



Grange View C.E. First School
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We aim to SPARKLE!

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

Grange View C.E First School

Equalities Policy

February 2018

Introductory notes

When the Equality Act 2010 was introduced fully in April 2011 there was longer be a requirement that schools should draw up and publish equality schemes or policies. It is still be good practice, however, for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives. This statement has been amended in the light of the Equality Act 2010.

Legal framework

1. 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, ethnicity, gender identity and sex, religion and belief or no belief and sexual orientation.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and to promote values and character through the teaching of SMSC in the curriculum.
3. We recognise these duties and that they 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

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 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

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities 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, biphobic and transphobic discrimination or harassment

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

We aim for policies and procedures to 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

Principle 6: We aim to consult and involve widely - people affected by a policy or activity should be 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

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
- gender variant people

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
- sexual orientation
- gender identity

Principle 9: Data.

Each year we formulate and publish data we have collected in relation to:

- disability
- ethnicity, religion and culture
- gender
- socio-economic disadvantage

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

The Curriculum

6. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and organisation

7. We ensure the principles listed in paragraph 4 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
- * safeguarding children in education

Addressing prejudice and prejudice-related bullying

8. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

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

9. We take seriously our requirement 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

10. 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.

11. The governing body monitors the implementation of this policy.

12. 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.

13. All staff are expected to:

- * promote an inclusive and collaborative ethos in their classroom
- * deal with any prejudice-related incidents that may occur
- * plan and deliver curricula and lessons that reflect the principles in paragraph 4 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

14. 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.

15. 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

16. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice when we are made aware of them.

Staff development and training

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

Breaches of the policy

18. 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

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

20. 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.

Date: February 2018

Signed: _____

P. Treanor

Chair of Governors

Review:

The governors at Grange View CE First School believe that everyone has a right to learn, to be respected and to be safe. We are intent on providing a caring, safe, happy and healthy environment for all our pupils, guided by the teachings of Jesus in delivering our Christian values and vision. We seek to enable all to flourish and achieve their full potential where both British and Christian values of care, kindness and respect are at the heart of all we do. The governors in all decision making work collectively and collaboratively to enable everyone to 'SPARKLE'.