

...those who hope in the LORD will renew their strength.

They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Charing Church of England Primary School

Equality Policy

Document Information	Date/source of Policy	Responsibility
Date of review	September 2019	Leaders
Date of new review	February 2021	Leaders

Our Vision - As an inclusive community built on friendship and love, Christian values inspire us through faith in God and hope for the future. Everyone is empowered to recognise their God-given potential and to become lifelong learners. We work together to ensure we achieve our aspirations and encourage independence.

Love Friendship Kindness Truth Hope

The Equality Act 2010 requires us to publish information that demonstrates that 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 people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 90 – 3rd September 2019

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In the school we speak needed languages – the staff know what it say.

Information on other groups of pupils

Ofsted inspections look at how schools help “all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.”

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

33 children are eligible for free school meals.

Relevant children receive additional support for SEN. However, there are many more children considered ‘vulnerable’ due to a range of social and emotional circumstances.

44 pupils are in receipt of Pupil Premium funding.

A high number of GTS children are in place.

Looked after children

We currently have 0 looked after children.

Young carers

We have 0 families who have children registered as young carers

Other vulnerable groups

We have children under Specialist Children’s Services for child protection, child in need, together with a number of families receiving support from Early Help, Porchlight etc.

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2012 and that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage;
- We have a school behaviour policy that promotes good behaviour and provides sanctions for poor behaviour;
- We have an anti-bullying policy that promotes positive relationships and has a statement about what we believe constitutes bullying and what will happen as a result of this;
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion, and belief and sexual orientation. We keep a record of all such incidents (if they occur) and notify those affected of the action we have taken;
- We celebrate anti-bullying each year;
- We have a SENd policy;
- We have an Accessibility Plan;
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices;
- We have a policy and procedures for addressing staff discipline, conduct and grievances;

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

In the academic year 19/20 we have focussed on a number of groups to ensure that they improve attainment and make a minimum expected progress. These groups have been children from low socio-economic backgrounds (Pupil Premium), poor attenders and pupils with external agency support. We support and monitor children with SEN and children for whom English is a second or third language, and ensure that all groups have the same access to the curriculum and opportunities in school. Maths, Reading and spelling for specific groups are a school target this year (see School Development Plan 2019-20). For the academic year 2019-20 we are also focusing on progress and attainment for able pupils. (See School Development Plan 2019-20).

How we advance equality of opportunity:

We provide individual, small group work and interventions, which are reviewed termly for impact. We share expertise from other Aquila schools and buy in additional support when needed. We ensure that focus groups receive specific support in class from both Class Teachers and TAs and include them in staff appraisal objectives. The Head of School organises and review support for specific groups and work alongside Class Teachers and TAs, giving advice, support and providing in-house or external training.

How we foster good relations and promote community cohesion:

We have close links with the Local Schools. Our Harvest Festival contributions are distributed to the church, and the children choose charity supports each year –2019-20. We hold Anti Bullying Week activities each year and include a number of multi-cultural festivals in our school calendar. We have an active and committed PTFA, who raise funds for the school and engage the local community in our fundraising activities.

What has been the impact of our activities? What do we plan to do next?

Charing CE Primary School is a very happy and welcoming school. We have a diverse population that we are very proud of, and our children and staff respect the diversity and respect each other. We are involved in our community in a positive way and have close links with many establishments, to mutual advantage.

The data at the end of 2018, was the best in all areas. KS2, KS1 and Phonics were the best for at least 10 years.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

The majority of our EAL children progress to attain national benchmarks by the time that they leave school. We are particularly successful with progress and attainment for our Pupil Premium children.

How we advance equality of opportunity:

We have a fully accredited SENCO in charge of Inclusion. The children's progress is closely tracked and any groups identified, given support. We make curriculum choices that reflect the diversity of the school and promote awareness and understanding.

How we foster good relations and promote community cohesion:

We do this in the ways mentioned in the previous section plus:

Specific staff training (where identified)

Dual language books

Hiring of the school hall for community events

Hiring a mobile to create a nurture room to be used by the community

What has been the impact of our activities? What do we plan to do next?

Improved outcomes for vulnerable groups by delivering targeted and prioritised support. We intend to continue to support our disadvantaged community.

Religion and belief

We are committed to working as a Church school as part of the Diocese and Aquila Academy. We are also committed to working for equality for people based on their religion, belief and non-belief.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We have a number of religions in the school community, but there has not been a significant group that is showing gaps in attainment.

How we advance equality of opportunity:

We teach according to the Kent Agreed Syllabus. As an Academy, our collective worship is Christian in nature, but we also celebrate the festivals of the main religions in school. At Charing CE Primary School, we foster a respect for each other's cultures, religions and beliefs.

How we foster good relations and promote community cohesion:

As mentioned, we have close links with the local Church, St Peter's and St Paul's Church, and have a variety of visitors in to discuss their beliefs. We encourage the children to share their beliefs in school.

What has been the impact of our activities? What do we plan to do next?

A mutual respect for each other and a feeling of ease and acceptance.
Learning about other religions and ways of life. Our children are involved in the community outside the school building and see their place in it.

Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We are not aware that we have any LGBT pupils in school at the moment that fit into this category. We are aware of a number of LGBT families, and are a very inclusive school, celebrating all types of family and encouraging appropriate discussion about family make-up and groupings.

How we advance equality of opportunity:

We encourage all types of family to join us for family collective worship, Walk in Wednesday, school events, fundraising opportunities, school trips and to act as parent helpers.

How we foster good relations and promote community cohesion:

We support pupils to develop skills to be confident learners and accepting of one another's lifestyles and beliefs, through PSHE, RE and Collective Worship. All children are given time to speak and share ideas and feel included and to know it is alright to be different. Any use of homophobic language is very rare, but when it has occurred it is dealt with immediately by the Senior Leadership Team and FLO, it is recorded. We work with positive role models to help reduce bullying and embrace Anti-bullying activities; we have buddies and use Restorative Justice.

What has been the impact of our activities? What do we plan to do next?

We are a very happy school where staff, pupils and parents feel supported. We are very inclusive and tolerant of peoples' belief and feelings. Our School Council is very active and regularly brings projects or concerns to the attention of the Head of School.

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Newsletters
- Learning Conference/Parent Evening
- Parent Voice surveys
- Pupil Voice surveys
- School Council
- Collective Worship
- Walk in Wednesday
- Staff meetings

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

This format will be used to keep a record of equality issues and decisions from November 2018.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Nov 2018	School Improvement Plan 2018-19	Progress and attainment for vulnerable groups	Groups prioritised on SIP
Nov 2018	Payments for residential trip	How to make the trip affordable for families on low income	Payment plan to spread payments across the year

Nurture Area installed in November 2018 – moving forwards from the staff

Progress and attainment to continue to be positive and engaged.

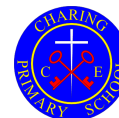
The expectations on the OFSTED section 5 and section 8 will be followed.

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Charing CE Primary School Equality Objectives Plan - 2019



We will publish and promote the Equality Plan through the school website, newsletter and staff meetings.

OBJECTIVE	TARGET GROUP	ACTION	TIMESCALE	MONITORING & EVIDENCE
To improve the achievement of children from low income and disadvantaged families	Pupil Premium children	<ul style="list-style-type: none"> • Track children regularly • Plan effective quality first teaching • Introduce pre learning tasks and specific interventions • Enrich curriculum through visits/visitors and experiences • Moderation and monitoring • Ensure the Pupil Premium Action Plan is followed by all staff 	September 2019 and ongoing	Tracking data Intervention Summaries Pupil Premium Trackers Case Studies
To improve the achievement of children with SEN	SEN children	<ul style="list-style-type: none"> • Track children regularly • Plan effective quality first teaching • Staff training into effective teaching of SEN children with specific needs • Provide interventions/resources to meet the needs of individuals • Ensure the SEN action plan is followed by all staff 	September 2019 and ongoing	Tracking Data IEPs Intervention Summaries
To improve the provision for children for whom English is an	EAL children	<ul style="list-style-type: none"> • Identify barriers to learning • Look at best practice in other schools • Provide resources and appropriate support 	September 2019 and ongoing	Tracking data

additional language				
To improve the attainment of Individual children with well-being	All pupils re Pupil Progress Meeting outcomes	<ul style="list-style-type: none"> • Track individuals regularly • Identify barriers to learning • Plan specific interventions • Ensure curriculum engages all children and meets their needs 	September 2019 and ongoing	Tracking Data Planning
To improve the attainment of GRC children and attendance.	All pupils re Pupil Progress Meeting outcomes	<ul style="list-style-type: none"> • Track individuals regularly • Identify barriers to learning • Plan pre learning tasks to boost self-esteem/confidence • Accelerate progress through intervention and quality first teaching linked to reasoning 	September 2019 and ongoing	Tracking Data Planning
To promote understanding of and respect for differences	All children	<ul style="list-style-type: none"> • Rights respecting all School Awards • Roots of Empathy • Anti-bullying • Development of PSHE curriculum • Action Teams supporting Growth Mindset, Metacognition and Philosophy for Children. • Parental engagement through surgery attendance. • Restorative Justice • Coaching for staff to support learning development • Christian Values 	September 2019 and ongoing	Monitoring through Governors Behaviour Log My Concern

EQUALITY OBJECTIVES

Charing CE Academy, is proud to adhere to the Equality Act 2010. We believe that everyone has the right to be treated fairly and with respect, and that all children have the right to access their education without risk of prejudice.

Our vision is a highly-educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances.

We will achieve this vision through strategic aims, which are mutually reinforcing. The associated actions are intended to benefit all children in our school family

Our equality objectives are:

To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.

To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.

To continue to diminish the distance between all groups in learning.

To continue to narrow the gap in attainment between our Pupil Premium learners and none Pupil Premium learners.

To reform the school system through continuing to raise teaching standards and engaging around parental choice.

To promote cultural development and understanding through a rich range of experience, both in and beyond the school.

To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

To tackle prejudice and promote understanding in relation to people with disabilities.