



Policy	
Date adopted	September 2020
Date reviewed	September 2021
Next review date	September 2023
Subject lead	Lynne Williamson
Governor/Committee <small>(where applicable)</small>	Curriculum

## Our Vision:

**Jesus said: 'I have come that they may have life and have it to the full.'**

Promoting **life-long learning**

Developing **life-giving relationships**

Exploring **life-enhancing faith**

Inspiring **life-enriching aspiration**

## **Guiding principles**

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.
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**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic/ transphobic harassment.
- See Ant- Bullying Policy <https://hanleystlukes.com/wp-content/uploads/2019/04/Anti-Bullying-Policy-2019.pdf>

**Principle 4: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.
- People of different sexual orientation

**Principle 6: We consult and involve widely.**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled

- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- People of all sexual orientations
- An example of this is through parental and pupil surveys

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- People of all sexual orientations

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

**Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

**Legal framework continued from point 4 above:**

- . We recognise that the actions resulting from a policy statement such as this are what make a difference.
- Accordingly, we draw up action plans within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.
- . We keep our equality objectives under review and report annually on progress towards achieving them.

**The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

## **Ethos and organisation**

. We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

## **Addressing prejudice and prejudice-related bullying**

.The school is opposed to all forms of prejudice including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Staff are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom and deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles stated above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

## Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. The school is a Voluntary Aided school and as such may apply religious criteria when recruiting or dismissing any member of their teaching staff in accordance with the employment exceptions for schools with a religious character as set out in the Equality Act 2010.

## Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

## Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

### The Current Equality Objectives for the School 20- 24

Objective	Actions	Success Criteria
To continue to ensure gap between those eligible for pupil premium and other pupils narrows particularly as a result of the pandemic	Develop pupil premium strategy to allocate assigned funding to maximum impact and overcome barriers to learning	Attainment and progress gaps will have narrowed
To ensure those who do not have access to electronic devices or wifi are not disadvantaged if remote learning is needed	Identify who is without and allocate devices as available from LA or government. Offer paper based resources where not possible to meet demand	Pupils will still be able quality to access remote learning in the event of lockdown or self isolation
To ensure that children of all faiths and none	Continue to promote British Values through the	All children in school will continue to be treated

<p>continue to be treated equally by all members of the school community in the light of recent racial tensions and terrorist activity in the county</p>	<p>curriculum and in worship times Ensure worship inclusive of all children and actively promotes love, and tolerance and recognises and respects those of different faiths and none tolerance and respect. Actively communicate community tolerance through newsletter etc</p>	<p>equally and will continue to feel safe and secure.  Our diverse ethnic community of parents will continue to be cohesive and tolerant.</p>
<p>To ensure attainment for boys in English matches that of girls</p>	<p>Ensure all activities and encourage accelerated for all and therefore raise attainment of boys. Monitor closely attainment and progress to identify areas where intervention needed to ensure equality of provision and outcome</p>	<p>There will be no significant gaps in boys and girls attainment and progress.</p>
<p>Continue to ensure children with SEN receive the same quality first teaching as all other children and additional targeted provision as necessary to narrow gaps in their attainment</p>	<p>Improve assessment tool to track SEND progress and evaluate interventions for effectiveness, amending</p>	<p>SEN children will make accelerated progress where possible .</p>
<p>Ensure school community continues to actively condemn homophobic/transphobic attitudes and embraces Stonewall training to take positive steps to teach tolerance and understanding of different sexual orientations</p>	<p>To ensure the revised Bullying Policies impact positively on PSHE lessons and specifically teach content to combat</p>	<p>There will be no incidences of homophobic/transphobic bullying or intolerance. Children will recognise inappropriate language or actions and will report to adults freely.</p>
<p>To ensure school environment continually improves to become more accessible to disabled users</p>	<p>To take account of all actions identified in audit as time and finances allow</p>	<p>All actions which are financially achievable will have been actioned</p>