



Equality and Inclusion Policy

"Learning with our head, heart and hands so that we can experience life in all its fullness"

Publish on Website?	NO / YES
Approved by personnel committee on:	Spring 2023
Staff Consulted:	SLT, SENDCo
Ratified by Governing Body:	Spring 2023
This policy is linked to and should therefore be read in conjunction with:	Equality Objective Statement SEND Policy Safeguarding Policies PSHE Curriculum Anti Bullying Policy
Review in:	4 year

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Policy Aims

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 others 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, age, socio-economic background, family structure, 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 appreciate 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.

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all children. We are committed to ensuring that children's personal development is planned for and taught in an inclusive and age appropriate way. This policy and our equality objectives are available on our school website.

Legal Framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations and promote community cohesion. This policy has been written with the Equality Act 2010 at the forefront. The following characteristics are protected characteristics:

- ❖ Age
- ❖ Disability
- ❖ Gender reassignment
- ❖ Marriage and civil partnership
- ❖ Pregnancy and maternity
- ❖ Race
- ❖ Religion or belief
- ❖ Sex
- ❖ Sexual orientation

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.

Guiding Principles

Our approach to equality is based on the following key principles:

- ❖ For children to engage fully in our school which offers them the opportunity to experience 'life in all its fullness' allowing them to appreciate and respect difference
- ❖ For children to be enthused and curious about difference rather than discriminate against it

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- ❖ For every stakeholder to feel valued and appreciated

Development of the Policy

This policy was developed alongside our school vision and in consultation with the parents/carers, children, governors and staff of Matching Green CE Primary School. This policy also helped develop and refresh our anti-bullying and behaviour curriculum policies. The SLT took account of the following documents released by the Church of England:

- ❖ Valuing All God's Children – Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying (Autumn 2017)
- ❖ The Church of England Vision for Education: Deeply Christian, Serving the Common Good (July 2016)
- ❖ Mental Health and Wellbeing: Towards a Whole School Approach (March 2018)

Although this policy is reviewed every 4 years it is a working document and will therefore be updated and reviewed depending on the needs of our cohorts and their families.

The Policy and School Life

We ensure that the educating and promoting of the Equality Act principles applies throughout all aspects of our school life including (but not limited to) the following:

- ❖ Children's progress, attainment and achievement
- ❖ Children's personal development and wellbeing
- ❖ Teaching styles and strategies
- ❖ SMSC
- ❖ PSHE and RSE
- ❖ Collective Worship
- ❖ Admissions
- ❖ Attendance
- ❖ Staff recruitment, retention and professional development
- ❖ Care, guidance and support
- ❖ SEND
- ❖ Behaviour Curriculum
- ❖ Home School Agreement
- ❖ Codes of Conduct (both staff and parents/carers and visitors)
- ❖ Anti-Bullying and addressing prejudice related to bullying
- ❖ Working in partnership with the school and wider community

Our Actions

To eliminate discrimination, harassment and victimisation

By opposing prejudice and prejudice related bullying. By actively promoting equality and diversity and creating an environment of dignity and respect.

To advance equality of opportunity between different groups

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By opposing negative, prejudicial language or behaviour on particular children and groups of children.

To foster good relations

By preparing children to live well together; respect diversity and equality, challenge discriminations and prejudice and listen to and treat others with dignity and respect.

Roles and Responsibilities

All stakeholders have the responsibility to uphold the principles and actions of our equality and inclusion policy and of our equality statement. The Headteacher, Senior Leadership Team and Governors will review the policy every 4 years. However, it is a working document and will therefore be updated and reviewed depending on the needs of our cohorts and their families and any changes locally/national or internationally that may have a significant impact on our community.

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as a team. Our equality principle are also regularly re-visited during our safeguarding CPD sessions, which occur frequently throughout the academic year.

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

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