



Equality Policy

The Bible teaches that all human beings are created equal before God – “[God] made from one man every nation of mankind to live on all the face of the earth.” Acts 17vs26. Consequently God himself treats all people from the same basis, as his creatures – “God shows no partiality.” (Rom. 2vs11). We are therefore to treat all people in the same way and as we ourselves would wish to be treated – “When a stranger sojourns with you in your land, you shall not do him wrong. You shall treat the stranger who sojourns with you as the native among you, and you shall love him as yourself.” (Leviticus 19vs33-34). “You shall love your neighbour as yourself.” (Mark 12vs31). Jesus teaching on the Good Samaritan shows that our neighbours are everyone with whom our paths cross in some way.

The Bible clearly shows that God cares passionately for the vulnerable and most helpless. God condemns oppression by the powerful and strong – “The Lord is a stronghold for the oppressed, a stronghold in times of trouble.” (Psalm 9vs9). “Do not oppress the widow, the fatherless, the sojourner, or the poor, and let none of you devise evil against another in your heart.” (Zechariah 7vs10).

The Status of the School

Immanuel Christian School is designated as a school with a Christian Character pursuant to the Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003. The order was made under SI 2013 No. 2867. This designation permits the School to require all teaching staff to adhere to the Christian faith as set out in the Bible and summarised in the School’s Statement of Beliefs.

Legal framework

Immanuel Christian School recognises its duties as a provider of education and an employer under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations including in relation to the nine characteristics protected in law:

1. Age
2. Sex
3. Race
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Gender reassignment
7. Disability
8. Sexual Orientation
9. Religion or belief.

In addition we include economic disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people.

- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by the following principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value and worthy of respect as human beings made in the image of God:

- 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
- whatever their sexual identity
- whatever their economic or social background.

We therefore act to ensure that each and every member of the school community:

- experiences equality of opportunity in the services we provide
- feels a full and respected member of the school community
- has high expectations of themselves, their peers, staff, volunteers and others with regard to fair treatment
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes
- develops an awareness that disability can be both seen or unseen and that people with learning and other disabilities (e.g. autism, aspergers syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

Principle 2: We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- economic or social disadvantage.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Subject to the School's designation as a school with a Christian character (as set out above), we ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all people.

The curriculum

As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to:

- Understand God's view of all people however diverse they may be;
- Learn about racial equality in a variety of curriculum areas (e.g. PHSE & SRE, Science, RE, Art and English);
- Develop an understanding of global citizenship;
- Understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
- Develop an understanding of their responsibilities to each other, the rights of others, and their rights;
- Develop an understanding of other religious beliefs and cultures;
- Recognise and challenge prejudice and discriminating attitudes and behaviour;
- Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

Ethos and organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Roles and responsibilities

The **governing body** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The **headteacher** is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- keep up-to-date with equalities legislation relevant to their work.

Immanuel Christian School
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