



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

Equality and inclusion Policy

Published: November 2024
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Responsible: Head Teacher

1. Introduction

Newbold Church of England Primary School are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

2. Aims and Objectives

- 2.1. We do not discriminate against anyone, be they staff, pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- 2.2. We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- 2.3. We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.4. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.5. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 2.6. We challenge personal prejudice and stereotypical views whenever they occur.
- 2.7. We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.



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- 2.8. We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3. Racial Equality

- 3.1. In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

- 3.2. It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Positive Behaviour).

- 3.3. We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

- 3.4. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

4. Disability Non-Discrimination

- 4.1. We are committed to meeting the needs of children with disabilities, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that such children are not placed at a substantial disadvantage compared with non-disabled children.

- 4.2. The school is committed to providing an environment that allows disabled children full access to all areas of learning.

5. Gender Equality

- 5.1. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

- 5.2. We have put in place a number of measures to raise the achievement of the boys. These include:



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- encouraging boys to read fiction
- recognising different learning styles

5.3. Likewise we discourage the gender stereotyping of girls by:

- fielding mixed sports teams & clubs
- nurturing a 'can do' attitude in all subjects

5.4. We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance.

6. The Role of Governors

6.1. In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

6.2. The governing evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

6.3. The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

6.4. The governors welcome all applications to join the school, whatever background or disability a child may have.

6.5. The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.



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7. The role of the headteacher

- 7.1. It is the headteacher's role to implement the school's policy on equal opportunities, and she is supported by the governing body in so doing.
- 7.2. It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 7.3. The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.
- 7.4. The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 7.5. The headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme.
- 7.6. The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

8. The Role of the Class Teacher

- 8.1. Class teachers recognise their own prejudices but ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- 8.2. When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- 8.3. We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, in geography, the teacher attempts to counter stereotypical images of third world countries, and to show the true diversity of development in different parts of the world.
- 8.4. All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents electronically or in writing and draw them to the immediate attention of the headteacher.

9. Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from significant groups



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- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed every year, or earlier if it is considered necessary.