

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 that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our approach to equality is based on the following 7 key principles:

1. **All learners are 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 and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is strength.** We take account of differences and strive to remove barriers and disadvantages, which people may face in relation to disability, ethnicity, gender, religion belief or faith, and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

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6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Nancy Jirira. She will:

- Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure she's familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Equality Policy

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

To eliminate discrimination, harassment and victimisation we;

- Take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- Are aware of the Reasonable Adjustment Duty for disabled pupils, designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- Ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- Take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.
- Actively promote equality and diversity through the curriculum and by creating an environment that champions respect for all.
- Ensure our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief or sexual orientation.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

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Equality Policy



The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- We prepare our pupils for life in a diverse society and ensure there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole-school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from parent questionnaires, parents' evening, parent workshops and any other forum to gather views.
- Analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole-school surveys on children's attitudes to self and school.
- Analyse issues raised in annual reviews, Individual Education Plan meetings, or in mentoring sessions.
- Ensure that we secure responses and feedback at Governing Body meetings.

8. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Equality Policy



We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

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

8. Equality objectives

Objective 1

Promote Diverse Representation – Ensure that curriculum content, classroom resources, and school displays reflect a wide range of cultures, backgrounds, and experiences to provide all students with positive role models and foster a sense of belonging.

Why we have chosen this objective: 45% of our children identify as ethnicities other than White British or White European. We want for all children to feel represented in and around our school, and to feel valued in all areas of school life.

To achieve this objective we plan to:

- Continue to audit our core texts to ensure a range of representation
- Continue to pay into schemes such as Kapow so that schemes of work and lessons can be updated in line with the most current ideas around diversity and representation
- Assess high-profile activities and events to ensure that children from all backgrounds are represented.

Objective 2

Narrow the Attainment Gap – Implement targeted support strategies to improve educational outcomes for Pupil Premium and SEND students, ensuring they have equal access to high-quality teaching, enrichment activities, and resources.

Why we have chosen this objective: 15% of our children are disadvantaged and 13% have SEND. We want to ensure progress for all, in line with starting points.

To achieve this objective we plan to:

- Continue to audit the interventions we offer and evaluate their effectiveness
- Continue to monitor which groups of children are working with different staff members in their class and outside of it
- Ensure that all children have fair access to qualified teachers and quality first teaching
- Make all possible reasonable adjustments to ensure that all children have fair access to enrichment opportunities or high-quality alternatives.

Objective 3

Enhance Staff Diversity and Inclusion – Develop recruitment and professional development strategies to attract and support a more diverse staff team, while also encouraging more BAME staff into leadership positions, thus further reflecting our school community within our staff.

Why we have chosen this objective: Of the 37 staff working at the school, 10 are BAME, representing 27% of the workforce. Of these 5 are teachers and 5 are support staff. There are no BAME staff on the leadership team or in the admin team.

To achieve this objective we plan to:

- Signpost BAME teachers to leadership opportunities and courses within Camden and the LDBS to help further their careers.
- Establish a mentorship and support network for BAME staff, pairing them with senior leaders or external mentors who can provide guidance, encouragement, and career development support.
- Provide all staff with regular training on unconscious bias, cultural awareness, and inclusive teaching practices.

Objective 4

Strengthen Pupil Voice and Community Engagement – Create more opportunities for pupils, particularly those from underrepresented or disadvantaged backgrounds, to share their experiences and influence school decisions. Work closely with parents and the wider community to foster an inclusive school culture.

Why we have chosen this objective: Our school community includes 15% disadvantaged pupils and 13% SEND pupils, along with a diverse pupil population. It is essential that all pupils, especially those from underrepresented backgrounds, feel heard and valued.

To achieve this objective we plan to:

- Establish a dedicated pupil voice group that includes representation from disadvantaged, SEND, and BAME pupils to discuss school policies, curriculum, and inclusion initiatives.
- Create regular opportunities for pupil feedback, such as surveys, focus groups, and class discussions, ensuring all students have a platform to share their experiences and ideas.
- Strengthen parent and community partnerships by hosting forums, workshops, and events that encourage collaboration between families, school staff, and local organisations.
- Promote pupil leadership roles by providing training and mentoring for school council members and other student leaders, empowering them to contribute meaningfully to school decisions.

9. Monitoring arrangements

The governing board will update the equality information we publish, at least every year.

This document will be reviewed by the headteacher at least every 4 years.

This document will be approved by the governing board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Equality Policy



- Behaviour policy
- SEN policy

Policy reviewed	February 2025
Agreed review schedule	Annually
Next review due	February 2026