



## Minety Church of England Primary School Equality Policy 'Shine, Help, Imagine, Nurture, Excel

Date: 1/9/2018

Review date: 1/9/2020

Responsibility for review: Staff & SLT

In Minety we aim for all to **shine**, not only in everything that we learn but in everything that we do as a Christian School community. As pupils and members of staff at Minety we are defined by this message to **shine in all aspects of life – life in all its fullness** and **sparkle** by **helping one another**. We **imagine a better world**, **nurturing** dignity and respect for others. We value all children for who they are and expect them to value everyone else in the school community. We encourage our children to **excel** in all that they do and to aim for excellence.

The **SHINE** vision is rooted in the words "**Everyone who has been wise will shine as bright as the sky above, and everyone who has led others to please God will shine forever like the stars.**"  
Daniel 12:3

We are also defined by values of kindness, courtesy, fairness, and respect for one another. These lead to motivation for service and commitment to society, both within and beyond our school. For this reason we have taken Jesus' summary as our principle of life in Minety C of E Primary school: "**Always treat others as you would like them to treat you**" (Matthew 7:12).

In Minety C of E Primary school we are engaged on the start of a life time journey in which we will **shine** starting our journey from God and moving out into God's world. We **help one another to live together and help our community** and **imagine** our potential not simply with hope and aspiration but also by understanding that every person can be an agent of change in our everyday world. We **nurture** dignity and respect for everyone whatever their difference in terms of being or ability. We aim to create a caring and happy school community committed to **excellence in wisdom knowledge and skills**. These values are very much aligned to the Christian values of **generosity, service, creativity, compassion** and **perseverance** but based on the words of the children and our wider community.

We are committed to all children achieving their very best – excellence at a level that is achievable for every child. Children will leave this school as the very best Readers, Mathematicians, and Writers that they can be, combined with an understanding of health and fitness in mind and body. This can only happen if a love of learning for learning's sake is fostered. This happens through the dedication of our school staff team who are motivated and valued.

It is a failure if we are *only* producing children who are able academically – there is so much more to life. Parents who are the centre of a child's life, need to be supported by the school in helping their child be confident, by the school providing something; be it a club, a role or a subject, which enables their child to understand and feel success. We will enable children to reflect on their actions, good and bad and understand consequence and the importance of doing good. By going through this process children will also develop self-awareness and an understanding of how they can always improve, and reach beyond perceived barriers. To achieve this level of self-awareness children will develop skills that enable them to excel at behaving and communicating, by both listening and speaking, always, in a spirit of respect for others and themselves. It is vital, always that children are able to turn perceived weakness in to actual strength. All of this will lead to an inner confidence which, more than anything else will enable a child, in his/her future, to rise to the challenges of the modern world and to flourish.

## **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:

That we are generous to others and respect their position on a subject, their beliefs and their life-style.

That we help others – even those we do not know personally.

That we use our imagination to empathise with others.

That we nurture our world and all those in our world.

That we excel in all we do – in what we achieve but also in how we relate to others and support them.

## 3. Development of the policy

This policy has been reviewed by staff and the sub-committee of Governors along with parents through informal consultation.

## 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.

## 5. Our actions

### **To eliminate discrimination, harassment and victimisation**

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

- Opposing prejudice along with any related incidents of 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:

- Carefully logging any negative or prejudicial language and behaviour.
- Dealing with such behaviour sensitively and proactively using the Imagine Something Better framework.
- Being alert to any negative or prejudicial language or behaviour that could affect the following groups:
  - Our Traveller Group
  - Girls or boys
  - Gender assumption
  - Vulnerable groups due to socio-economic or family circumstance

### **To foster good relations**

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

- Preparing pupils to live well together,
- Respecting diversity and equality,
- Challenging discrimination and prejudice and
- Listening to and treating others with dignity and respect.

### **Other ways we address equality issues**

- Maintaining records of training relating to equalities and inclusion,
- Regular review of school policies in relation to equalities.

## **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**

## **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**

The school evaluates the equality objectives and equality data on an annual basis.

**Date of Last Review: March 2019**

**Date of Next Review: March 2020**