



Newtown C of E Primary School

Equalities Policy

Ratification Date:	June 2017	Signed: Miss Emma Lee (ACTING HEADTEACHER) Mrs Janet Cane (CHAIR OF GOVERNORS)
Reviewed	June 2023	Signed: Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Reviewed	June 2025	Signed: Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Next Review	June 2027	

School Vision

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *“love one another as I have loved you”* (John 13:34), *“be strong and courageous... for the Lord your God is with you wherever you go”* (Joshua 1:9), and *“a friend loves at all times”* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other’s gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *“Above all, love each other deeply”* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)
- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values

- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives
- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

1. Introduction

At Newtown Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards.

2. Our approach to promoting equality

The overall objective of this policy is to provide a framework for the school to:

- pursue its equality duties to eliminate unlawful discrimination and harassment
- promote equality of opportunity
- promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through this Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds, in line with the Single Equality Act of 2010. The protected characteristics for the school's provision are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

As an inclusive school, we support all learners. For further information about EAL provision, please refer to our EAL Policy.

3. A cohesive community

Newtown Primary School is an urban community with a predominantly white British background. In order to achieve a cohesive community, we will need to:

- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our children and their families
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

4. Pupil attainment and progress

This school expects the highest possible standards. Staff have high expectations of each pupil and continually challenge to reach higher standards. The school recognises and values all forms of achievement. We monitor and analyse pupil performance by ethnicity, gender, disability and special education need. We also take account of socio-economic circumstances and pupils who are looked/post looked after. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

5. The quality of provision – teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are consulted about their learning. Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under regular review and analysed by ethnicity, gender and SEND. Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

6. Behaviour and attendance

This school expects high standards of behaviour from all pupils.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline. It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour (see Behaviour Policy). Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LA policies.

All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

This school will take all reasonable steps including a full investigation to prevent the exclusion of a pupil for a reason related to any disability that they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is unacceptable.

7. Partnership with pupils, parents and the wider community

Information and meetings for parents are made accessible for all.

Progress reports to parents are concise and all information is shared to encourage parents to participate in their child's education.

Parents with a disability or with learning difficulties are helped, when appropriate, to access school information. Parents are fully involved in the school-based response for children with special educational needs.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

8. Leadership and management

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, in line with local authority and diocesan procedures.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.

Any adult working in the school would be encouraged to notify the school of any disability and would be fully supported.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Local Authority guidelines. Equality and diversity issues are reflected in our school's employment practices. Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

Policy review date: June 2025