



St Mary Magdalene C of E School
with
Christ Church C of E Primary School

Equalities

Information and Objectives

Let all that you do be done in love
(1 Corinthians 16:14)

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Introduction

As a school we believe that all people are created in the image of God (Genesis 1:27) and that God loved the whole world and so sent His only son to save it from sin (John 3:16-17).

Promoting equal opportunities is fundamental to the aims and ethos of the Koinonia Federation and we see discrimination as sinful in the sight of God.

In the Koinonia Federation we strive for excellence and high standards through our vision:



We welcome feedback and operate an open-door policy for children, young people, parents and staff to talk with us about their experiences, concerns and suggestions for how the schools in our Federation can improve.

This policy has been prepared in accordance with the conditions set out in the Equality Act 2010. The policy recognises the nine protected characteristics, those who are directly affected by them which includes students, staff (including volunteers) and others using the campuses facilities. These are: Age, Sex, Race, Disability, Religion and belief, Pregnancy and maternity, Sexual orientation, Gender reassignment, Marriage and civil partnership.

Legal Duties

As a school, we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

Public sector equality duty

We take due regard to our equality duty when advertising for and interviewing staff. We will also ensure that the daily duties of staff are considered in light of their own needs and membership of different groups.

How do we do this:

- We collect data related to the protected characteristics above
- We analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school
- We use this analysis to spot trends and evolve our policies for admissions, attendance, attainment, exclusions and prejudice related incidents

We will not publish any information that can specifically identify any child or member of staff. We understand that continuous work is needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We have equalities objectives (shared at the end of this document) as a tool to help improve the school experience for both pupils and staff. Where we find evidence that functions have a significant impact on any particular group we will include work in this area.

We support the work of Royal Borough of Greenwich in their Equality and Equity Charter, working towards '...eliminating barriers, encouraging a growth mindset, raising aspirations and creating opportunities for growth beyond limit.'

Equality and Discrimination

Discrimination means treating someone less (or more) favourably than a "comparator". Harassment (which is one form of discrimination) means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination because of a previous complaint. We recognise that discrimination can occur in the following ways and will actively work to alleviate it:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services
- Harassment
- Victimisation

St Paul in his letter to the Galatians states that there is nothing between us to differentiate 'For we are all one in Christ Jesus' (Gal 3:28).

The Federation will ensure it does not unlawfully discriminate against its students, prospective students, staff job applicants or parents/carers in the performance of its duties, policies and practices.

Vision for equal opportunities and anti-discrimination

For everything created by God is good, and nothing is to be rejected, provided it is received with thanksgiving; for it is sanctified by God's word and by prayer.

1 Timothy 4:4-5.

The Koinonia Federation seeks to promote diversity and inclusion and does not unlawfully discriminate against anyone in relation to any of the protected characteristics listed above.

The Koinonia Federation aims to eliminate all forms of discrimination, whether racial, religious, sexual, or arising from any other perceived difference and promote equality of opportunity and good race relations across all aspects of school life for our staff and students across all of our campuses.

How do we do this?

- building self-esteem and confidence in our children, so that they can then use these qualities to influence their own relationships with others;
- ensuring that our teaching takes into account the learning needs of all children through our schemes of work and lesson planning;
- having consistent expectations of children and their learning;
- removing or minimising barriers to learning, so that all children can achieve;
- actively tackling discrimination of any kind and promoting equality through such things as the school prospectus, website, newsletters to parents and displays of work;
- making clear to our children what constitutes unacceptable discriminatory behaviour;
- making children and staff confident to challenge discriminatory behaviour.
- identifying clear procedures for dealing quickly with incidents of discrimination;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy, practices and procedures;

Advancing Equality of Opportunity and Promoting Diversity

'When Jesus saw the crowds...he began to speak and taught them' (Matthew 5:1-2)

Our curriculum reflects the attitudes, values and respect that we have for all people which is driven by our faith and our vision to be a family or fellowship for all nations. Our staff are encouraged to be creative in delivering the curriculum and diligent in evaluating subject topics for equality issues.

The Koinonia Federation makes regular assessments of students learning and uses this information to track progress. As part of this process, we regularly monitor achievement by race, gender and

disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

The Federation provide all our students across the campuses with varied opportunities to succeed, and to reach the highest level of personal achievement.

How do we do this?

- Provide opportunities for all students to appreciate their own culture and celebrate the diversity of other cultures
- Take account of the achievement of all students when planning for future learning and setting challenging targets
- Use materials that reflect the diversity of the school population and local community without stereotyping and expose students to a range of thoughts and ideas
- Ensure equality of access for all students and prepare them for life in a diverse society
- Promote attitudes and values that will challenge racist, sexist, homophobic, biphobic, transphobic and other discriminatory behaviour or prejudice
- Seek to involve all parents in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues which reflect on stereotypes to encourage social cohesion, expectations and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students
- Seek to involve the community around the school in the celebration and raising awareness of cultural issues
- • Use contextual data to improve the ways in which we provide support to individuals and groups of students
- Monitor achievement data by ethnicity, gender and disability and action any gaps, including providing targeted support where appropriate
- We regularly develop and change our curriculum in line with emerging high-quality resources and the need to address issues at local, national and global levels where children, young people and staff will benefit from support and the development of life skills.
- We will be providing further training for teachers on how to teach about racism and diversity and support the development of curriculum resources around these issues.

Equal Opportunities: Roles and Responsibilities

...of the Federation Governors:

The governing body sets out its commitment to Equal Opportunities in this policy and it will continue to do all it can to ensure that the Federation is fully inclusive to all students, prospective students, and staff and is responsive to their needs.

We evaluate the equalities data received from applications to continually assess that our adverts and job packs enable people to make informed choices about applying and being selected for roles

within the Federation. We are committed to ensuring wherever possible that the staffing of the Federation reflects the diversity of our community.

How do they do this?

- The governing body welcomes all applications to join the school, whatever a child's socio-economic background, age, race, gender, disability, sexual orientation, marital status or pregnant, religion or belief or gender identity.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics and will take all reasonable steps to ensure that the environment across all campuses gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers, students and staff.
- The governing body is liable for any breaches of legislation. It is also liable for the actions of its employees and agents of the school, unless it can show that it took all reasonable steps to prevent discrimination, harassment or victimisation taking place.
- The governing body will ensure that all staff fully understand our commitments to equality and inclusion and receive the necessary training and development to uphold their responsibilities.

...of the Executive Co-Headteachers and Leadership Teams:

It is the Executive Co-Headteacher's role to implement the school's Equal Opportunities Policy and is supported by the governing body in doing so.

How do they do this?

- They promote the principle of equal opportunity when developing curriculum. They promote respect for all people and encourage varied opportunities to participate in all aspects of school life.
- The Executive Co-Headteachers ensure that all appointment panels give due regards to this policy, so that no-one is discriminated against when it comes to employment and training opportunities.
- The Executive Co-Headteacher's ensure that all staff are aware of the Equal Opportunities Policy and that teaching and non-teaching staff apply these guidelines fairly in all situations. They treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

...of all Staff: Teaching & Non-Teaching

All staff will ensure that all students and members of staff are treated fairly, equally and with respect, and will maintain awareness of the schools Equal Opportunities Policy.

How do they do this?

- All staff will strive to provide material that promote diversity, increases awareness of other cultures and use positive images to challenge stereotypical images or attitudes that do not match our ethos, vision or desire for full equality across our schools.
- All staff will challenge any incidents of bullying, prejudice, racism, sexism, homophobia, biphobia, transphobia and record any serious incidents, drawing them to the attention of the Designated Safeguarding Leads, Deputy Safeguarding Leads or the Executive Co-Headteacher's. These incidents will also help our schools to learn from them and challenge them effectively.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discrimination incidents.
- We are developing strategies for restorative justice to promote community.
- Staff are personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment.

OUR FEDERATION EQUALITY OBJECTIVES

Across our different campuses and phases we have four key objectives for our Federation. Each Campus and phase has an action plan (see Appendices) based on these key objectives:

A: Evaluate and improve our curriculum offer across all phases in line with our growing understanding of unconscious bias, white privilege and our work on 'decolonising the curriculum'.

B: Assess the diversity and representation across the governing body and all levels of leadership, staffing and pupil membership and representation of teams and groups. Promote and encourage inclusion through recruitment and retention.

C: Seek to develop and promote inclusive ethos through resource selection and work displayed: books, library material, pictures, digital resources, toys and equipment.

D: Strive for our end of key stage attainment and progress to be in line with at least national expectations (from EYFS to GCSE) with no year-on-year trends in underachievement for all represented groups across our campuses.

Monitoring and Review

As part of the regular schedule for monitoring policies and other aspects of school life, this policy and the equality objectives will be reviewed by Governors.

We will update our objectives in the light of our review of activities and information gathering undertaken throughout the year. We will formally review our Equality objectives every four years.

Any pattern of inequality found as a result of this monitoring will be used to inform future planning and decision-making. This Equal Opportunities Information policy provides a framework within which all other school policies are implemented.