

CHELLINGTON CHURCH OF ENGLAND FEDERATION



Happiness Through Wisdom

"Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel."

Proverbs 20:15

**Christopher Reeves VA Primary School/
St. Lawrence VA Primary School**

EQUALITY AND INCLUSION

February 2023

Review Date: February 2024

Principles

The Chellington Federation Church of England Federation is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of Federation life.

As a Church of England Federation, the schools promote a friendly, caring, family ethos where everyone works as a team to support each other across all areas of school life thus encouraging Happiness through Wisdom - "There is gold and a multitude of rubies; but the lips of knowledge are a precious jewel." Proverbs 20:15

In each school, we aim to build communities clearly based on Christian values. At Christopher Reeves, the whole community is encouraged to 'Live our Values' being strong and courageous to follow God's love and stand steadfast. "Be strong and courageous, do not be afraid, do not be discouraged, for the Lord, your God, will be with you wherever you go." Joshua 1:9

At St Lawrence we encourage all children to 'Let Their Light Shine' through the core values of hope (Letting our light shine gives us hope for the future.), courage (We have courage to Let our Light Shine.) and perseverance (When we persevere our light can shine). "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew 5: 14-16

This policy, and its associated procedures and protocols, is based on these key principles. With these principles in mind, the Chellington Federation is deeply committed to inclusion and equality, as a caring, dynamic and alert community of learners, and as an expression of our distinctive Christian character.

We are supported to achieve this through The Equality Act 2010 which ensures the protection of individuals, from both direct and indirect discrimination, harassment and victimisation, is enshrined in law. This policy reflects the need for every individual to take action to ensure our school community lives by this law and these values.

We recognise that prejudice and inequality exists and that we are called upon to challenge and redress injustices.

The protected characteristics which are vulnerable to bias include:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership

AIMS:

To create a learning and working environment in which

- individual differences and contributions of staff and pupils are all valued equally
- we actively promote respect and dignity for all, both within the school community and in the wider world, and challenge behaviour and attitudes which are contrary to this
- no form of bullying or harassment is tolerated, and cases are dealt with fairly and quickly
- we promote equality of opportunity in the admission of children to the school

- teaching, training and development opportunities are available to pupils and staff to promote a deep understanding of inclusion and equality
- employment practices and procedures ensure fairness and legality

Ensuring Equality and Inclusion

What this means in our curriculum and learning:

1. Ensuring all pupils can access all areas of the curriculum (see also SEND Policy, and our EAL support resources)
2. Pupils are tasked and challenged at their stage not age; staff take action to remove barriers to learning with a view to enabling each pupil to achieve their full potential
3. Staff take action to ensure there is no gender bias in the school day, in their use of language and in the learning resources and opportunities offered
4. The prevailing monoculture is recognised and cultural diversity is represented specifically to address this, through history, geography, RE, British Values and the PSHE curriculum topics as well as through library and text books, classrooms displays and images within our learning resources.

What this means in our personal behaviour:

1. Every relationship and interaction in school is governed by our schools' vision and values
2. Pupils and staff promote positive behaviours (see Behaviour and Discipline Policy)
3. Pupils are given a voice to express concerns about real or perceived inequalities through mechanisms such as Restorative Thinking, the Pupil Voice Box, School Council and Ethos teams; adults in each school will support children to know how they can take action against injustice and inequalities
4. All pupils and adults are guided in their behaviour, and ultimately protected, by related policies and practice – Safeguarding and Child Protection Policy, Staff Code of Conduct, Volunteer Protocol, Whistleblowing Policy, Complaints Procedure – all of which are underpinned by equality and inclusion principles.

What this means for employment in the school:

1. The school's personnel practices (recruitment, remuneration, etc.) are carried out in accordance with Bedford Borough Council's Equal Opportunities in Employment Policy
2. All staff adhere to a Code of Conduct, reviewed annually, and model the respectful relationships we seek to develop in pupils.

What this means for the wider school community:

We believe that by creating an inclusive and respectful environment, all those who engage in the school community will be inspired to join us in our role of developing pupils' Spiritual, Moral, Social and Cultural awareness.

Where we encounter inequalities and discriminatory attitudes or behaviour, members of the school community – parents / carers, Governors, volunteers, staff and pupils – should feel confident to address them through respectful and polite challenge, or the use of our complaints procedures.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

Objective 1:

To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2:

To raise levels of attainment in core subjects for vulnerable learners including those in receipt of pupil premium funding.

Objective 3:

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Equality Objectives to be reviewed annually

Confirmation:

This policy has been reviewed and agreed by the Governing Body on 2nd February 2023 and will be renewed in February 2024.

If you require a hard copy of this policy, please contact the school office.

Appendix 1**Equality Information**

	Christopher Reeves Primary School	St Lawrence Primary School
Number of pupils on roll at the school	80	150
Age of pupils	4 to 11	3 to 11

Information on pupils by protected characteristics

The Equality Act 2010 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 order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics. Information on other groups of pupils In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk*.

	Christopher Reeves Primary School (%)	St Lawrence Primary School (%)
Race and Ethnicity		
Any other Asian Background	0%	
Any other mixed		0.7%
Black African	4%	1.3%
Chinese		0.7%
White and Asian	2%	0%
White and Black African	2%	
White and Black Carribean		4%
White British	87%	83%
White Irish		0.7%
White Other	5%	7.8%
Gender	46% female, 54% male	53% female, 47% male
Pupils eligible for Free School Meals (FSM)	11%	22%
Pupils eligible for Pupil Premium Funding (PP)	11%	22%
Pupils with Special Educational Needs (SEN)	13%	11%
Pupils with English as an additional language (EAL)	5%	10%
Young Carers	0%	0%
Looked After Children (LAC)	0%	0%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.