

# Equalities, Diversity and Inclusion Policy



**Christ the King  
Catholic Primary School**



**Christ the King  
Primary School**

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## **PART 1- School policy statement on equality and community cohesion**

Our school is committed to equality as an employer, an educational establishment and as a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome Islington Council's commitment to considering people on low incomes when making decisions about how it exercises its functions under the Equality Act, and the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving, including pupils from low income families. We have therefore decided to include our pupils on low incomes as a group when considering our promotion of Equality.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects, and girls in certain other subjects.

For more information please contact:

Tracy Lane (Member of staff with responsibility for equality issues)

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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.
- Monitor, record and report any incidents of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

## **PART 2- Information about the pupil population (2023-2024)**

### **Our school profile:**

The school is an inner-city London school and our pupils are from a diverse range of backgrounds. We have families who have been with the school for a number of generations and families who have recently moving to the country or into the area. There is a strong emphasis on pupils' social and emotional wellbeing evident in the close work with partnership agencies and organisations.

**Number of students on roll**= 253 (116 boys and 137 girls)

### **Disability**

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

Types of disabilities our pupils have:

- ADHD (Attention Deficit Hyperactivity Disorder)
- Allergy
- Anaphylaxis
- Asthma
- Autistic Spectrum Condition
- Diabetes
- Epilepsy
- Global Developmental Delay
- Specific Learning Difficulty (Dyslexia, Dyscalculia)
- Severe Eczema (medication in school)
- Severe Asthma (medication in school)
- Speech and Language Impairments
- Speech and Language Delay

### **Pupils with Special Educational Needs (SEN) Provision**

	<b>Number of Pupils</b>	<b>Percentage (%) of school population</b>
Special Educational Needs	59	23%
Education Health care Plans	15	13%
<b>Total</b>	<b>74</b>	<b>29%</b>

### **Ethnic groups which are represented at the school**

<b>Ethnic group</b>	<b>Number of Pupils</b>	<b>% of school population</b>
Albanian	6	2%
Asian and other	1	0.4%
Black Congolese	21	8.3%
Black Ghanaian	12	5%
Black Nigerian	19	8%
Black Somali	12	5%
Black and other ethnic group	30	12%
Black Caribbean	26	10%
Black European	5	2%
Chinese & Other ethnic group	3	1%
Filipino	1	0.4%
Greek	1	0.4%
Italian	2	0.8%
Kosovan	1	0.4%
Latin/South/Central American	7	3%
Other black	4	1.5%
Other black African	1	0.4%
Other ethnic group	4	1.5%
Other mixed background	9	4%

Other Pakistani	2	0.8%
Portuguese	2	0.8%
Traveller of Irish Heritage	1	0.4%
Turkish	1	0.4%
White English	31	12%
White Irish	2	0.8%
White & other Asian background	2	0.8%
White & any other ethnic group	2	0.8%
White & black African	5	2%
White and black Caribbean	9	4%
White eastern European	5	2%
White European	13	5%
White other	5	2%
White western European	2	0.8%

### **Religion and Belief**

Buddhist	0	0	Sikh	0	0
Catholic	110	43%	Orthodox	21	8%
Christian	10	4%	Muslim	10	4%
Other Christian	58	23%	Hindu	0	0
Other religion	15	6%	No religion	24	9%

### **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:

### **Pupils who do not have English as their first language**

	Total	Percentage (%) of school population
<b>Number of pupils who speak English as an additional language</b>	109	43%

### **Pupils from low-income backgrounds**

	Total	Percentage (%) of school population
<b>Pupils on Free School Meals (FSM)</b>	145	57%
<b>Pupils eligible for Pupil Premium</b>	147	58%

### **Children who are Looked After by the Local Authority (LAC)**

Total Number of LAC children- 0

### **Young Carers**

We are not aware of any current Young carers in school.

### **Other Vulnerable Groups**

We are not aware of any other vulnerable groups of pupils.

### **Part 3- 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 2010 that it is unlawful to discriminate and/or treat some people less fairly or put them at a disadvantage.

- We ensure staff have the appropriate training.
- When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have school Behaviour and Anti-bullying policies, SRE and PSHE schemes of work which are updated regularly.
- Exclusions will always be based on the school's Exclusions and Behaviour Policies and guidelines. We record and closely monitor any exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.
- 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 and notify those affected of what action we have taken.
- We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs (SEN) policy that outlines the provision the school makes for pupils with special educational needs.

- We have an accessibility plan
- Our admission arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.

The school operates equality of opportunity in its day to day practice in the following ways:

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Christ the King Catholic Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.
- Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.
- Under our specific duty we will:
- Prepare an Equality Plan which includes our written policy for race equality;

- Assess the impact of our policies, including this Plan, on pupils, staff and parents by
- ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents
- towards raising the achievement of minority ethnic groups.

## **Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

### Definition of disability:

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

'People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities'

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

### Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;

- Taking steps to meet disabled people's needs, even if this requires more favourable
- treatment.
- Under our specific duty we will:
- Prepare and publish an Equality Plan which covers the requirements for a Disability
- Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

### Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender
- reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

### Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

### Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

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.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled pupils and staff that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils through RE, PSHE, Circle Time, prayer, space to reflect and consider actions of oneself and others
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the

discriminatory attitudes they often experience.

- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability.

### 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)

- 43 % of our learners have English as an additional language. The national average in schools is 21% (2019).

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.

How we foster good relations and promote community cohesion:

- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events, such as Christ the King Feast Day and Cultural Diversity day.
- We take part in events such as Black History Month and Chinese New Year.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.

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

- We currently use Target Tracker to monitor the progress of every individual child.
- We will ensure class teachers have up to date relevant information regarding groups of EAL learners.

### Gender

We are committed to working for the equality of women and men.

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices, activities and clubs and work experience are avoided.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- We have developed more opportunities for 'Pupil Voice'

### How we foster good relations and promote community cohesion:

We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.

- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.

## Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.
- The children are taught to respect themselves, their own religion and beliefs and those of other people.
- Children and adults show tolerance and compassion towards others at all Times

How we advance equality of opportunity:

- The school supports pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Assemblies, celebrations of all faiths, learning about different religions in RE lessons

How we foster good relations and promote community cohesion:

- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- As a school we are involved in collective worship, assemblies, Mass at Church and visits to local faith communities.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities.
- We report incidents of bullying annually to Islington and termly to Governors.

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

- All children and adults respect each other.
- Our children know our Mission Statement and understand its value.
- Continue to embed our 3-5-7 values

## **Part 6: 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.

### **Equality objective 1:**

To further raise boys' attainment in reading & writing across all phases in the school.

### **Equality objective 2:**

Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities

### **Equality objective 3:**

To ensure that the curriculum and learning environments promote and reflect the diversity of our school community.