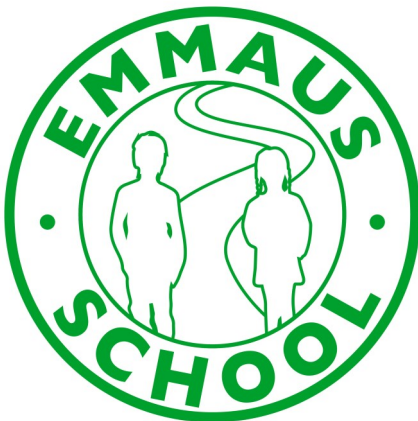


Equality Policy



EMMAUS SCHOOL

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Equality Policy

The Bible teaches that all human beings are created equal before God and that God treats all people on the same basis - as people made in his likeness. This gives every human being dignity and worth. Christians, therefore, are to treat all people in the same manner and as we ourselves would wish to be treated. In the parable of the Good Samaritan, Jesus is teaching us that our neighbour includes everyone in the world, whether or not our paths cross, and we are to mirror the love and compassion of Jesus Christ for people of other faiths, beliefs and cultures.

“From one man he made all the nations, that they should inhabit the whole earth” Acts 17vs26.

“God does not show favouritism” (Rom. 2vs11).

“When a foreigner resides among you in your land, do not mistreat them. The foreigner residing among you must be treated as your native-born. Love them as yourself” (Leviticus 19vs33-34).

“You shall love your neighbour as yourself” (Mark 12vs31).

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 refuge for the oppressed, a stronghold in times of trouble” (Psalm 9vs9).

“Do not oppress the widow or the fatherless, the foreigner or the poor. Do not plot evil against each other” (Zechariah 7vs10).

The Status of the School

Emmaus School I is designated as a school with a Christian Character pursuant to the Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003. As such, the School is permitted to advance education in accordance with the Christian faith as summarised in its foundation documents.

Legal framework

Emmaus School recognises its duties as a provider of education and an employer under the Equality Act 2010. It also recognises the provisions in the Act which protect the school's ethos.

Guiding principles

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

Principle 1: All pupils are of equal value.

We see all pupils and potential pupils and their parents and carers, as of equal value 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, gender identity and with respect for full legal rights relating to pregnancy or maternity
- whatever their religion or beliefs or faith background

- Whatever their sexual identity

We therefore act to ensure that *each* and *every* member of the school community experiences equality of opportunity in the services we provide is 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

Principle 2: We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. We value and respect diversity. We take account of differences of life-experience, outlook and background, and in the kinds of barriers 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
- Family background
- Religion or 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
- 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
- Respect for other people regardless of their background, beliefs, characteristics or lifestyle.

Principle 4: We observe fairness and equality in staff recruitment, retention and development

In line with its designation as a Christian school, all teaching staff are required to be Christians in full accord with the School's statement of beliefs. Occupational requirements may be made in respect of other posts in accordance with the Equality Act 2010.

Our 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 sex 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, nationally, and internationally by fostering greater social cohesion, and greater participation in public life of all people.

The curriculum

We aim to ensure that within our educational provision pupils are offered opportunities to:

- Understand God's view of all people;
- Learn about racial equality in a variety of curriculum areas
- Develop an understanding of global citizenship;
- Understand the power of language particularly relating to verbal abuse due to race, disability, religion, sexual orientation or social standing;
- Develop an understanding of their responsibilities to each other, the rights of others, and their own rights;
- Develop an understanding of other religious beliefs and cultures;
- Recognise and challenge prejudice and related attitudes and behaviour;
- Develop respect for other people whatever their characteristics, backgrounds or beliefs;
- 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.

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 or bullying incident 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.