

# Equality & Inclusion Policy

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# Park Street Church of England Primary School

## Statement of General Policy on Equality & Inclusion

As a Church of England School, we value all of God's children, and celebrate 'life in all its fullness'.

Thus, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender identity, religion\* and belief, and sexual orientation.

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

We further 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.

### Guiding Principles

In order to foster the dignity of, and respect between, all people in the school community, we recognise that we should provide equality and inclusion for the following:

- People with or without disabilities.
- People of any ethnicity, culture, national origin or national status.
- People of any religious\* or non-religious affiliation or faith background, or none.
- People of any gender identity or none.
- People of any sexual orientation or none.

In order to ensure the above equality and inclusion, we adopt the following nine principles:

#### **1. All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value.

#### **2. We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantages which people may face.

#### **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote positive attitudes and good relations and dialogue between all people, with an absence of harassment or prejudice-related bullying and incidents.

**4. We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development, including full respect for legal rights relating to pregnancy and maternity.

**5. We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

**6. We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved.

**7. Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

**8. We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

**9. Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

# **Park Street Church of England Primary School**

## **Organisation**

### **Roles and responsibilities**

The Governing Body will:

- ensure that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- ensure the school complies with the Christian ethos and legislation.
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils.
- monitor success in achieving the objectives and report back to governors.
- take appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- have regard to this document and to work to achieve the objectives.
- promote an inclusive and collaborative ethos in their classroom.
- deal with any prejudice-related incidents that may occur.
- plan and deliver curricula and lessons that reflect the principles outlined above.
- support pupils in their class for whom English is an additional language.
- keep up-to-date with equalities legislation relevant to their work.

### **Ethos and organisation**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement.
- pupils' personal development, welfare and well-being.
- teaching styles and strategies.
- admissions\* and attendance.
- staff recruitment, retention and professional development.
- care, guidance and support.
- behaviour, discipline and exclusions.
- working in partnership with parents, carers and guardians.
- working with the wider community.

### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

Our staff and leaders apply their Christian vision to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners.

## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the Christian ethos and legal duties referred to in the General Statement:

- Prejudices around disability and special educational needs.
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
- Prejudices relating to sexual orientation or gender identity.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **Staff development and training**

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

## **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

## **Monitoring and review**

We collect, study, and use, quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

## **Notes**

\* Admissions criteria do, in some circumstances, discriminate on the grounds of religion – please see Admissions Policy for more details.