

Church Hill C of E Junior School

Let Your Light Shine



Together Everyone Achieves More


Equality Policy

Signed by: 

Date:05/09/23....

Approved by Governor

Date:05/09/23.....

Signed on behalf of the Governing body: 

(Chair of Governors)
Next Review Date: June 2026

Church Hill C of E Junior School

Let Your Light Shine (Matthew 5:16)

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. The school recognises its responsibility to enable communities to live well together and we recognise that our school family is richer and stronger for our differences. Each person should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity. All are welcomed and we are better able to let our light shine when people from all backgrounds and traditions learn and play together.

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:

- The school will make special efforts to ensure that all groups flourish, including
 - Those with special education needs and disabilities,
 - Those who speak English as a different language,
 - Those who have difficulty accessing the school's facilities and services
 - Children who are young carers
 - Those who come from low income households
 - Those who come from forces families or have frequent moves
 - Children in care/looked after children
 - Those who experience bullying, harassment or social exclusion
 - Those with emotional, mental and physical well-being needs
 - Those who need support with their behaviour
 - Families from different cultures and traditions
 - Travellers, refugees and asylum seekers
 - Those with characteristics protected by the equality act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- The school will promote fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- The school will promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnicities.
- We will work to eliminate discrimination, harassment and victimisation and promote equality of access and opportunity within our school and beyond.

3. Development of the policy

The policy was developed through consultation with all sections of the school community, and with representatives of the wider community, in particular: Parents, School Nurse, Outreach Worker, Governors, Pastoral leaders. Resources used were the Equality Act 2010, Called Connected Committed (C of E 2020), Valuing All God's Children (C of E 2017), SEND Code of Practise (DfE 2014) and the Education and Inspections Act 2006

4. Links to other polices and documentation

This policy relates to the health and safety, SEND, curriculum, child protection, recruitment, selection and retention of staff, anti-bullying and behaviour policies.

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 and disabilities
- 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, and appropriate school correspondences.

5. Our actions

To eliminate discrimination, harassment and victimisation we meet our legal duty and live out our guiding principles listed above by:

- Opposing and challenging prejudice and prejudice related bullying,
- 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.

To advance equality of opportunity between different groups, we meet our legal duty and live out our guiding principles listed above by:

- Being alert to the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils;
- Ensuring the curriculum includes opportunities for discussion and debate
- Ensuring the curriculum and resources reflect the diversity of the school community.

To foster good relations, we meet our legal duty and live out our guiding principles listed above by:

- Ensuring the PSHE and RSE curriculum promotes respect, diversity, equality and gives opportunities to challenge discrimination and prejudice. We use the Go Givers PSHE scheme and the Christopher Winter Project for RSE
- Our school culture, as modelled by the staff, promotes dignity and respect in all relationships
- Our collective worship is strategically planned to include reflection, awareness and respect for protected characteristics
- Our behaviour policy has reparation and forgiveness at its heart

Other ways we address equality issues

- Having a full time Pastoral Support Worker to work with children and families
- Having 4 additional LSAs trained in Youth Mental Health First Aid
- School script to tackle homophobic, biphobic and transphobic language
- Beyond bullying award
- Anti-bullying week and British Values day
- Strong culture to develop courageous advocacy

- The school is a food bank regularly supporting members of the local community
- Staff training in attachment and trauma, different areas of SEND, EAL, designated lead for LACs, safeguarding, prevent, FGM, supporting children with parents in the prison system.
- Sporting competitions for disabilities and SEND

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 and our equality objectives are available on our school website.

7. Roles and responsibilities

The Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy through asking for feedback wherever possible.
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the staff team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- take full responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the Learning Improvement Plan (LIP)
- support the SLT in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy every 3 years, and the objectives annually

such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. An applicant is asked to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. Our staff team have undertaken training to help them understand their equality duties and/or the differing needs of protected groups within our school community. We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community.

Relevant voluntary or community groups and partner agencies will:

- Be involved in the further development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the 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.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the LIP

Our pupils will:

- be involved in the further development of the Policy through the PSHE curriculum and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy through parents' forum and other engagement activities.
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the further development of the Policy through CPD and opportunities for feedback on issues both general and specific.
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

We comply fully with legislation which protects our staff (including teachers, teaching assistants, lunchtime supervisors, office staff, cleaners, premises officers and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make

10. Monitoring and evaluation

The equality objectives are reviewed every four years and also form part of the learning improvement plan. These are monitored by the governing body. Although the school is aware of the practice of data publication, the school employs fewer than 150 people.

11. Complaints

The school will make every effort to protect employees from discrimination and all concerns raised with the school will be handled in a positive and sensitive manner and in accordance with the appropriate policy/procedure.

Employees

Existing employees who feel they have been unfairly discriminated against, harassed, bullied or victimised should raise it in the first instance with their line manager or other manager where their own line manager is the subject of the complaint.

Employees should refer to the grievance procedure for further information. Employees will not be penalised for raising a grievance, even if the grievance is not upheld, unless their complaint is found to be both untrue and made in bad faith.

Applicants

Individuals who may be concerned that their application for employment has not been dealt with in accordance with this Policy should raise their concerns via the school complaints procedure.

Others

Visitors or other members of the school community who experience or witness discrimination, bullying, harassment or victimisation should report the matter to the headteacher in the first instance or via the school complaints procedure.

