



“Developing confident children through creativity and choice within a Christian community”



Huxley C.E. & Utkinton St. Paul's C.E. **Primary Schools Equality Policy**

“Enabling every child to fulfil his/her potential in a nurturing Christian environment”

Purpose

- To ensure that all children regardless of their:
 - disabilities, as defined by the Equality Act 2010, and those who have Special Educational Needs;
 - gender;
 - weight;
 - age;
 - religion;
 - race;
 - prior attainment being different from that of other groups;
 - being academically more able;
 - English being an additional language;
 - belonging to a minority ethnic group;
 - being Gypsy, Roma or Traveller
 - being Looked After
 - being eligible for free school meals
 - being lesbian, gay or bisexual
 - being transsexual
 - being young carers
 - coming from low income backgrounds
 - belonging to other vulnerable groups
- are treated equally and are enabled to reach their full potential.
- To ensure that children are treated equally where the above impact their family life.

Aims

(as taken from the July 2018 OFSTED Inspection framework 'outstanding' descriptors and 2018 SAIMS Evaluation Schedule)

- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
- Leaders ensure that any barriers to inclusion that might limit the life chance of pupils are significantly reduced.
- Pupils talk of the school being a hospitable community where they are encouraged to fulfil their potential.
- Reflecting the school's Christian vision, policies are successful in preventing, rather than just reacting, to incidents of prejudicial behaviour creating a culture where pupil, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion or sexual orientation are comfortable as the person God made them to be. Pupils take a lead in challenging prejudicial behaviour and language.

Agreed Procedure

- Difference and diversity are celebrated and seen as an opportunity to learn.
- All pupils and their families are admitted and are able to access the school and feel welcomed to the school, in line with the school's Christian values.
- Class Teachers and Teaching Assistants ensure that their planning, teaching, the children's learning and assessment take account of all groups of learners through a broad and balanced curriculum, whilst extending pupils' experience.
- All pupils are encouraged to participate fully in school life (beyond the classroom) e.g. Collective Worship, school clubs, church services, residential.
- Class Teachers will provide opportunities to explore diversity and equality in creative ways which are appropriate to the age and stage of the children in the class, e.g. through Class Worship and Reflective Journals.
- We will provide opportunities for pupils to celebrate their own culture and the diversity of others.
- In addition to everyday practice, the school will annually hold awareness events to extend our pupils' understanding of diversity.
- Visual displays and resources will reflect the diversity of our school and the wider community.
- We will actively promote attitudes and behaviour that challenge discriminatory behaviour and attitudes.
- Any instances of inequality, bullying or harassment will be recorded and, where appropriate, logged with the appropriate authority at the same time as being dealt with quickly and effectively.
- The school's Christian Ethos Group will actively promote the inclusion and quality of all and challenge prejudice in creative and effective ways which involve all stakeholders.
- Staff will receive training on equality issues to raise awareness which will impact everyday practice.

Monitoring

- Termly monitoring of attendance, exclusions, planning, teaching, learning, assessment, display, behaviour, class log (including incidents of inequality, bullying or harassment), etc. impacts our everyday practice to ensure the equal treatment of all children.
- Ongoing formative and summative assessment of pupils' learning is used to track pupils' progress as they move through the school. As part of this process, we monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance. School performance information is compared to national data to ensure that all groups of pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances (~~RAISE~~). This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make any necessary improvements.
- We receive regular feedback from parents regarding equality both informally and formally, e.g. annual reviews, TAF reviews, Parents' Evening, which are responded to quickly and effectively.

This policy was drawn up in September 2011 and last reviewed in September 2018 by Staff and Governors.

Headteacher: *Gareth Coyne (Acting Headteacher)*

Governor (Huxley): *Stephen Ratledge*

Governor (Utkinton): *Simon Lewin*

Date: *November 2018*

Review Date: **Autumn 2019.**