



All Saints C of E Infant and Nursery School

&

Selston C of E Infant and Nursery School

Equality Policy

*"Opening Hearts and Minds through the Grace
and Love of God"*

Policy:	Equality
Approved by:	LGB
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Review Cycle:	Four yearly

Versions:			
VERSION	DATE	AUTHOR	CHANGES
1	Sept 23	JR – Executive Head	Initial version.

ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY SCHOOL
SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

Opening Hearts and Minds through the Grace and Love of God

At All Saints and Selston C of E Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

All Saints CE Infant and Nursery School

Selston CE Infant and Nursery School

Equality Policy

Every person in our school community is 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 should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic 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 reassignment, 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:

- All children should feel happy, secure, safe and valued at school.
- All children should develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives.

- All children should develop healthy relationships based on care, trust, compassion and forgiveness.
- All children must show acceptance for and understanding of others who may have different beliefs or needs.
- All children should have a positive approach to life, contributing to the well-being of the community and building hope for the future.

3. Development of the policy

This policy was developed with all staff members and governors. Parents and carers were consulted and 'Valuing All God's Children' (2019) and the Church of England Vision for Education (2016) were also used.

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/RHE;
- 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 are included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

5. Our actions

To eliminate discrimination, harassment and victimisation

To advance equality of opportunity between different groups To foster good relations

We meet our legal duty and live out our Mission Statement by:

- following a clear, agreed procedure for dealing with prejudice related bullying incidents;
- recording and monitoring any prejudice related incidents;
- reporting any prejudice-related incidents to governors each term through the Headteacher;
- countering and challenging all types of discriminatory behaviour (for example through; school values, PSHE/PSED curriculum, Collective Worship, Religious Education; HeartSmart, themed events for children to teach about issues, relevant policies, leading by example, ongoing staff training and development, appropriate use of vocabulary and language, regular review of practice through structures);
- taking account of equality with regards to the way the school provides facilities and services;
- taking account of equality with regards to attendance policies,
- actively promoting equality and diversity and creating an environment of dignity and respect;
- using a range of resources and texts that challenge stereotypes;
- implementing a curriculum that enables pupils to gain an understanding of the diversity of their community and the wider world;
- planning for pupil voice, with opportunities to respectfully disagree;
- using positive discrimination where appropriate (e.g. groupings);
- sharing our Christian values, promoting pupils' understanding that all are equal in the eyes of God;

Other ways we address equality issues:

- equalities policies reviewed and updated annually;
- priorities set in the School Improvement Plan;
- monthly staff training, recorded electronically;
- records on CPOMS providing equalities data;
- annual cycle of SEND review meetings;
- co-production with parents/carers, and strategies to promote formal and informal dialogue;
- home visits for all new parents/carers, and as and when required;
- Achievement for All 'Taking Time for Talk' meetings with parents/carers;
- multi-agency working to support families
- equality matters regularly on Governing Body agenda.

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 are responsible for:

- drawing up, publishing and implementing the school's equality objectives;
- making sure the school complies with the relevant equality legislation;
- making sure the school Equality Scheme and its procedures are followed;
- monitoring progress towards the equality objectives and reporting annually.

The Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- implementing the policy;

- making sure the equality and access plans are readily available and that the governors, staff, pupils, and their parents/carers know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents;
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school;
- dealing with reports of prejudice-related incidents.

All staff will:

- avoid discrimination against anyone;
- promote an inclusive and cohesive ethos in their classroom;
- deal with any prejudice-related incidents that may occur;
- be able to recognise and tackle bias and stereotyping;
- foster good relations between groups;
- plan and deliver curricular lessons that reflect the schools' principles;
- keep up-to-date with equalities legislation relevant to their work;
- take up training and learning opportunities.

Visitors and contractors are responsible for following school policy.

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 ensure that our equality objectives and data are evaluated regularly and certainly at least annually. We use the following methods of evaluation:

- analysis and action planning using externally produced data;
- scrutiny of data presented by staff at Pupil Progress meetings;
- classroom observation;
- analysis of feedback from parents/carers, staff and pupils;
- Headteacher reports to Governors;
- Governor monitoring activities.

Our equality objectives are reviewed every four years.