

## EQUALITY POLICY

This policy was approved by Governors on 15<sup>th</sup> January 2026 and will be reviewed annually.

### 1. INTRODUCTION

At **Navenby Church of England Primary School** we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community based on the following protected characteristics:

- Age
- sex
- pregnancy and maternity
- Race;
- Disability;
- Religion or belief;
- Sexual orientation;
- Gender reassignment;
- Marriage and civil partnership

We aim to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

### 2. OUR SCHOOL VISION

As a Church of England School and in partnership with the Church at both Parish and Diocesan level, we aim to serve our community by providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer to all our pupils and through the idea of 'family'. Navenby is a Church School serving members of our local community regardless of their faith.

We encourage respect for our changing world (including other cultures) and promote an awareness and love of God celebrating British Values and the diversity of race and religion. Our children are caring, well-educated and well-behaved showing respect for others, for other people's property, for the environment and our heritage.

We are a happy, supportive family where confident, resilient young people (who are resourceful and reflective learners) are nurtured. Our six core values of thankfulness, peace, faithfulness, respect, forgiveness and hope are paramount in fostering the ethics needed to develop responsible, law-abiding citizens. Every person matters and we aim high for ourselves and the children so both we and they can flourish and achieve excellence through a strong sense of belonging.

### 3. AIMS

This policy's aim is to provide a structure to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Having high expectations both in terms of achievement and behaviour, and everyone doing their best and using their special gifts and talents, at their own particular level.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- A zero-tolerance approach

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain elements of the curriculum.

#### **4. DEALING WITH PREJUDICE**

Navenby does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school.
- Treat other members of the school unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

#### **5. SPECIAL EDUCATIONAL NEEDS and DISABILITIES**

Information of children with specific needs is shared by all adults working in school, particularly the SENDCo (Mrs Pridmore). In some cases, copies are circulated to all staff to ensure they have all relevant information in

regard to the child concerned.

Details of particular, non-confidential, day-to-day needs are kept inside the school register for the benefit of supply teachers (for example, children with medical needs such as allergies). This is to ensure they can provide appropriate educational opportunities and any additional support for the identified children.

All preparation, planning and assessment of teaching and learning takes into account the requirements of children's disabilities with reasonable adjustment made in areas such as differentiation of resourcing or learning style.

Reasonable adjustments are made to the timetable when required; for instance, reduced hours, rest periods in the day or phased returns after absence.

Adult mentors are assigned and older children act as "buddies" to younger age groups. Children who are socially vulnerable are noted for extra care from staff at break times and alternative activities can be arranged. Playground buddies help to include all children at playtimes.

Children with specific needs are able to access special arrangements for SATs, should they meet the statutory criteria to qualify for extra time, a reader or a scribe. Children are exposed to this support beforehand so that they are able to take full advantage of these arrangements.

The school promotes and monitors access for children with specific needs on all school visits, social events, such as FONS' events and residential trips. Individual risk assessments are compiled to facilitate positive inclusion.

All children are encouraged, and given opportunities, to be leaders (such as school councillors, collective worship councillors or Sports Crew) so that they have roles of responsibility in school and their voice can be heard. We are committed to ensuring that all children have opportunities to represent the school at various sporting and non-sporting events.

## **6. EQUALITY AND DIGNITY IN THE WORKPLACE**

Navenby School does not discriminate against staff in line with the protected characteristics outlined above.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

## **7. BACKGROUND INFO**

Parents and carers of pupils with specific needs are consulted verbally in informal meetings with the SENDCo to collect their views on the most beneficial ways to provide successful inclusion for their children. Action planning addresses any issues raised. Pupil participation is promoted, for example, through individual conferencing of children with special educational needs and disabilities which happen on a regular basis.

OTHER RELATED POLICIES

- Special Educational Needs Policy
- Accessibility Plan
- Child Protection and Safeguarding Policy
- Designated Teacher Policy
- PSHE policy
- RSE policy

**8. CONCLUSION**

Through our school ethos and our school's vision, enhanced by our Personal, Social and Health Education curriculum, we foster the recognition that individuals have different strengths and weaknesses. All are equal members of our school community with valuable assets to contribute, who deserve respect and nurture.

Review

This policy is reviewed annually in accordance with the programme for policy review. It will be reviewed in the Spring term 2026

Signed:

Chair of Governors: ..... Mr J Kirby

Headteacher ..... Mr C Elliott