



# St. John's C.E. Primary School

Poplar Street  
Heaton Mersey  
Stockport SK4 3DG

[www.st-johns.stockport.sch.uk](http://www.st-johns.stockport.sch.uk)

## Policy for: Inclusion, Equality & Diversity

Author	Emma Smith
Date Ratified by FGB	Autumn Term 2023
Where published / Displayed	School Website / Staff Shared Area
Review Date	Autumn Term 2026
Target Audience	Staff, Governors & Parents
Is this a Statutory Document?	Yes



# St John's CE Primary Inclusion, Equality & Diversity Policy

## Aims and Values

St. John's C.E. Primary School is a welcoming, inclusive school where everyone is valued highly and where tolerance, honesty, cooperation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. We believe that 'high standards through a caring community' echoes the teachings of the second part of the greatest commandment to 'Love thy neighbour'. The essence of this teaching is to promote kindness, compassion, and goodwill towards others, regardless of their background, beliefs, or circumstances. It emphasises the importance of treating others with love, respect, and empathy, fostering a sense of community, understanding, and harmony among people. The teaching transcends religious boundaries and promotes the idea of universal love and cooperation amongst various cultures and contexts.

A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community. We respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers which people may face in relation to disability, ethnicity, gender, religion, belief, faith and sexual orientation.

At St. John's we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We believe that no pupil, parent, member of staff or visitor should fear or suffer racial, sexist or homophobic harassment.

We aim to:

- eliminate discrimination.
- advance equality of opportunity.
- ensure that our whole community feels included and happy, safe and secure in our school.
- provide a secure environment in which all our children can flourish and achieve all five outcomes of Every Child Matters (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being).
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community.
- include and value the contribution of all families to our understanding of equality and diversity.
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age; gender reassignment and pregnancy/maternity.
- plan systematically to improve our understanding and promotion of diversity.
- actively challenge discrimination and disadvantage and make inclusion a thread which runs through all our activities.
- remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

To achieve these aims we will:

- involve the school community in the development, review, evaluation, and impact assessment of all relevant future plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data via St. John's tracking system to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;

- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others;
- ensure that all reasonable adjustments are made to ensure equality of opportunity.

### **Leadership, Management and Governance**

#### **St. John's C.E. Primary School is committed to:**

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution.
- working in partnership with families, Stockport local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that this policy is followed.
- ensuring all children feel safe and valued.
- teaching children to appreciate and value the differences that they see in others.
- ensuring that all children experience success.
- using materials and resources that reflect a range of social, economic and cultural backgrounds, without stereotyping.
- ensuring all children are able to participate fully in a broad and balanced curriculum, regardless of disabilities or medical need.
- ensuring all children have the chance to experience the wider curriculum the school offers, including trips, visits, music and after-school activities etc, regardless of race, age, socio-economic group, religion, gender, sexual orientation, disability or background.

#### **It is the Governing Board's responsibility to:**

- ensure that the school complies with equality legislation;
- meet requirements to publish measurable equality objectives;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinise the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Board;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

#### **It is the Headteacher's responsibility to:**

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's inclusion, equality and diversity policy;
- report annually to governors on progress.

#### **It is the responsibility of all staff to:**

- model the school's ethos of inclusivity through their interactions with children, parents, staff and the wider community;
- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote Christian values and support the Christian ethos of the school;

- promote equality, and good relations and not discriminate on grounds of disability, race, sex, gender reassignment, religion or belief, pregnancy /maternity or sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources;
- plan opportunities to celebrate diversity and meet the needs of different groups within school.

**Breaches of the Policy:** All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Board and LA as required.

#### **Policy Planning and Review**

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability and a race equality policy, we at St. John's are considering all aspects of diversity and equality in this comprehensive policy.

#### **Policy Planning and development:**

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- All objectives will be specific and measurable with clear progress evaluation methods.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality, analysing achievement termly to ensure progress for all, especially for any minority group and ensuring attendance/exclusion data is monitored to ensure no over-representation of any one group.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

#### **Monitoring and Quality Assurance:**

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity (e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity).
- The data collected is used to inform further school planning, target-setting and decision making.
- The impact of school policies on all aspects of access, admission and exclusion data will be considered.

This policy will be reviewed every three years, or earlier if appropriate.