



Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and pre-school **all** are **valued, encouraged and cared for**:

- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, “Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.”

We aim to:

Inspire a positive approach to life and learning;

Value and nurture each child as an individual: developing resilience, independence, and an understanding of what they bring to the world;

Create a rich, stimulating environment where achievements are celebrated and team work and co-operation are expected;

Promote high expectations and self-confidence for each individual;

Ensure each child strives towards excellence supporting those who find learning difficult and challenging the most able children;

Develop and foster motivation for learning and enthusiasm for life;

Promote a sense of belonging and build outstanding relationships between school, home, church and the wider community.

Help every person understand their unique purpose and place in God's world.

Equality is at the heart of our Christian vision at St. Barnabas C.E Primary School and Green Lane Pre-School and it has, for many years, been part of our school ethos and lived Christian values. We are committed to the development of cohesive communities within our school and also local, national and global environment. Our school policy, which was written in line with equalities legislation (Equality Act 2010) and Department for Education (DfE) guidance, outlines our commitment to promote equality and equity within our school and pre-school and between the children and adults that the community serves.

We have highly ambitious expectations for every individual, all children and adults. Our aim is to provide the very best possible education, outcomes and well-being for each individual child and for each adult, as outlined in our aims. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community, ensuring everyone should feel safe, secure, valued and of equal worth.

At St. Barnabas C.E Primary School and Green Lane Pre-School, equality is a key principle, treating all people equally and fairly irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Our equality policy states that at St. Barnabas C.E Primary School and Green Lane Pre-School we aim to:

- Ensure equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of **race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy, maternity and age**. We will adhere to the legal definitions of these protected characteristics as set out in the Equality Act 2010.
- Develop and maintain a culture of inclusion and diversity, in which all those connected with the school feel proud of their identity and able to participate fully in school life.
- Monitor the achievement of pupils by race, sex, age and disability and use this information to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination through our positive approach to equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that our diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

This policy recognises that we have a duty under the Equality Act, known as the Public Sector Equality Duty (PSED). This duty means that we must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation 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.

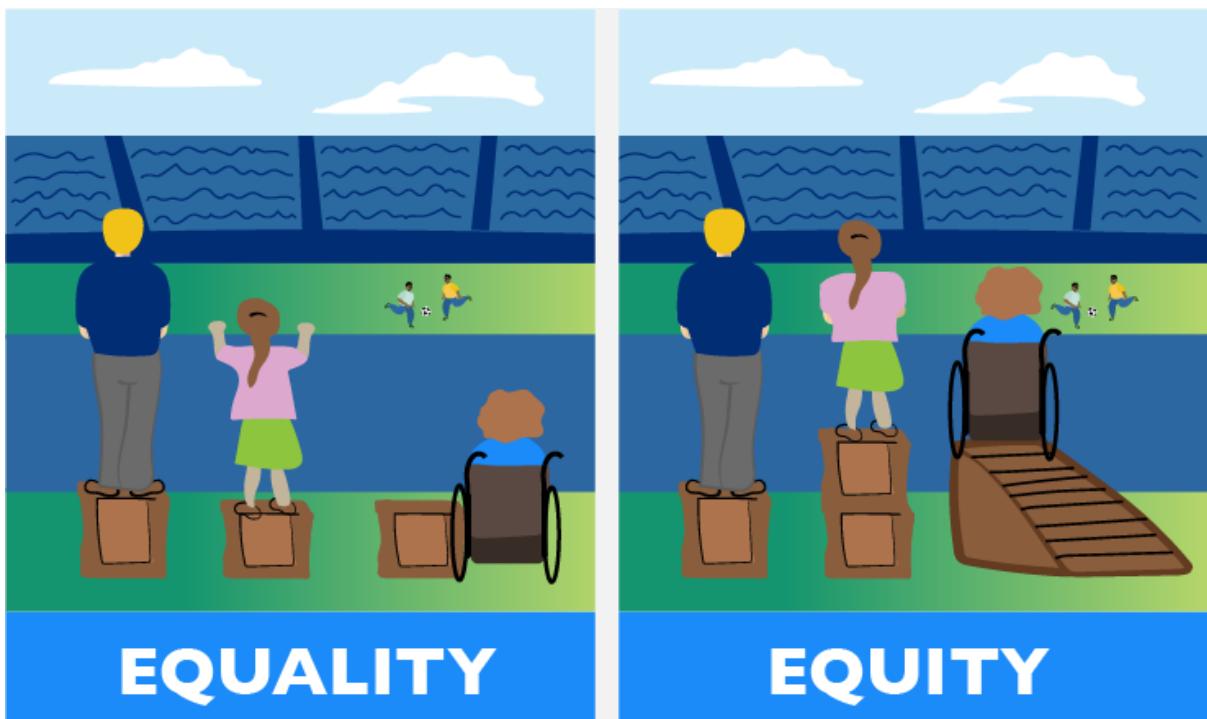
We therefore aim to advance equality between groups and foster good relations between different groups.

In order to achieve this, we continue to:

- **Monitor and analyse pupil achievement** by race, gender and disability and act on any trends or patterns in the data and information that require additional support for pupils.
- Ensure that the **curriculum promotes role models** that pupils positively identify with, which reflects the community's diversity in terms of race, gender and disability.
- Record and monitor **incidents of discrimination** between pupils by category in order to respond effectively in a timely manner in accordance to our behaviour policies and, report to the Governing Body.
- Ensure teaching of **protected characteristics** is effective through our structured and progressive PSHE curriculum, our wider curriculum (such as STEM week, ensuring we include role models, both living and dead, from a range of ethnic and religious backgrounds, sex, or disability) and through assemblies and Collective Worship.
- Promote **wider opportunities** for involvement for all groups of children including extra-curricular activities and pupil leadership. At St. Barnabas C.E Primary School and Green Lane Pre-School we:
 - Continuously **strive to improve** by regularly reviewing our practice and making effective changes.
 - Have effective, current and regularly reviewed **policies and procedures** including e.g. Equality, Behaviour (and Exclusions), Anti-Bullying, SEND, Staff Code of Conduct.
 - Have a well-planned **PSHE curriculum** in all year groups.
 - Carefully audit and review the **learning environment** including library and class books, literature and resources to ensure good depiction of different family representations, genders and ethnicities.
 - Deliver the **THRIVE programme**, through whole class and individual screening each term, so that all pupils can be well supported and cared for. This also means that issues or themes affecting a minority of pupils can be immediately addressed via PSHE lessons or individual or small group work in a responsive and timely manner, whilst also ensuring that we do not detract from the long-term planned PSHE programme.
 - Involve pupils of all ages, via their **leadership opportunities** (School Council, House Captains, Worship Group, Eco Group, Buddies, Librarians), class based debate and discussion, regular **pupil voice** evaluation exercises, and in collective worship and assemblies to address, discuss and reflect on the themes of **diversity, fairness, inclusion, anti-bullying and anti-racism** in an age appropriate and developmental way.
 - Deliver **high quality CPD** to all staff and hold regular, planned professional conversations that focus on diversity, anti-racism, anti-bullying and inclusion.
 - Have an effective and inclusive **staff wellbeing group** with a focus on inclusion, equity and wellbeing for all, as this also permeates our ethos and expectations.

- Give excellent **induction** to all **new staff and volunteers**, which sets out our whole school Christian vision, staff code of conduct, expectations and inclusive ethos.
- Give excellent **induction** to all **new families and pupils**, which sets out our whole school Christian vision, expectations and inclusive ethos.
- Invite parents, carers and other stakeholders to take part in surveys, **parent/carer voice** exercises, policy review and planned discussion groups.
- Review our **curriculum** in the light of outcomes and local or national findings.
- **Celebrate** special days, people or weeks including but not exclusive to: National Anti-Bullying week, Same But Different Day, International Women's Day, the Windrush generation, International Day of Peace, European Languages Day, World Week e.g. the Olympics and Paralympics.
- Ensure that clubs, school trips and visits, including residential trips, wider opportunities, wraparound care and visitors to school are highly **inclusive and diverse**.
- Report on **diversity** to the Governing Body.

Equity vs. Equality: What's the Difference?



While the terms equity and equality may sound similar, the implementation of one versus the other can lead to dramatically different outcomes for marginalized people. Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

Paula Dressel, Race Matters Institute