

All Saints' CEVCP School

Equality Policy



Inspire Challenge Succeed

“At our Church of England School our vision is that all children leave All Saints’ as confident, resilient and reflective individuals, with a lifelong love of learning and a curiosity and respect for the world around them.”

“In everything, treat others the same way that you want them to treat you” – Matthew 7:12

Review Frequency	Annual	Approval Level Required	Full GB
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Signed:		Print Name:	Katie Haselhurst Chair of Governors

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Motivation Cooperation Creativity Independence Curiosity Stickability

1. Aims

Our school aims to meet its 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

2. 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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Ruth Tampsett. They will:

- Meet with the designated member of staff for equality each year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff, who is also the Headteacher for equality will:

- Support promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor each year to raise and discuss any issues
 - Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

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

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 societies)

6. 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:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting members of the local community to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The 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. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective	Which group(s) with protected characteristics will this benefit	Actions and who will be involved?	Timescale	Which general duty/ies will it address?	How will we measure our success?
<p>To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.</p>	<p>Disability, Gender, Race, Religion or belief, Sexual orientation, Gender reassignment, Pregnancy/ maternity</p>	<p>The school will articulate its stance on prejudice related bullying in school policies, on the school website and in communications with stakeholders.</p> <p>Create and maintain effective systems for recording incidences of discriminatory behaviours. Systems ensure swift identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording.</p> <p>The school will train staff as Mental Health First aiders to support children who encounter bullying and prejudice.</p> <p>Ensure that SCC HR policies and procedures set out in our staff code of conduct are fully in place for pregnant staff and for staff undertaking maternity leave.</p>	<p>Feedback from pupils – termly</p> <p>Review of pastoral and incident forms to review pattern of incidents, how systems have supported pupils and review how effective school systems are in eradicating any incidents of bullying-termly.</p>	<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.</p>	<p>No recorded incidents of specific name calling i.e. homophobic/ racist improve everyone’s understanding of the implications of homophobic/ racist name calling.</p> <p>Parents and children will understand the zero tolerance stance of the school to any forms of bullying, including those related to prejudice.</p> <p>Parents will work with the school to eliminate prejudice.</p> <p>The school will have at least two trained mental Health First Aiders to provide bespoke emotional support.</p>

To increase the participation of vulnerable groups in school activities.	Disability, Gender, Race,	Barriers for participation in extra-curricular clubs will be understood and solutions found to ensure access to clubs is possible for vulnerable children.	Termly monitoring of club participation	Advance equality of opportunity between people who share protected characteristics and those who do not	Participation in the school's extra-curricular clubs shows at least 85% participation of vulnerable children.
Objective	Which group(s) with protected characteristics will this benefit/	Actions and who will be involved?	Timescale	Which general duty/ies will it address?	How will we measure our success?
To ensure that the progress of groups of children with protected characteristics is in line with the progress of their peers.	Disability, Gender, Race,	Modify provision and the curriculum content in order to meet all children's needs and interests. Maintain and introduce more specific interventions to develop English and maths skills. Improve parental engagement by coming into school and being part of the learning experience Class teachers, SENCo, parents	Ongoing – see SDP Termly pupil progress meetings, including SLT, SENCo and class teachers.	Advance equality of opportunity between people who share protected characteristics and those who do not	The progress of pupils with protected characteristics will be closely monitored termly and show that at least 85% of children make at least expected progress in reading, writing and maths.
To promote cultural understanding, respect and development of our pupils through a rich range of experiences, both in and beyond the school	Disability, Gender, Race, Religion or belief, Sexual orientation, Gender reassignment,	Programme of visits, assemblies and curriculum opportunities focus on different religions and cultures. Senior Leadership Team, RE subject leader,	Visit and visitors programme set by Spring 2019 Termly visitors, visits across the school. Ensure that we use stories and books across the curriculum that link to different cultures.	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	Pupils will have a wider experience of a divergent society. Children understand that they are part of a multi- faith and multi cultural society and learn the values of cultures and religions. In pupil perceptions children will be able to talk about the key features of other cultures and religions.
	Monitoring arrangements: Pupil Premium, Looked After Learners and SEND governors to monitor work on Equalities Act through analysis of data and presentation of evidence by staff concerned.				
	Review date: Spring 2023				

9. Monitoring arrangements

The governing board will update the equality information we publish, at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments