



Jesus said 'I have come so that you might have life - life in all its fullness' St John's gospel Chapter 10, verse 10

Brill Church of England School Equality Information Policy

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<u>Policy Owner</u>	<u>L.White and D.Baker</u>				
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<u>Signed Headteacher/ Chair of Govs</u>					
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School Ethos and Values

Our Mission statement

Jesus said *'I have come so that you might have life - life in all its fullness'* St John's gospel
Chapter 10, verse 10

In a safe and happy environment, supported by our Christian values and ethos, we aim to provide the highest quality teaching and learning for all - through the delivery of a stimulating curriculum that develops the whole child and is relevant for the world we live in today.

Our Aims

- To stimulate intellectual curiosity and a lifelong love of learning, enquiry and debate
- To promote social, cultural, moral and spiritual development in order to prepare our pupils to be responsible citizens
- To develop relevant core skills and knowledge that help each child to become reflective and independent learners prepared for their future in an ever changing world
- To provide a healthy, safe and caring environment where children develop beliefs and attitudes that help them become successful well rounded human beings
- To offer a broad, enriched curriculum - that values and celebrates excellence in all fields of endeavour

Our School Christian Values

- **Honesty** - "Tell the truth to each other." Zechariah 8.16
- **Service** - "Serve one another in love." Galatians 5.13
- **Love** - "Love is patient and kind; it is not jealous or conceited or proud." 1 Corinthians 13.4
- **Compassion** - "Clothe yourselves with compassion, kindness, humility, gentleness and patience." Colossians 3.12
- **Hope** - "For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope." Jeremiah 29.11
- **Thankfulness** - "Every time I think of you I give thanks to my God." Philippians 1.3
- **Diversity** - "Live in harmony with one another. Do not be haughty, but associate with the lowly; do not claim to be wiser than you are." Romans 12.16
- **Respect** - "Do to others as you would have them do to you." Matthew 7.12
- **Joy** - "Rejoice always, pray continually, give thanks in all circumstances; for this is God's will for you in Christ Jesus." 1 Thessalonians 5.16-18
- **Peace** - "Blessed are the peacemakers, for they will be called children of God." Matthew 5.9

- **Forgiveness** - “Just as the Lord has forgiven you, so you must also forgive others.” Colossians 3.13
- **Courage** - “Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.” Joshua 1.9

Principles

1. This school demands equal treatment of individuals irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age, or any other recognised area of discrimination.
2. The whole school community (ie pupils, staff, governors, parents and other individuals or organisations working with the school) will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of each other as individuals.
3. The primary objective of this school will therefore be to educate, develop and prepare all our pupils, whatever their gender, race, ethnicity, origin or ability, to achieve their full potential.
4. An equal opportunities philosophy will be practised by all staff.
5. The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society.
6. The school is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.

Aims

To equip pupils with an awareness of an increasingly diverse society and the benefits that this can bring.

On such foundations, pupils will develop their own attitudes to a diverse society.

To ensure that the principles of equality and diversity are reflected throughout the organisation and applied to all school practices (eg. admissions, appointments, disciplinary practices etc)

The Practice

This policy will be put into practice as follows:

1. Learning and teaching

We aim to provide all our pupils with the opportunity to succeed and reach the highest level of personal achievement.

To do this teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;

- use materials that reflect a range of cultural backgrounds, without stereotyping ; promote attitudes and values that will challenge discriminatory behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- use a range of sensitive teaching strategies when teaching about different cultural traditions;
- develop pupils awareness so that they can detect bias and challenge discrimination;
- ensure that the RE and the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extracurricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.

2. Personal development and pastoral guidance

- All staff will take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups.
- All pupils will be encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race (as appropriate for a primary school).
- All pupils/staff/parents/carers will be given support as appropriate when they experience discrimination.
- Any incidence of discrimination will be disciplined in line with the "Behaviour" policy. It will also be recognised that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work will be done to ensure that the actions do not occur again.
- Positive role models will be used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community

3. Curriculum

- Each area of the curriculum will be planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- All steps will be taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.

4. Staff recruitment and professional development

- The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed based upon strict professional criteria. All posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection will be trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
- All staff should be aware of possible cultural assumptions and bias within their own attitudes.
- Access to opportunities for professional development will be monitored on equality grounds.
- Equality policies and practices will be covered in all staff induction (evidence - see staff induction pack).
- All supply staff will be made aware of equality policies and practices.

5. Partnership with parents/carers and communities

- All parents/carers will be encouraged to participate at all levels in the full life of the school, and wherever possible, the school will take steps to increase accessibility e.g. outside working hours, physical layout of school.
- Members of the local community are encouraged to regularly join in school activities e.g. school fair, harvest festival, etc.

Responsibility for the policy

The Governing Body is responsible for ensuring that:

- the school complies with all equalities legislation relevant to the school community;
- the school's Equality policy is maintained and updated regularly;
- that procedures and strategies related to the policy are implemented;
- the named Race Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and Senior Management is responsible for:

- along with the Governing body, providing leadership and vision in respect of equality and diversity;
- overseeing the implementation of the Equality Information Policy;
- coordinating the activities related to equality and diversity;
- ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- ensuring that staff are aware of their responsibilities and are given relevant training and support;
- taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination.

All Staff are responsible for:

- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- not discriminating on grounds of race, disability, or other equality issues;
- keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

Monitoring and Evaluating

The monitoring and evaluating of this policy will be the responsibility of the Headteacher and the staff of the school. The Policy will be reviewed annually by the Resources Committee, and amendments made where necessary to ensure that this policy is relevant and up to date.

The following will be monitored and, if issues are identified, will form the basis of an annual action plan:

- Pupil performance information
- Exclusions
- Incidences of discrimination
- Parental involvement (in relation to equality of access)
- Staff appointments and training
- PSHE and citizenship and RE lesson plans
- Class observations across the curriculum