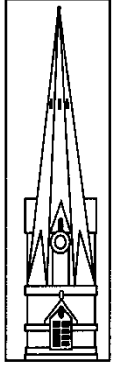


*Higher Walton C.E. Primary
School*



Equality Policy

Last reviewed: April 2025
Next review: April 2026

“Life in all its fullness” (John 10 v 10).

Our equality policy is based upon our **school core Christian values of friendship and forgiveness, courage and creativity, respect and responsibility, trust and tenacity** along with wider Christian values of love, peace, reconciliation and justice.

MISSION

Higher Walton CE Primary School aims to celebrate everyone’s uniqueness, enabling our children to flourish and reach their true potential. We do this in a caring, supportive and stimulating environment, so that everyone has the very best opportunity to manifest, “Life in all its fullness” (John 10 v 10).

VISION

Our school vision is “Life in all its fullness” (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos promotes self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, talk through problems and explore values and beliefs leading to responsible behaviour and citizenship.

AIMS

Our school works with the Church, parents and carers, and other partners to provide an effective teaching and learning environment, where everyone is:

- Happy, valued, secure and cared for.
- Confident in talking through problems, asking questions and exploring their own values and beliefs.
- Listened to with respect and supported.
- Safe from bullying and discrimination in a Christian school that respects and cares for others.
- Encouraged to develop self-regulation and accept responsibility for their own behaviour.

RATIONALE

The objective of an equality policy is to help and support young people through their physical, emotional and moral development. A successful culture will help young people learn to respect themselves and others as they develop.

This Equality Policy has been written to meet the requirements of school to carry out the Public Sector Equality Duty in accordance with the Equality Act 2010.

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourable on the basis of a 'protected characteristic'.

SCHOOL STATEMENT ON EQUALITY

Every person in our school community has been made in the image and likeness of God. Everyone is equal and we treat each other with dignity and respect. Our school family is a place where everyone should be able to flourish in a loving environment. Every person, in all their unique difference, should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic 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 values of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear unacceptability of racist, disablist and homophobic, bi-phobic and transphobic bullying and language.

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 reassignment, 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.

GUIDING PRINCIPLES

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

- To promote cultural development and understanding through a range of experiences both in and beyond school
- To learn that equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination
- To raise levels of attainment and progress for all groups of children, ensuring our most vulnerable pupils are supported to reach their full potential.

DEVELOPMENT OF THE POLICY

This policy has been developed with advice drawn from the Local Authority, Diocese, Staff and Governors of Higher Walton CE Primary School. The Church of England's document, Valuing All God's Children has provided the framework that this equality policy is formed on. This document has also been integral at ensuring consistency, care and compliance is achieved in our Anti-bullying, Behaviour, PSHE and RSE policies.

LINKS TO OTHER POLICIES AND DOCUMENTS

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

- Pupil progress and achievement
- Pupils' personal development and well-being
- Teaching and Learning
- PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special Educational Needs and Disabilities
- Behaviour
- Anti-bullying
- Working in partnership with parents and the wider community

OUR ACTIONS

To eliminate discrimination, harassment and victimisation

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

Implementing a strong culture that all of our children embrace. Values such as respect, honesty and perseverance are emphasised within the classroom and good behaviour is positively reinforced. Pupils develop good relationships with their teachers and their peers. They understand that supporting one another, regardless of their age, gender or background is an important aspect of school life. As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice.

To advance equality of opportunity and foster good relations between different groups

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

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We will tackle discrimination by the positive promotion of equality, challenging bullying and

stereotypes and creating an environment which champions respect for all. At our school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here

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 and our Equality Statement are available under the 'Policies' section of our school website.

ROLES AND RESPONSIBILITIES

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on protected characteristics.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sexual orientation, disability, gender, religion and belief.

The role of the Head Teacher

- It is the head teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff (teaching and non-teaching)

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

The role of parents and carers

- Will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- Be respectful of the schools Equality plan.
- Contact the head teacher should an incident or unfair treatment occur towards people with protected characteristics.
- Support staff challenging any incidents of prejudice, racism or homophobia.

STAFF TRAINING AND DEVELOPMENT

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

MONITORING AND EVALUATION

The Headteacher is responsible for the review and implementation of the policy, which will be done in consultation with the Governing Body.

In line with legislative requirements, this policy will be reviewed every three years.