# CHRIST THE SAVIOUR C.E. PRIMARY SCHOOL

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms

*1 Peter 4:10*

# Equality and Inclusion Policy

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| Policy to be approved by | Full Governing Body |
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| Policy due for review | May 2021 |

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# Equality and Inclusion Policy

**School vision:**
Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of **inclusiveness, tolerance and love**, preparing children to be educated citizens in a global world.

**Aim**

- In line with our school vision, we aim to be an inclusive organisation celebrating diversity and difference in all its forms.
- This policy has been adopted in accordance with the Equality Act 2010.

**Statement**

- The School governors and staff members are committed to ensure equal opportunities for all and to prevent all forms of discrimination. The need to make equality a reality places a responsibility on everyone so that every individual, regardless of age, race, religion, family, or disability, has the same opportunities and respect.

- Educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, disability, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of students within a school.

- We are committed to monitoring and promoting the achievement of all ethnic, cultural and social groups.

- We will continue to be vigilant in all aspects of school life which may hurt or disadvantage any member of the school community and bullying and harassment will not be tolerated. Racism in all its forms is not acceptable and will be challenged generally as emphasized by the Race Relations (Amendments) Act 2000. The School will monitor incidents and respond quickly and effectively. A record must be kept and incidents reported to the GB termly.

The protected characteristics delineated in the Equality Act are:

- age
- sex
- race, including colour, nationality, and ethnic or national origin
- sexual orientation;
- disability
- religion, belief or lack of religion/belief
- being married or in a civil partnership (known as "family makeup" in our schools)
- being pregnant or on maternity leave
- gender reassignment

and in this Policy, the term 'different groups' may include the following:

- heritage and faith groups, travellers, asylum seekers and refugees
- students who need support to learn English as an additional language (EAL)
- students with special educational needs or disabilities (SEND)
- gifted and talented students
- children 'looked after' by the local authority
- other children, such as sick children, young carers, and those children from families under stress
- any students who are at risk of disaffection and exclusion.

ACAS - Conditions automatically treated as a disability include cancer, MS, and HIV
http://www.acas.org.uk/index.aspx?articleid=5847
Under the Equality Act a person is disabled if they have 'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

However, there are exceptions to this definition. These exceptions include certain medical diagnoses, progressive and life-threatening conditions. A progressive condition is one that gets worse over time, such as muscular dystrophy and motor neurone disease. Employees with a progressive condition can be classed as disabled.

## Four Priorities of the School

### Guiding Principles

1. Every human being is made in the image of God and is therefore of equal value.
2. Diversity is respected and celebrated so pupils are prepared to be global citizens:
    - where necessary, adjustments will be made so that barriers to learning are removed.
    - experiences of prejudice will be recognized.
    - the different needs of boys and girls will be accepted and accommodated.
    - social deprivation will not be a barrier to learning.
3. All members of the community will work towards having positive relationships and a shared sense of belonging and community:
    - take pride in being part of the school.
    - zero tolerance of harassment of any kind.
    - mutual respect for each other.
4. Recruitment of staff will not discriminate.

As a Church of England school we reserve the right to appoint, when required, a practising Christian (as described by CCBI), or a person who actively supports the Christian ethos.

### Teaching and Learning

- All teachers will have the ability to convey content and skills regardless of culture.
- Teachers will have high expectations of achievement and make equal demands on all children.
- Teachers will watch for evidence of exclusion of certain pupils from groups both in and out of the classroom, taking into account all protected characteristics including students' cultural background, linguistic needs and any disability.
- There will be equality of opportunity in taking a full part in class.
- There will be provision for Gifted and Talented students.

### Teaching Materials

- Every opportunity will be taken to promote positive images of all ages, disabilities, genders, family makeup, pregnancy, cultures, races, and creeds in teaching aids and displays.
- Teachers will monitor materials to counteract stereotyping.
- Differentiation of teaching materials will be normal practice, taking into account appropriate strategies and pupil targets.
- We adopt **Valuing all God's Children** by the Church of England Education Office in its entirety and stand firmly against homophobic, biphobic or transphobic bullying or harassment.

### Monitoring and Evaluating Progress

The school will use quantitative performance data as well as the school's own data, including qualitative data to address the following issues on a termly basis:

- Are all students achieving as much as they can and deriving the maximum benefit, according to individual needs?
- If not, which groups of students are not achieving as much as they can? Why not?
- What reasons can the school give for these differences in terms of achievement, teaching and learning and access to curricular opportunities?
- What action can the school take to address these?

- Results of these analyses will be fed back to all staff and governors through various channels including training days, staff meetings, etc. Any resulting issues will become a focus for whole-school development and training.

The Inclusion Leader will monitor progress of students with special education needs or disability and coordinate appropriate training for staff and provision for these students.

**Visits and Visitors**

- Educational visits will be varied and relevant to all students
- Visitors should be positive role models for students
- Speakers should be briefed on possible equal opportunities issues.

**Staff**

- As professionals, staff and governors should always:
    - Treat all students and staff with respect as individuals
    - Avoid prejudging groups or individuals
    - Avoid patronising or bullying behaviour
    - Be vigilant to observe instances of discriminatory behaviour between students and stop them (follow procedures for dealing with racist and homophobic incidents)
    - Observe possible biases in their own behaviour (e.g., expecting different standards from different groups)
    - Undergo regular training.

**Racism**

Institutional racism is defined by the Macpherson Report as:

*"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantages heritage groups."*

The report went on to say:

*"Unwitting racism can arise because of a lack of understanding, ignorance or mistaken beliefs. It can arise from well intentioned but patronising words or actions. It can arise from unfamiliarity with the behaviour or cultural traditions of people or families from minority ethnic communities".* (6.17)

In order for that not to be the case, the Governing Body will:

- Value diversity
- Aim to prevent racism—when it occurs, record incidents, deal with them and monitor future conduct
- Commit to enabling staff to access Equalities training
- Monitor exclusions
- Monitor achievements by ethnicity and gender.