Christ Church & Holy Trinity CE Primary Schools Federation
Equal Opportunities Policy
September 2024

Our shared vision for Christ Church & Holy Trinity Schools
We take inspiration from the Parable of the Sower (Matthew 13:3-23) teaching children to "See with their eyes, hear with their ears and understand with their hearts."
Our schools are united in the Christian vision to educate children for life in all its fullness, working together so that each child may flourish with a delight in seeking wisdom and knowledge. We are learning to love God, one another and ourselves.

Aims and Expectations

Being Different, Belonging together...

At the heart of our ethos is ensuring that every member of the federation community feels valued and respected. We invest time in building excellent relationships between children, staff and parents with shared school values. We aim for children to be happy in school and promote individuality of all children, irrespective of ethnicity, religion, attainment, disability, gender or background. We celebrate the diversity in our community and see it as a positive teaching tool for all.

We are committed to giving all our children every opportunity to achieve the highest of standards.
We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

Prejudice and stereotyping are caused by poor self image and ignorance. Promoting positive social attitudes and respect for all is very important to us. We would challenge personal prejudice and stereotypical views if ever they occur.

Achievement for All

As a matter of course, all teachers, along with the leadership team, analyse all assessment and achievement data collected in classes termly. This is with a view to checking if there is underachievement in a particular group of learners and what the possible factors or barriers to learning could be. We then seek to eradicate such differences through appropriate strategies.

This policy accords with legislation:

- Race Relations (Amendment) Act 2000;
- Disability Discrimination (Amendment) Act 2002;
- Equal Opportunities Act 2010.

Racial equality

Our federation community is culturally diverse and we work hard to ensure that this community is a cohesive and accepting one.

*We promote good relations between people of different racial and ethnic groups within our school. Children and other adults are encouraged to contribute to school life from the richness of their heritage and religion. They share experiences and learn from one another through enquiry, investigative and collaborative work. This is with the aim of deepening the understanding and respect our children have for different cultures.

*There are many ways to God. As a Church of England school children learn about the beliefs and values of Christians. They also learn in detailed and focused topics in all Key Stage Two classes about the beliefs, values and traditions of other major world traditions so that children have a clear understanding of the links between these faiths as well as the differences. Children throughout Key Stage

*We also seek opportunities to celebrate our indigenous cultures and the related customs and traditions.

*We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see Behaviour and Anti-Bullying Policy) and it will be recorded to ensure there is not a pattern in this behavior.

*Young children sometimes experiment with racist expressions which they have heard through the mass media or from the community and do not understand how hurtful and harmful they can be. We aim to treat such incidences sensitively and firmly so they understand the seriousness of using such language.

Gender Equality

*As a co-educational establishment we aim to promote respect and friendships between boys and girls. They are encouraged to work co-operatively together and learn together in all contexts.

*Our organisational structure, behaviour policy and curriculum are applied to all, regardless of gender. We aim never to label boys or girls as being particularly able or inferior at different aspects of learning.

*Resources and learning contexts are carefully planned for in order that they will be of interest to children from both sexes.

*With such small cohorts there are inevitably times when the gender split is not equal and teachers of these classes work extra hard to ensure they are meeting the learning needs of the minority gender group as well as the majority.

*We are careful to give boys and girls equal opportunities to perform, present and represent their class in whole school or wider community events.

Disability non-discrimination

We pride ourselves on being a very inclusive school that thinks very creatively about educating children in our school who have additional needs.

*Some children our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
*The schools are committed to endeavouring to provide an environment that allows disabled children full access to all areas of learning.
*In some circumstances teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Treating children equally from all socio-economic backgrounds

Children at Christ Church and Holy Trinity come from a wide range of families and domestic situations. We overtly discuss that a family unit can come in many different guises and that we need to respect and appreciate these differences.
Ensuring that children who come from disadvantaged backgrounds or difficult home circumstances are carefully monitored to ensure that they are supported appropriately in school so that they are able to meet their full potential academically and socially.

We use funds such as Pupil Premium to specifically fund and support children that are potentially underachieving from disadvantaged backgrounds. Details of these funds are published on our website.

The role the Teaching and Support Staff

Class teachers and support staff do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
It is the responsibility of the teaching staff to carefully monitor the welfare and happiness of the children in their care and record any incidents of unkind behaviour towards a child in the class behaviour books.
When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups or genders.
We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.
All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book, and draw them to the attention of the Head Teacher.

The role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

*Parents work with the school to uphold the equal opportunities policy.
*Parents are responsible for reporting concerns they have about their child being treated unfairly.
*If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and ultimately the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the Head Teacher
It is the head Teacher's role to implement the school's policy on equal opportunities, and is supported by the governing body in so doing.

* It is the head Teacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
*The Head teacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.
*The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
*The Head Teacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
*The Head Teacher views all incidents of unfair treatment, and any racist incidents, with due concern.

The role of Governors

In this policy, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

*The governing body collects, analyses and evaluates a range of school data. We check
that all pupils are making the best possible progress, and that no specific group of pupils is underachieving.

To do this, we monitor:
- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

*The governing body seeks to ensure that people with disabilities are not discriminated
against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
*The governing body will, where appropriate, in its annual report, make reference to arrangements for disabled pupils as outlined in the school profile.
*The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Monitoring

*The Headteacher monitors the effectiveness of this policy on a regular basis with staff and the school community. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
*The school keeps records of incidents potentially racist incidents. The incidents are recorded in a class behaviour book, which is monitored by the Headteacher and patterns of potentially racist behaviour are looked for.

Review
The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: Avis Hawkins September 2024

Name of School	Christ Church and Holy Trinity Primary Schools
Policy review Date	September 2024
Date of next Review	September 2025
Who reviewed this policy?	Avis Hawkins, Achievement Committee
Ratified by Governors	September 2024