Equality policy

School Statement on equality

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

1. 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.

2. Guiding principles

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

Shared Humanity.
Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality

Valuing difference and diversity.
We appreciate the richness within our differences and look for ways of celebrating and understanding them better

Interdependence, interaction and influence.
We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other

Social cohesion within our school and within our local community

Personal and cultural identity.
We will provide opportunities to explore and value the complexity of our personal and cultural identities

Fairness and social justice.
We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

3. Development of the policy

Carried out in consultation with staff, pupils and governors. Analysis of school data was utilised to identify equality objectives.

4. Links to other polices and documentation

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

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

5. Our actions

To eliminate discrimination, harassment and victimisation

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

- Opposing prejudice and prejudice related bullying through our teaching and modelling of Christian values and through our positive approach to supporting children to behave well.
- Supporting everyone to have equal access to education through our robust attendance policy.
- Supporting families to have full access to the facilities and services that the school offers by fostering a culture of partnership, listening and reflection which enables us to adapt our practice to take account of differing needs.
- Taking account of the different needs of children and treating them as unique individuals in order to adapt our practice to enable them access to a positive and productive education,
- Actively promoting equality and diversity and creating an environment of dignity and respect.

To advance equality of opportunity between different groups

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

- Abbey CofE Infant and Nursery school seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.
- We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.
- We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

To foster good relations

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

- We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.
- We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.
- We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.
- Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

- We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

6. 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, our equality objectives and data are all available on our school website.

7. Roles and responsibilities

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010.

The roles and responsibilities within our school community

Our Headteacher will:

- Ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy.
- Oversee the effective implementation of the policy ensure staff have access to training which helps to implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy.

Our Governing Body will:

- Ensure that the objectives arising from the policy are part of the School Development Plan when necessary (SDP).
- Support the headteacher in implementing any actions necessary.
- Engage with parents and partner agencies about the policy.
- Evaluate and review the policy annually.

Our pupils/students will:

- Be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the Policy
- Be encouraged to actively support the Policy

Our parents/carers will:

- Be given accessible opportunities to become involved in the development of the Policy
- Have access to the Policy through a range of different media appropriate to their requirements.
- Be encouraged to actively support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy
- Be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- Be involved in the development of the Policy
- Be fully aware of the Equality Policy and how it relates to them
- Understand that this is a whole school issue and support the Equality Policy
- Make known any queries or training requirements

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators

8. Staff development and training

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

9. Breaches of the policy

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

10. Monitoring and evaluation

Our equality objectives are reviewed every four years and a review of progress towards achieving our objectives will be carried out and published at the end of each academic year.

Date of Last review: 4th Nov 2026

Headteacher signed: Date:

Chair of governors signed: Date