

ST GEORGE'S C E PRIMARY SCHOOL

EQUALITY STATEMENT



The basic equality between all human beings has always been fundamental to Anglican belief and teaching. Our school mission is founded on the biblical principles of Love God and Love Thy Neighbour. From these principles flow our values of respect, achievement, valour and community.

St George's CE Primary School acknowledges and celebrates diversity among pupils, staff, governors and visitors. We are committed to the promotion of equality for all. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. 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.

Every member of the school community should feel safe, secure, valued and of equal worth. At St George's CE Primary School, equality is a key principle for treating all people the same, irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). We promote the gospel principles of fairness and justice for all through the education that we provide in our school.

To ensure these principles are carried out we have set two Equality Objectives which will be monitored by the Governing Body and reviewed each year:

- A. To promote cultural development and understanding through a rich range of experiences both in and beyond the school
- B. To increase the extent to which all pupils, including in particular those with protected characteristics (PC) as defined by the Equality Act, 2010, feel valued and confident, and in consequence more likely to make at least good progress.

These have been reviewed in June 2017:

- A. In this academic year the range of experiences available to children has increased, with more school trips for all classes and the school offering experience of a west-end theatre to the older children. The school has also invested in stage lighting to promote the use of drama and performance in school, as well as a wider range of texts which are used in guided reading sessions to ensure that all children have access to high quality texts around a range of themes and genres.
- B. In pupil interviews, all children articulated that they feel valued by the school. The children in school with disabilities are supported on a one-to-one basis by specifically trained staff who work to ensure that barriers to their learning are overcome.