

# Equality policy

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## *Achieve, Believe, Together*

We want every child to be the best person that they can possibly be and to know that they have a valuable place in God's world.

### **School Statement on equality**

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

### **1. Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender identity, race, religion, sex and sexual orientation.

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

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **2. Guiding principles**

Our approach to equality is based on the following key principles:

- To achieve the highest standards of teaching and learning for all irrespective of ethnicity, religious belief, age, physical disability or social background
- To encourage respect for and understanding of the beliefs, doctrines and personal circumstances of individuals
- To involve, as far as possible, representatives from diverse groups within our catchment, in school life

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- To consider when defining school policy and procedure the implications for different groups within our catchment
- To involve our children and staff, working with other schools in order to share our strengths and those of others
- To seek to include individuals within the school who have specific physical, emotional, learning and religious needs
- To deal swiftly, effectively and firmly with comments and incidents that are detrimental to the wellbeing of others
- To seek to employ a range of staff representing the diversity of our catchment and variety of experience.

## 3. Development of the policy

This policy was written in conjunction with the governors, staff and parents were consulted including those with pupils who have SEN. The main resource used was 'Valuing All God's Children' In addition other church schools policies were looked at and it was ensured that the policy was in line with the parish's mission statement of inclusion.

## 4. Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act is included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

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## 5. Our actions

### To eliminate discrimination, harassment and victimisation

We meet our legal duty and live out our guiding principles listed above by:

- 1) All pupils are of equal value-** we see all pupils and potential pupils; and their parents and carers of equal value.
- 2) We recognise and respect difference-** treating people equally does not necessarily involve treating them all the same
- 3) We foster positive attitudes and relationships, and a shared sense of cohesion and belonging-** we promote positive attitudes and mutual respect between all groups
- 4) Staff recruitment and retention-** we ensure that policies should benefit all employees and potential employees regardless of disability, ethnicity, religious affiliation and gender
- 5) We aim to reduce and remove inequalities and barriers that already exist-** we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between groups.
- 6) We consult widely-** we include those with disability, different cultures and religions in our consultations
- 7) Society as a whole should benefit-** our policies should promote social cohesion and greater participation in public life

### To advance equality of opportunity between different groups

We meet our legal duty and live out our guiding principles listed above by:

- Promoting an inclusive and collaborative ethos in our classrooms
- Dealing with any prejudice-related incidents that may occur by any member of our school community and report it to the Head teacher on the relevant incident form
- Supporting ELA pupils in class
- Supporting pupils in our classrooms for whom this policy may have relevance

### To foster good relations

We meet our legal duty and live out our guiding principles listed above by:

- Planning and deliver lessons/worships that promote social cohesion
- Keeping up to date with equalities legislation
- Respecting the religious beliefs and practices of all our staff, pupils and parents and complying with reasonable requests relating to religious observance and practice

### Other ways we address equality issues

- We ensure all staff receive appropriate training
- Breaches of the policy will be dealt with in a similar way to that of other policies as determined by the Headteacher and Governing Body

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## 6. Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

## 7. Roles and responsibilities

- The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures are implemented
- The headteacher and senior leadership team are responsible for the implementation of the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking action in any cases of unlawful discrimination
- Teaching and support staff are responsible for:
  1. Promoting an inclusive and collaborative ethos in our classrooms
  2. Dealing with any prejudice-related incidents that may occur by any member of our school community and report it to the Head teacher on the relevant incident form
  3. Supporting ELA pupils in class
  4. Supporting pupils in our classrooms for whom this policy may have relevance
  5. Planning and deliver lessons/worships that promote social cohesion
  6. Keeping up to date with equalities legislation
- Pupils are responsible for ensuring that they adhere to our equality policy and support pupils who may be targeted
- Parents and carers responsible for keeping up-to-date with our equality policy and promoting it at home
- Visitors are responsible for complying with the schools policies.

## 8. Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## 9. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

## 10. Monitoring and evaluation

We collect study and use data relating to the implementation of this policy and make adjustments as appropriate:

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We collect study and use data relating to achievement, broken down as appropriate according to groups identified earlier in the policy.

Pupil interviews will be held to determine the effectiveness of the equality policy and inform amendments to this policy

Logs such as the behaviour log and the bullying and racism logs will continue to be examined by the Chair of governors in conjunction with the head teacher and reported to the governing body.

## **Date of Last review:**

Headteacher signed:

Date:

Chair of governors signed:

Date