



CHRIST'S COLLEGE, SUNDERLAND
Emmanuel Schools Foundation

Equality Objectives 2025-26

Last Review: January 2026
Approved: January 2026
Next review: January 2028

Our Christian Ethos at Christ's College means that we seek to have systems and structures in place which value each student.

This is summed up in both our Mission Statement as well as in our Core virtues.

The Christian Ethos of the College means we:

1. Positively value every person attending, working in, or associated with Christ's College
2. Support, encourage and reward people in Christ's College
3. Have high expectations of people and promote the pursuit of 'personal best'
4. Promote grace, gentleness, and kindness within the community of Christ's College
5. Encourage all to look to the interests of others as well as their own
6. Love others as we would love ourselves
7. Develop an appreciation of the importance of serving others
8. Act fairly, and in a spirit of mutual respect and humility
9. Promote a spirit of joy, excitement, and thankfulness in all that everyone does
10. Present the Christian faith, not just in intellectual terms but, as a living faith with the ability to affect our individual and corporate lives for good.

Mission Statement

Providing Christian-ethos schools of character for the whole community:

- **CHARACTER Education**
We build good character. We learn about good character, why it matters and how to develop it.
- **CURRICULUM Excellence**
We are determined to achieve a personal best. We provide a broad, ambitious curriculum that ensures excellent student learning, progress, and future destinations.
- **COMMUNITY Engagement**
We serve with gratitude. We use our gifts to benefit our community and environment.

Core Virtues:

Love: We act selflessly, with kindness and compassion, for the good of others.

Wisdom: We exercise good judgement; seeing and doing what is true and good.

Fairness: We treat everyone fairly and justly, the way we would like to be treated ourselves.

Self-Control: We control our desires, not letting our desires control us.

Courage: We are determined to achieve what is worthwhile even in the face of difficulty.

Humility: We avoid arrogance, being realistic about our strengths and weaknesses.

Integrity: We are honest with ourselves and others, so that our words and actions agree.



Overview

Christ's College welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations among all members of the Foundation's community including persons who share relevant protected characteristics and persons who do not.

Christ's College recognises the need to guard against all kinds of direct and indirect discrimination. It also recognises the need to be pro-active in articulating equality objectives for the students, alongside key measures of success and how these objectives are to be achieved.

Principles

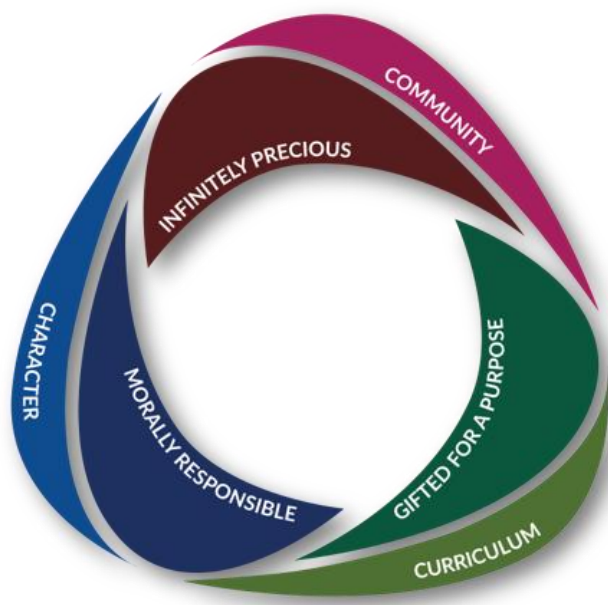
The following equality objectives consider the specific context and circumstances of Christ's College, recognising that this context is different from other ESF schools, and also ensuring that the objectives meet the following principles, as articulated in the ESF Equalities Policy:

- We see all learners and potential learners, their parents/carers, as of equal value
- We will recognise and respect diversity
- We will foster positive attitudes and relationships, and a shared sense of cohesion and belonging within our college community.
- We aim to reduce and remove inequalities and barriers that may already exist
- We expect to provide all students with the opportunity to achieve their full potential and be motivated to succeed, secure in the knowledge of their own worth.
- We expect students and staff to treat each other with respect and dignity at all times.
- We recognise the need to prepare our students for life in a diverse society where they exercise respect and understanding towards everyone.

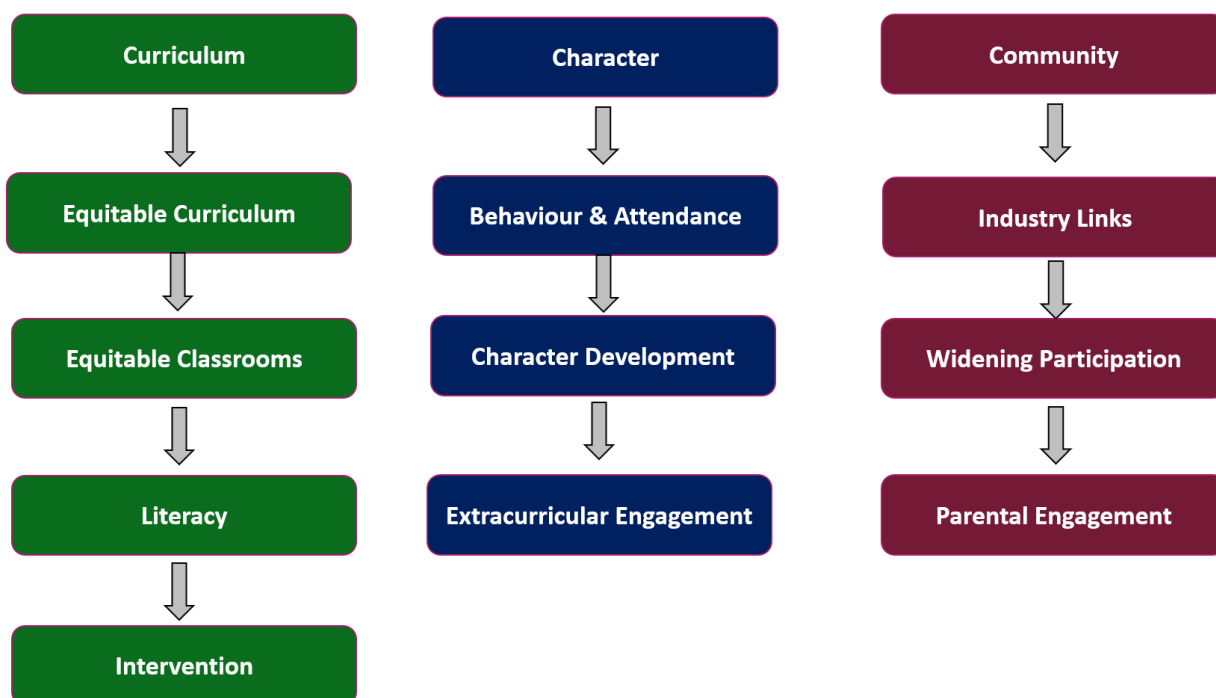
Objectives

- Equality lies at the heart of our curriculum intent; eradicating disadvantage is a core priority.
- Ensure day-to-day teaching is never less than good and is often outstanding. Teaching staff adhere to ESF's 7 teaching principles, together with an awareness of the work of the Education Endowment Fund, Ambition Institute and various key universities and authors.
- Ensure we deliver excellence in Character and Community through our curriculum and raise the attainment of all groups of students; particularly working to close the gaps by further increasing the pace of improvement for those where gaps typically occur such as, but not limited to the following groups:
 - a. Gender
 - b. pupil premium
 - c. special educational needs and disabilities
 - d. persistently absent
 - e. young carers
 - f. English as an additional language
- Ensuring that disadvantaged students have a broad experience of careers provision to enable aspirational and informed choices.
- Develop and embed a robust personal development curriculum and work with students, families, and professionals to remove identified barriers to learning to ensure that all students are supported to achieve their personal best and grow in character.
- Eliminate discrimination, harassment, victimisation, and any other prohibited conduct and/or
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and/or.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The diagram below summarises the college's mission statement for excellence in curriculum, character, and community.



This is expanded to identify priority areas for ensuring equity of provision and eradicating disadvantage.



The following table outlines the specific objectives pertaining to each of these priority areas.

Overview Area	Objective	Criteria for success	Method
	Equitable Curriculum	The gap between PP and Non-PP students will decrease in both Year 10 and Year 11.	Review setting policy to ensure that PP students are not disadvantaged within our curriculum. Evaluate the curriculum to identify knowledge deficits for student groups and modify curriculum accordingly. Remodel the curriculum considering student outcomes and high aspirations for all students to ensure that students are enabled to achieve their personal best using FFT targets. Work with SENDCO and AVP Curriculum and standards, to produce an accessible curriculum for all students. The SENDCO and AVP Curriculum will work together to provide an adapted learning environment to meet the needs of our vulnerable learners
	Attendance	Improve attendance of vulnerable and PP children.	Ensure that attendance of PP students is in line with, or above, all students nationally by identifying vulnerable disadvantaged students and providing personalised intervention and family support. Make effective use of our Pastoral Support Team, SEND and Inclusion Team, Together for Children's Early Help Support Service and to work with Sunderland County Council's (or relevant LA as per student's address) Attendance Team to support vulnerable families with persistent absence. Work in partnership with Safeguarding First, NHS and Together for Children to provide training and support to the Pastoral Team, SEND and Inclusion Team and Form Tutors/Class teachers to ensure early identification of vulnerability. Develop Pastoral & SEND support to ensure disadvantaged students receive bespoke all-through personal development interventions and

Overview Area	Objective	Criteria for success	Method
			mentoring to improve behaviour and engagement. Use of alternative provision to engage our hardest to reach students. Develop an alternative provision, offering a range of suitable qualifications and delivered by Christ's College staff to ensure student needs are met. Use of new Family Liaison worker to work alongside Attendance Officer to engage students and families. Use of the new SEND Hub as a base for vulnerable students. Supported by the SEND and Inclusion Team.
EAL Students	To close the achievement gap between EAL students in order to ensure that all students have the opportunity to achieve their personal best academically.	Relative and absolute GCSE results, measured by both attainment and progress (relative to the rest of the cohort) improve for EAL students.	Develop a bespoke intervention programme using EAL STAR to improve student understanding and engagement. Investigate the possibility of EAL students doing a language GCSE in their mother language. Work with SENDCO and AP Curriculum and Standards to produce an accessible curriculum. Evaluate the curriculum to identify knowledge deficits for student groups and modify curriculum accordingly. Make effective use of EAL advisor from Together for Children to provide training and support for tutors/class teachers to implement strategies in class to support EAL learners.

Overview Area		Objective	Criteria for success	Method
	SEND	Close the 'achievement gap' between some sub-groups of students to ensure that all students have the opportunity to achieve their personal best academically.	Relative and absolute GCSE results, measured by both grades and P8 (relative to the rest of the cohort) improve for EAL students.	Deliver all-through SEND interventions which match the needs of students and result in accelerated progress. Provide additional IT based programmes licenses for targeted students in order to improve progress – e.g., Times Tables Rockstars, Lexia, WWN etc. Using the intervention projects highlighted by research for their efficacy by the EEF. e.g., Fresh Start, Catch-up-Literacy etc. Keep re-visiting the Pupil Premium policy and procedures. Promote quality first teaching methods, using adaptive teaching strategies and approaches in every classroom, in every lesson. Employ new LSAs/Tutors to support students with an identified SEND.
	Assessment.	All students who require access arrangements have them in place for rehearsal and actual examinations All students who require access arrangements have the opportunity to use access arrangements during regular in-class assessments	Students will feel confidence using their access arrangements and their progress will increase.	Access arrangements for assessments will be in place for students for both informal and formal assessments. SENDco and Curriculum Lead to complete access arrangement CPD and gain appropriate qualification to support SEND students. SENDco to ensure that training is in place for HoF and teaching staff and that the exams officer is informed of all arrangements for students.

Overview Area		Objective	Criteria for success	Method
	Extra-curricular clubs	To increase the number of PP students who attend extracurricular clubs.		Greater variety of extracurricular clubs in Secondary. Offer clubs to SEND students only to support engagement and development of skills. Actively promote clubs to our PP children. Introduce rewards for attending clubs at KS3.
	PSHE	Ensure the SMSC curriculum within PSHE and across the curriculum promotes understanding and tolerance between different viewpoints, to reflect the increasingly diverse community and includes students with protected characteristics, and in doing so seeking to promote fundamental British values and to uphold the law.	Curriculum Overview, long term plans and medium term plans will sequence learning to include diversity, protected characteristics and fundamental British values.	Actively seek to engage pupils from LGBTQ+ to seek their views. Provide opportunities for students to meet and learn from diversity role models. Provide opportunities to challenge students views through drama, the reading spine, and visitors to school.

Monitoring and Reviewing of the Objectives

All equality objectives will be reviewed at the end of the academic year to gauge how far they have been met and what more, if anything needs, to be done to meet and consolidate these objectives. New objectives will be set every three years in line with the development plan cycle.

Disseminating the Policy

This document should be read in conjunction with:

1. ESF Equalities Policy
2. ESF Equality & Diversity Policy

All of the above documents, together with this statement of Christ's College Equality Objectives will be published on our website (with paper copies available on request from the College office)