

FROM ALPHA TO OMEGA



‘Life in all its fullness’

(JOHN 10:10)

School Vision and Values

At Emmanuel Church of England School, broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure.

It is a primary aim of our school that every member of the school community feels cared for, valued, respected, and that each person is treated fairly and well. This is promoted through our school values; where children learn to be respectful, to forgive and to move on so that they can experience:

‘Life in all its fullness.’ John 10:10

1. Aims

Our school aims to meet its obligations under the **Public Sector Equality Duty (PSED)** by having due regard to the need to:

- Eliminate discrimination and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not
- Foster good relations across all characteristics

Our approach to equality is based on **7 key principles**:

1. **All learners are of equal value** – Regardless of disability, ethnicity, gender, religion or belief, sexual orientation, or other protected characteristics.
2. **Respect and value difference** – Diversity is a strength; we take account of differences and remove barriers.
3. **Foster positive attitudes and relationships** – Promoting mutual respect between groups and communities.
4. **Shared sense of cohesion and belonging** – All members of the school community feel respected and able to participate fully.
5. **Good equalities practice for staff** – Policies and procedures benefit all employees and potential employees.
6. **High expectations of all children** – We expect all pupils to make good progress and achieve their highest potential.
7. **Raise standards, especially for the most vulnerable** – Improving outcomes for vulnerable groups benefits the entire school.

2. Legislation and Guidance

This policy meets the requirements under:

Reviewed March 2026

Equality Policy



- **Equality Act 2010** – introducing the PSED and protecting people from discrimination
 - **Equality Act 2010 (Specific Duties) Regulations 2011** – requiring schools to publish information demonstrating compliance and objectives
- It is also based on **DfE guidance: The Equality Act 2010 and schools**.

3. Roles and Responsibilities

Governing Board

- Ensure equality information and objectives are published and communicated throughout the school
- Update published equality information at least yearly, and review objectives every four years
- Delegate monitoring of objectives to the headteacher

Equality Link Governor – Nancy Jirira

- Meet annually with the designated staff member for equality
- Familiarise herself with relevant legislation and policy content
- Attend appropriate equality and diversity training
- Report back to the governing board

Head of School

- Promote understanding of equality objectives among staff and pupils
- Monitor success and report back to governors

All School Staff

- Have regard to this document and work to achieve the objectives

4. Eliminating Discrimination

The school complies with the Equality Act 2010 and non-discrimination provisions. Measures include:

- Considering equality in admissions, exclusions, education provision, and access to facilities
- Following the **Reasonable Adjustment Duty** for disabled pupils
- Ensuring recruitment and promotion processes comply with this policy
- Considering equality implications in all significant school decisions
- Promoting equality and diversity through the curriculum and environment
- Ensuring fair and transparent admissions arrangements

5. Advancing Equality of Opportunity

We advance equality by:

- Removing or minimising disadvantages connected to protected characteristics
- Meeting the specific needs of people with particular characteristics

- Ensuring equality of access to a broad and balanced curriculum

Measures include:

- Publishing attainment data annually, analysed by characteristics
- Implementing targeted actions based on data
- Reporting improvements for specific groups
- Monitoring incidents of discrimination or bullying

6. Fostering Good Relations

The school fosters good relations by:

- Preparing pupils for life in a diverse society
- Teaching about difference, diversity, and the impact of prejudice
- Using inclusive teaching materials reflecting diversity
- Promoting a whole-school ethos challenging discriminatory language or behaviour
- Celebrating all cultures and contributions to world history
- Providing opportunities for pupils to empathise with different experiences

7. Equality Considerations in Decision-Making

When making significant decisions, the school considers:

- Religious holidays
- Accessibility for pupils with disabilities
- Equal facilities for boys and girls

Methods for evaluating needs include:

- Parent questionnaires, evening feedback, workshops
- Staff surveys and meetings
- Children's surveys, school council feedback, PSHE lessons
- Annual reviews, IEP meetings, mentoring sessions
- Governing Body discussions

8. Equal Opportunities for Staff

- All staff appointments and promotions are based on merit and ability
- Strive for staff diversity reflecting the school community
- Eliminate discrimination and harassment in employment
- Respect religious beliefs and practices
- Provide professional development opportunities for all staff

9. Equality Objectives

Objective 1 – Promote Diverse Representation in the Curriculum and School Environment

Ensure that the curriculum, resources, displays and wider school experiences reflect diverse cultures, identities and perspectives so that all pupils feel represented and valued.

Rationale:

48% of pupils identify as ethnicities other than White British/European. It is important that the curriculum reflects the diversity of our school community and wider society.

Actions:

- Audit curriculum resources (books, texts, images and displays) to ensure diverse representation.
- Review schemes of work to include diverse role models, authors and historical perspectives.
- Promote inclusive representation through assemblies, celebrations and enrichment activities.
- Gather pupil voice on how well they feel represented in school learning and environment.

Objective 2 – Narrow the Attainment Gap

Reduce attainment and progress gaps for disadvantaged pupils and pupils with SEND through targeted support and high-quality inclusive teaching.

Rationale:

13% of pupils are disadvantaged and 15% have identified SEND. Monitoring and responding to attainment gaps supports equitable outcomes for all pupils.

Actions:

- Regularly analyse attainment and progress data for disadvantaged and SEND pupils.
- Review and evaluate targeted interventions to ensure they are effective.
- Continue to provide staff training on adaptive teaching and inclusive classroom strategies.
- Ensure equitable access to enrichment activities, leadership opportunities and wider school experiences.

Objective 3 – Strengthen Staff Diversity and Inclusive Practice

Support a diverse and inclusive workforce and promote opportunities for staff from underrepresented groups to progress into leadership roles.

Equality Policy

Rationale:

25% of staff identify as being from Black, Asian or minority ethnic backgrounds; however, these groups are not currently represented in leadership roles.

Actions:

- Encourage and support staff from underrepresented groups to access leadership development opportunities.
- Provide mentoring and professional development pathways for aspiring leaders.
- Ensure recruitment practices promote equality, diversity and inclusion.
- Provide regular training for staff on inclusive practice, unconscious bias and cultural awareness.

Objective 4 – Strengthen Pupil Voice and Community Engagement

Create meaningful opportunities for all pupils, particularly those from underrepresented or disadvantaged groups, to contribute to school decision-making and feel valued within the school community.

Rationale:

Ensuring that all pupils feel heard and included supports engagement, wellbeing and a strong sense of belonging.

Actions:

- Continue to support pupil voice groups such as School Council and other leadership opportunities.
- Conduct regular pupil surveys and focus groups to gather feedback on equality, wellbeing and inclusion.
- Strengthen partnerships with parents and carers through workshops, meetings and community events.
- Share outcomes from pupil voice and community feedback with staff and governors to inform school improvement.

10. Monitoring Arrangements

- Governing board updates equality information yearly
- Headteacher reviews this document every 4 years
- Governing board approval required

11. Links with Other Policies

- Accessibility Plan
- Risk Assessment
- Behaviour Policy
- SEN Policy

Reviewed March 2026

Equality Policy



Policy reviewed	March 2026
Agreed review schedule	Every four years
Next review due	March 2030
Objectives updated	March 2026
Agreed review schedule for objectives	Annually
Newt review due	March 2027