



Equalities Policy

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Policy Area:	Personnel

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1. Vision and Values

Our school is committed to advancing equality for all and promoting respect for diversity through our vision and values. We strive to:

- Build respectful relationships
- Provide equality of opportunity
- Create a safe environment
- Inspire excellence
- Be child centred
- Have high expectations
- Be friendly and fun
- Show a passion for learning
- Be a caring Christian community
- Enjoy coming to school

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their uniqueness should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs - with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist, homophobic, biphobic and transphobic bullying and language.

The achievements of pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At All Saints, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. School Context

All Saints School is located to the north-east of Bishop's Stortford in a 1960's building, itself in a 1960's built housing estate. It is a Voluntary Aided Church of England school with a strong Christian ethos in the Anglican tradition. All

Saints is a one-form entry school. There are seven classrooms in the main school plus a purpose-built nursery unit. The school is fortunate to have a large main hall, dining hall, library, smaller purpose-built teaching rooms and an extensive playing field.

It is these underlying Christian principles that inform our approach to equality issues. Whilst our faith is a core tenet, we fully seek to engage our children with all aspect of society, including other faiths, backgrounds and religions. Staff and Governors at All Saints are strongly committed to ensuring that no children are disadvantaged or subject to discrimination. We want to provide a diverse community where all feel valued, all are welcome, and all receive the best we can offer.

All of our children are given an equal chance to experience the full range of activities offered by the school. We work hard to ensure that resources we use in school do not promote stereotyping. We seek to positively promote equal opportunities and positive attitudes. Wherever possible, we seek to provide situations where our children can engage with the diverse wider community of which they are part.

Ethnicity and Gender Stats July 2021

Ethnicity	Female	Male	Total
Any other Asian	3	2	5
Any other Black		2	2
Any other mixed	4	3	7
Black – African		2	2
Chinese		2	2
Indian	1	1	2
Italian	1	1	2
Pakistani	1		1
Turkish		1	1
White – British	70	81	151
White – Irish	2		2
White and Asian	2	4	6
White and Black African	3	2	5
White and Black Caribbean	1	1	2
White Other	17	13	30
Total	105	113	218

3. Legal Background

The duties that underpin our policy

Our school is committed to meeting its statutory public sector equality duties as detailed below. We understand that the duties apply to service delivery, employment and staff management as well as policy development and implementation. We further aim to cover equality issues are part of the curriculum and our focus on the spiritual, moral, social and cultural development of children.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it;
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED).

The specific duties require schools to:

- Publish annually quantitative and qualitative information, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The **protected characteristics** for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

Disability

At All Saints we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replaced by the Equality Act 2010.

Community Cohesion

Community cohesion supports good practice in educating pupils about equality and diversity. It contributes to our school's efforts to provide a broad and balanced curriculum. Through extending our links into the local community, the children experience the impact of equality legislation firsthand.

4. Roles and Responsibilities

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this policy.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that equality is part of routine discussion between senior leaders and all staff who report to the Headteacher on actions and progress.

Equality and diversity is discussed at Governing Body and/or Committee Meetings.

All staff are responsible for delivering equality both as employees and as it relates to their area of work.

We are transparent in our decision making and in reporting our achievements in fulfilling the aims of the Equality Duty.

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication

and implementation of school policies

- Highlight good practice and promote it throughout the school and wider community
- Be good role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties

Headteacher will:

- Ensure that the school carries out its statutory duties effectively
- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role modelling for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents

Line managers/Senior Leadership Team will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality policy, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality policy

All staff: teaching and non-teaching will:

- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality policy
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality policy

5. Engagement: *Involving our learners, parents/ carers and others*

Engagement – Participation and Involvement

We consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

6. Using information

We use data and evidence to inform our decisions. Regular reviews of our equality procedures, both at governor and Senior Leadership Team level, ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. Careful monitoring ensures that we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

7. Our School's Equality Objectives

Key priorities for action

Equality Objectives 2021-2024
1. Develop awareness and understanding of cultural diversity and gender identity related discrimination.
2. Narrow gaps in attainment between disadvantaged and non-disadvantaged pupils

Reviewing this policy

Whilst we are only required to set equality objectives every four years, we will review our equality objectives annually to ensure that they remain relevant and challenging, and set new objectives more frequently as appropriate.

**All Saints CE Primary School and Nursery
Equalities Action Plan – 2021-2024**

Subject Leader: Philip Asher			Governor: Full Governing Body		
Public sector duty	Objective/Action	Who is responsible	Timescale	Expected Impact (Success Criteria)	Monitoring and Evaluation
Eliminate, discrimination, harassment and victimisation.	<p><u>Develop awareness and understanding of cultural diversity and gender identity related discrimination.</u></p> <p>-Staff to receive training related to understanding the impact of racism and gender related discrimination</p> <p>-Deliver a PHSE programme which explores and values cultural difference alongside a robust RE syllabus incorporating visits to different places of worship as part of our curriculum activities to develop an understand of other cultures.</p> <p>- Actively instil aspiration and ambition in our children by exposing them to a wide range of cultural experiences, including visitors and visits, and introducing diverse role models through the resources and stimulus material used to inspire learning (books, multi-media, texts, authors, music/musicians etc.)</p> <p>- In Early Years use of stories to promote tolerance and awareness of differences.</p> <p>-Purchase inclusive, ethnically & culturally diverse and age-appropriate books for the school library</p> <p>-Celebrate 'Diversity Focus Week' to promote awareness and tolerance</p>	<p>PSHE Subject Leader</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>PSHE Subject Leader</p> <p>English Subject Leader</p> <p>CW Leader</p>	Yearly review	<p>Continue to maintain low incidences of bullying.</p> <p>Reported incidences of racist bullying decrease.</p> <p>Pupils recall and are engaged by a range of resources.</p>	<p>Records of incidents</p> <p>Headteacher reports to report on number of incidents to the Governing Body</p> <p>Governor Visits</p> <p>PSHE Subject Leader and SLT lesson observations and learning walks</p>
Advance equality of opportunity between different groups	<p><u>Narrow gaps in attainment between disadvantaged and non-disadvantaged pupils</u></p> <p>-SLT to analyse data to identify gaps in attainment and identify aspect where attainment needs to be raised.</p> <p>-Organise interventions to raise the attainment of these children.</p> <p>-Ensure deployment of staff meets needs.</p> <p>-Introduce new interventions (eg Lego Therapy) and activities/events to raise aspirations</p>	<p>SLT</p> <p>SLT</p> <p>Headteacher</p> <p>SLT</p>	Termly review	<p>Attainment gaps between disadvantaged and non-disadvantaged pupils narrowed or closed</p>	<p>Pupil Progress meeting records</p> <p>Teaching and Learning Committee meeting minutes</p> <p>Lesson observations and learning walks</p>