



Equality and Inclusion Policy

Love; Learn; Aspire; Achieve

At Kingsley St John's we are a partnership of school, church, home and community.

We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community feel happy, safe and secure.

Time is taken to value and nurture each child educationally, creatively and spiritually.

This policy sets out the school's approach to promoting equality and diversity, bearing in mind the requirements and duties set out in the Equalities Act 2010.

School Context - what sort of school are we?

The school is Church of England Aided. It is a small school that caters for pupils from Nursery (aged 3+) to the end of Year 6. The pupils are organised into 4 classes of six mixed-age. The admission number is 13. The school occupies a single site. The school has 69 children on roll. 30% of pupils are on the SEN register. The vast majority of children are white British, the few pupils from minority ethnic families. Almost all pupils are nominally Christian. The social and economic circumstances of the pupils are very mixed. The proportion eligible for free school meals is well below average. The school has extended provision in the form of a breakfast club and an after-school club.

As the school serves a community that is predominantly white and British, we are committed to enriching the curriculum and experiences offered to all the children in order to recognise and celebrate the linguistic, religious and cultural diversity of British society. We are equally committed to ensuring equality of opportunity for all children irrespective of their race, disability or gender.

Equality - aims and values

The school is committed to providing equality and excellence for all in order to promote the highest possible standards so that children can reach their true potential. This is achieved within a culture that promotes respect for each other and recognises and celebrates the differences between each other.

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy the school seeks to ensure that no pupils, staff, parents, guardian or carers or any other person through their contact with the

school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, marital status, disability, age, responsibility for children or other dependants, trade union or political activities, social class, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members. We are an inclusive school. This means that equality of opportunity is a reality for our children.

We make sure this is so through the attention we pay to different groups of children within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Children with disabilities
- More able children
- Children who have joined our school within school year transitions
- Gifted and talented children
- Any children who are at risk of disaffection or exclusion

Our curriculum is planned using the guidelines for the Early Years Foundation Stage and Key Stage One and Two of the National Curriculum to meet the specific needs of individuals and groups of children.

We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils
- Facilitating other curricular opportunities outside the National Curriculum to meet the needs of individuals and groups of children
- Teacher time, attention and all resources are given equally to boys and girls
- Opportunities given for children to work with teaching and non-teaching staff of both sexes

Our curriculum offers breadth and balance, inspires pupils' thirst for knowledge and promotes a love of life-long learning in a creative, challenging and safe environment.

Dynamic and enthusiastic teaching styles which are built on Christian values ensure that the children are engaged and confident to develop transferable skills for life. Our enrichment activities provided through the creative curriculum are fully inclusive and allow children to reflect on their place within the wider community.

Equality between the sexes is recognised when giving/delegating responsibility and noting achievements of both staff and children.

- Discipline procedures - notably rewards and sanctions - are the same for both sexes

- Our school uniform and P.E. uniform policy reflects equality of opportunity for all children
- Children and all staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the community, such relationships being based on mutual respect for each other as per Part II of the Teaching Standards. All in school are encouraged to accept difference not indifference.

Any differences involving gender which arise inside or outside the classroom are dealt with sensitively and are discussed with the children. All teaching and non-teaching posts are not sex-specific. Both men and women are encouraged to teach all age groups and each Key Stage. All staff have equal access to in-service training and posts of responsibility. Teaching and other groupings, such as dinner queues, assembly seating, lines for dismissal, classroom seating and playground areas are organised on the basis of criteria other than gender, for example age, ability, friendship. All children are encouraged to work and play freely with others of both sexes.

Teachers ensure that children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs

Pupil learning is also supported by appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. We achieve educational equality by continually reviewing what we do in order that:

- All our children achieve to their full potential
- We can reflect on the possible reasons for the differences in achievement of different groups of children
- We can take positive action to help all children who are underachieving
- We can measure and assess the effects of our action. A Cohesive Community The school serves the children and parents of the local community & parish boundary primarily.

We believe that in order to contribute to community cohesion, we need to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand and respond to the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity
- Give the children the tools and belief that they can make a difference in their community Race, Disability and Gender Equality Race Equality:

The school promotes a climate of racial equality to which the whole school subscribes. It is unlawful for a person to discriminate on racial grounds against another person. The Act defines racial grounds as including race, colour, nationality or ethnic or national origins. The school is committed to preparing all pupils for life in a multi-ethnic society by tackling racial discrimination and promoting racial equality and understanding.

Disability Equality:

The duty to promote disability equality requires all schools, when carrying out their functions, to have due regards to the need to:

- Promote equality of opportunity between disabled people and others
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities, even where that involves more favourable treatment

Gender Equality:

The school promotes a climate of gender equality to which the whole school subscribes. Under the gender equality duty, all public authorities must meet the general duty, which requires them to have due regard to the need to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women

The school is committed to ensuring all pupils and adults are treated equally regardless of their gender.

Roles and Responsibilities

School governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed

The head teacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- Modelling good practice, dealing with racist incidents and being able to recognise and tackle bias and stereotyping
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class

- Keeping up to date with the law on discrimination and taking training and learning opportunities

Pupils are responsible for:

- Keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area.
- The anti-bullying policy and specifically racist and homophobic bullying
- Developing school/class rules which challenge discriminatory behaviour

Parents/Carers are responsible for:

- Keeping equality and diversity issues on the PTA agenda, through a shared input with staff on developing policies relating to this area. This may include the anti-bullying policy and specifically racist and homophobic bullying, ensuring this is explicit within our Home School Agreement and Code of Conduct.

Visitors and contractors are responsible for:

- Knowing and following our equality policy Responsibility for overseeing equality practices in the school lies with the head teacher and chair of governors.

Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc)
- Monitoring exclusions

Monitoring, Reviewing and Assessing Impact

The head teacher will provide monitoring reports for review by the Governing Body. These should refer to the school population, key initiatives and progress against targets and future plans.

Approved by the Governing Body - Spring Term 2021