New families to the nursery receive an individual session in school with their child to meet the staff and explore the environment. 	<ul style="list-style-type: none"> Members of the non-English speaking community will feel included / have access to all key information in line with others. Improved participation / response to school events / information from members of the school community whose participation was previously considered low. 	Parental feedback
	Sept 2018	<ul style="list-style-type: none"> EYFS parents have access to online learning journals to keep them informed of children's work. 		Tapestry access of all families
	Termly	<ul style="list-style-type: none"> Stay and play sessions for EYFS parents each term to encourage all parents to take part in school life. 		Parental feedback
	As appropriate	<ul style="list-style-type: none"> EAL/new families supported to access INVENTORY signing in system/ParentMail/Tapestry etc 		Observe systems
		<ul style="list-style-type: none"> Electronic ParentMail system used for all communication (hard copies available) and payments so all stakeholders/family members receive equal communication and information from school 		Observe systems

Conclusion

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

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

Date	Reviewed / updated	Staff involved
Jan 2016	Developed for consultation	JR and BA
Sept 2018	updated	KM
Nov 2018	Action Plan RAG rated	TG/KM
Dec 2018	Policy & Action Plan updated	KM
Jan 2019	Updated Gov evidence	Curric Cttee
November 2020	Reviewed with minor updates	TLA Cttee