



# Christ Church CE Primary School Public Sector Equality Duty Policy

## **Vison**

"As God loves us all, our vision at Christ Church is for everyone in our family to feel equal, valued and prepared for life in modern British society. While walking humbly with our God, our children will become wise, compassionate, independent and resilient learners in an inclusive and safe environment. We strive for success, spiritual fulfilment and a life lived 'in all its fullness'.  
Believe and Achieve!"

## **Book of Micah: Verse 6:8**

What does the Lord require of you? To act justly, to love mercy and to walk humbly with your God.

## **Mission**

### ***Serving God's Community***

In developing a greater understanding of Christian and other faiths within the community, we seek to develop the personality and potential of all, and to understand that we are created equally by God.

We are committed to providing an outstanding education to prepare our children for adult life in modern Britain in our locality by living in harmony before God.

By developing the social, moral and cultural and spiritual dimensions of pupils the school seeks to equip them to make a positive contribution to the community.

In finding time to be still and reflect, we seek to foster spirituality and a deeper relationship with God.

## **The Equality Duty**

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were 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.

These are race, disability, sex, age,<sup>1</sup> religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.<sup>2</sup>

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

### **What due regard means to schools.**

For a school, having 'due regard' means:

- When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time that it develops policy and takes decisions; not as an afterthought, and it needs to keep them under review.
- It should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).

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<sup>1</sup> For schools, age is not a protected characteristic in the equality duty in relation to education or the provision of services, it is included however in relation to staff.

<sup>2</sup> Marriage and civil partnership are also protected characteristics but only in relation to employment.

- It should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.
- The equality duty has to be integrated into the carrying out of a school's functions. The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes.
- Schools need to do this themselves and cannot delegate responsibility for carrying out the duty to anyone else. The steps they have taken to meet the duty must be recorded.

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives. Our School Development Plan outlines strategies and interventions in place to ensure they meet the needs of our pupils.

At Christ Church CE Primary School we are committed to ensuring members of the school community do not become victims of unlawful discrimination, harassment, victimisation or any other conduct prohibited by the Equality Act 2010. We have policies and procedures in place to support us which include:

- Behaviour policy and Anti-bullying policy
- Safeguarding and Child Protection Policy
- Recruitment Policy
- PSHE Policy
- SEND Policy
- RE Policy
- Charging and Remissions Policy
- Valuing All God's Children

Most policies are available on our school website or via the school office on request.

The termly Head Teacher's report to the Full Governing Body includes reports on bullying and racist incidents, exclusions, SEND, Safeguarding and LAC also any performance gaps between groups of pupils and planned interventions are discussed. We also hold

termly Finance and General Purposes and Performance and Attainment Committee meetings.

In addition, school conducts the following actions to ensure that the equality objectives are met:

- Staff Performance Management target setting and monitoring
- Setting and monitoring school improvement targets
- Setting subject action plans linked to SIP and monitoring termly
- Standards Managers monitoring
- Termly Pupil Progress meetings
- Termly assessment co-ordinator monitoring

### **Our Objectives:**

- To ensure that all pupils have equal access to an appropriate, broad, balanced, relevant and differentiated curriculum.
- To promote equality of opportunity by ensuring that teaching and learning promote equality, celebrate diversity and promote community cohesion by fostering good relations both within the school and the wider community.
- To investigate any form of discrimination, harassment or victimisation by or to, any pupils or member of staff at Christ Church CE Primary School.
- To ensure that no-one is unfairly or illegally discriminated against as a consequence of any of their protected characteristics
- To ensure that all pupils and members of staff are fully involved in this policy and provision made by the school and that management accepts full responsibility for regular review and transparency
- To identify training requirements in this very important area and allocate budget funding as required.

Agreed Full Governing Body December 2020

## **Appendix 1**

### **Strategies**

- The Parents and Governors of Christ Church CE Primary School will be fully involved and consulted about the provision outlined in this Public Sector Equality Duty
- Members of the Leadership Team will be trained to undertake Equality Impact Assessments at appropriate intervals to identify any areas of concern
- All Teaching and non-teaching staff will attend training on identification of discrimination, harassment and victimisation as part of the school's continuing professional development
- All diversity will be viewed positively and become a resource for teaching learning and the curriculum at Christ Church CE Primary
- The positive achievements of all students will be celebrated and recognised

## **Appendix 2**

### **Outcomes**

- All staff and students should feel safe from victimisation, harassment and discrimination and feel treated with equal status
- The involvement of Parents and Governors to enhance equality wherever possible
- The involvement of all children in promoting diversity and equality
- Reasonable Adjustments should be made to accommodate difference and promote equality by all members of staff
- The Equality Impact Assessment results(although not a statutory requirement) are acted upon as quickly as possible
- Admissions, Safeguarding, Special Educational Needs, Disability, Teaching and Learning, Bullying, and Exclusion Policies are kept under regular review with regard to promoting Equality and remaining within the Public Sector Equality Duty