



'Learning to Live, Living to Learn'

Introduction

This document is a statement of the aim, principles and strategies for behaviour at Hartlip Endowed Church of England Primary School.

Learning to live! Living to Learn!

Inspired by our founder Mary Gibbon, we are a welcoming, nurturing community, providing the opportunity for each person to recognise and fulfil their God given gifts and abilities. Through a creative, inclusive curriculum, we inspire all to be lifelong learners, equipped with the skills needed to be thankful, generous members of society.

We believe that we all learn by making mistakes. Our behaviour policy is centred around this acceptance. We understand that we come from different backgrounds. In school we learn to live together with the acceptance that our behaviour has to be: **Good for me! Good for you! Good for everyone!**

Our Values governing our every day school life

Our Christian School Values are: Friendship, Forgiveness, Peace, Trust and Thankfulness

Friendship: As the Good Shepherd cares for every member of the flock, we live together in friendship. In learning to live, we accept that not every person may be our friend and at times, we may, like the Lost Sheep, lose our way. Despite our difficulties, we are all still members of the same flock. We care for each other and treat others in the way we would like to be treated ourselves.

Forgiveness: In order to live in friendship, we must learn forgiveness. We recognise that in living together, we will make mistakes. We understand that to live in friendship with each other, we must learn to forgive each other, in the same way that God forgives us:

"forgive each other, just as in Christ God forgave you."

We teach that we learn from our mistakes. By forgiving others, we ensure that we live in friendship:

"Be kind and compassionate to one another, **forgiving** each other, just as in Christ God forgave you."

Peace: When living in friendship with each other and learning to forgive each other, we experience peace. This learning extends beyond our school community in to society. To live in a peaceful world, we need to cascade friendship and forgiveness.

Trust: As the sheep trust the shepherd to take care of them, we learn that Christians believe God takes care of us. Our school community is a safe environment where all can flourish. Children and parents trust staff to provide a nurturing, caring and safe environment where all can fulfil their God given gifts and abilities. Children, parents and staff trust the leadership of the school to ensure their safety in an environment whereby everyone can thrive. In the same way that a shepherd protects sheep from all harm and danger, the school does likewise for its members.

Thankfulness: Just as a sheep is thankful for the safety of a rich environment, so too are we thankful for our school community and all that it offers. We learn to be outward looking, thinking about 'we', as opposed to 'me'. We try in all things to 'give thanks,' to be grateful for what we have and to give to others less fortunate than ourselves. We seek to serve and extend this learning in to a wider world, learning to live!



Explaining our Bible references

Our Vision at Hartlip School is embedded in the imagery of God/Jesus as the Good Shepherd. We draw upon these images in both the Old and the New Testament of the Bible. We believe that our daily living in school, directed by our values draws parallels to that of a shepherd taking care of his sheep.

We have one rule to add to our School Christian Values: we keep our hands and feet to ourselves.

As a Church of England School we are committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10: "I came that they might have life, and have it abundantly."

Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.

Purpose of the Policy

As a public body, we must comply with the public sector equality duty in the Equality Act 2010. Our Vision at Hartlip School is: Learning to Live! Living to Learn! Our School Christian Values and visions ensures that every child has the opportunity to flourish and that no one is left behind.

We learn that not everyone needs treating the same, cascading an understanding to tackle barriers which could bring unequal outcomes for different groups of pupils or staff. Our School Vision celebrates each and every member of our school community.

Aims

Hartlip Endowed Church England Primary School aims to meet our obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Consider equality implications before and at the time of the development of policy and take decisions, not as an afterthought.
- Keep decisions under review on a continuing basis.

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- Department for Education (DfE) guidance: The Equality Act 2010 and schools.



Roles and responsibilities

Our Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Feed back to the local governing body at least annually as to the progress against the objectives and any equality concerns which have been raised and addressed
- Identify any staff training needs, and ensure training is given as necessary

All staff are expected to:

- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school
- deal with any prejudice related incidents that may occur and log these in safeguarding files
- plan and deliver a curriculum that reflects the guiding principles
- have regard to this document and to work to achieve the objectives

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

The Headteacher monitors activities within the school to ensure compliance with the policy and statutory requirements.

Advancing equality of opportunity

In accordance to the DfE guidance on the Equality Act, Hartlip School aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

In fulfilling this aspect of the duty, Hartlip School will:

- Share attainment and progress data with the Quality of Education Committee each term, detailing how pupils with different characteristics are performing
- Analyse the data to determine strengths and areas for improvement, implement actions in response and publish this information
- identify improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Share data with Governors about any issues associated with particular protected characteristics
- Identify any issues which could affect our own pupils



Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by applying our School Christian Vision and Values to all areas of our school life.

We will:

- Promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, PSHE and RHE education
- Challenge thoughts and ideas in worship, dealing with relevant issues.
- Encourage pupils to take a lead in worship.
- Invite speakers to contribute
- Work with our local community. This includes inviting leaders of local faith groups to speak to us in school and organise school trips and activities based around the local community
- Encourage and implement initiatives to deal with tensions between different groups of pupils within the school
- Encourage all children to take advantage of and participate in the school's activities, such as the extra-curricular programme.

Equality considerations in decision-making

Hartlip Endowed Church England Primary School ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups.

At Hartlip Endowed Church England Primary School, the following objectives are current:
or academic year 2021 2022

- 1) Promote cultural development and understanding through a rich range of experiences
- 2) Ensure that the curriculum and associated planned activities are accessible to all.
- 3) Ensure that girls and boys make progress in line with their peers
- 4) Ensure that disadvantaged groups make progress in line with their peers
- 5) Ensure that children with SEND make progress in line with their peers

These objectives are measured termly and reported to the Quality of Education Governors

