



## EQUALITY, RACE, DIVERSITY & COMMUNITY COHESION 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 distinctly 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 will help ensure that we avoid discrimination and promote equality and good relations in our school. 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.

**Our Vision:** Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.

### 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:

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

### 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.

Our school is proud to use the No Outsiders programme as part of our PSHE curriculum plan. The programme aims to teach children about the characteristics protected by the Equality Act - such as sexual orientation and religion.

**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. (LGBTQ+.)
- 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 e.g. 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.

**These protected groups include:**

- 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 Pupil Premium status

- Looked after children.
- Roma 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 2022-2026

Objective	Action	Outcomes	Evidence for Governor evaluation
To train staff on how to respond effectively to prejudice-related bullying	In conjunction with safeguarding consultants, consider the role of prejudice within safeguarding concerns and how we report it.	Staff confident at identifying prejudice-related bullying and resolving as appropriate.	CPOMS logs  Safeguarding report
To promote Spiritual, Moral and Cultural Development through all appropriate curricular opportunities with particular reference to issues of equality and diversity	To support children through : <ul style="list-style-type: none"> <li>• Developing an understanding and awareness of the world around them e.g. different cultures, beliefs, religions through an enriched curriculum which includes; charity work, themed days and events.</li> <li>• Whole school and class collective worship (see calendar of dates)</li> <li>• PSHE cross curricular links</li> <li>• RE units that both reference Christianity around the world as well as those of all faiths and none in accordance with diocesan syllabus</li> </ul>	The school and its community permeate an atmosphere of equality, diversity, cohesion and respect for all.	CPOMS logs  Pupil voice Worship evaluation Planning LTP SMSC across the curriculum

<p>To ensure a strong sense of tolerance and acceptance for differences in ethnicity, religion, sexuality, gender and ability.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• Monitoring of incidents of a discriminatory nature</li> <li>• When incidents of a discriminatory nature are reported, the incidents are recorded and the individual is appropriately spoken to, parents informed and where deemed appropriate reported to the LA.</li> <li>• PSHE and RE curriculum discuss at age-appropriate level natures of inequality.</li> <li>• Use of multicultural images wherever possible in prepared resources</li> <li>• Ensure the objectives within the RE curriculum that support faiths other than Christian are given due regard and sensitivity</li> <li>• Provide opportunities for children to participate in activities / events with children of different races, faith, sexuality and disability.</li> <li>• Traditions and cultures of faiths other than Christian are celebrated e.g. Chinese New Year, Eid Mubarak.</li> <li>• 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</li> <li>• Raise awareness of/promote diversity through Worship programme and central display (Hall).</li> </ul>	<p>The school can evidence</p> <ul style="list-style-type: none"> <li>• tolerant behaviours and acceptance and display this in their behaviours</li> <li>• curriculum access which is pertinent to the needs of the school population</li> </ul> <p>Children demonstrate, in their behaviour and school work, an understanding and acceptance of race, faith, sexuality and disability.</p>	<p>Behaviour logs</p> <p>Pupil voice LTP review RE books/planning Calendar of events CPOMS for evidence. Worship programme and central display</p>
<p>To analyse performance data to narrow the gap for identified groups</p>	<ul style="list-style-type: none"> <li>• Termly analysis of data to identify and provide for any gaps</li> <li>• Current data suggests a gap at the Greater Depth end when comparing White British to non-White British – this needs to be monitored over the four year period and eliminated wherever possible.</li> <li>• Funding, such as the pupil premium, will be used effectively through the deployment of staff and resources</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• All children make progress from their starting points</li> <li>• Gaps between identified groups and the remainder of the cohort will be narrowed and specific targets set</li> </ul>	<p>Data analysis</p> <p>PPMtg</p> <p>Staff PM</p> <p>Intervention Files</p> <p>PP Gov visit</p> <p>SEN Gov visit</p>

	<ul style="list-style-type: none"> <li>Teachers will provide senior leaders with regular updates on progress and attainment of vulnerable groups.</li> <li>Performance management meetings with class teachers will regularly assess the impact of planned interventions as well highlighting where adjustments need to be made.</li> </ul>	<ul style="list-style-type: none"> <li>a PPMtgs each term</li> <li>Children identified within vulnerable groups will achieve at least the national average in terms of attainment.</li> </ul>	
To ensure that pupils are punctual and attend school consistently.	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 Welfare Officer Parental contracts
To review school communication systems / methods to promote a greater sense of social cohesion across all stakeholders within the school community.	<ul style="list-style-type: none"> <li>New families to the nursery receive an individual session in school with their child to meet the staff and explore the environment.</li> <li>EYFS parents have access to online learning journals to keep them informed of children's work.</li> <li>Stay and play sessions for EYFS parents each term to encourage all parents to take part in school life.</li> <li>Electronic ParentMail system used for all communication (hard copies available) and payments so all stakeholders/family members receive equal communication and information from school, with paper copies available on request. Staff to support access to ParentMail for those who struggle.</li> </ul>	<ul style="list-style-type: none"> <li>Members of the non-English speaking community will feel included / have access to all key information in line with others.</li> <li>Improved participation / response to school events / information from members of the school community whose participation was previously considered low.</li> </ul>	Parental feedback Tapestry access of all families Parental feedback Observe systems through governor visits

## Data from 2024-25

- Archbishop Runcie Church of England First School is a one-form entry school with a current, as well as historic, mission of fighting for equality and good educational outcomes for all that we serve.
- The school has 177 pupils on roll, including part-time/full-time Nursery children.
- The school serves a wide demographic from a relatively small geographical area, including families from an array of different housing situations, neighbourhoods and employment
- 58% of the pupil population is White British. The largest ethnic minority group is Asian (Bangladeshi, Indian, Pakistani and Other) at 26% of the school population.
- There is a small gap in White British attainment against non-White British. 66% of children from an ethnic minority background received the Expected Standard+ in Reading, Writing and Maths across the school. This compares to 68% for White British. However, Greater Depth percentages differ more significantly, with 14% of White British attaining Greater Depth combined, and 6% of non-White British.
- The Pupil Premium population is 14%. This population is broadly representative of ethnic minorities also.
- The SEND population is 16%. 64% are White British and 26% are also pupil premium. For further information, see the annual SEND Report.
- Reducing the Pupil Premium and non-Pupil Premium attainment gap is a key priority for the school. For further information, see the Pupil Premium statement.
- Similarly, reducing the SEND and non-SEND attainment gap is a priority for the school.

## Conclusion

At Archbishop Runcie CE Voluntary Aided First School we aim to ensure an environment where mutual respect is encouraged and 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	<b>updated</b>	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
Jan 2021	Updated in light of TLA feedback	KM/JB
October 2021	Updated to include No Outsiders reference.	KM
September 2022	Updated and reviewed with TLA	JB/KM/TLA
September 2024	Updated and reviewed with Full Governing Body	FGB

**Be courageous; be strong.**

**Do everything in love.**

1 Corinthians 16:13-14