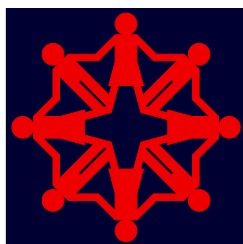


All Saints' C of E Primary School



Equality Policy & Equality Objectives

Reviewed: September 2026

Next review: September 2027

SIAMS VISION STATEMENT

All Believing All Achieving

All Saints' School is an open and caring community committed to Christian values. Our school is based on the love of learning, social justice, inclusion and responsibility. It is committed to bringing positive change and peace in our local community, and the world, since we are all made in God's image.

"What does the Lord require from you, but to do justice, and love kindness and to walk humbly with your God" Micah 6:8.

General

At All Saints' C of E Primary School, we are committed to equality of opportunity, inclusion and the celebration of diversity for pupils, staff, parents, carers, governors and visitors. In keeping with our Christian vision, we want everyone to feel respected, safe, valued and able to participate fully in school life.

We will identify and remove barriers, make reasonable adjustments, challenge discrimination, prejudice, harassment, victimisation, bullying and stereotyping, and consider equality when decisions are made. We recognise that treating everyone fairly does not always mean treating everyone in exactly the same way.

Protected characteristics

The Equality Act 2010 protects the following characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The way some protections apply to pupils differs from employment law. The school will apply the Equality Act 2010 appropriately across education, employment and the services it provides.

Our commitments

We will provide a balanced, ambitious and inclusive curriculum. Pupils will encounter people, cultures, beliefs and experiences that reflect modern Britain, our Croydon community and the wider world. Teaching will challenge stereotypes and be delivered in an age-appropriate and respectful way.

We will not tolerate prejudice-related language or behaviour. All reported concerns will be taken seriously, recorded, investigated and followed up fairly. Support will be provided to those affected and education, reasonable sanctions and restorative action will be used as appropriate.

Equality objectives 2026 to 2030

The governing body has set the following objectives. Baselines will be confirmed during the autumn term 2026. Progress will be reviewed termly by senior leaders and reported at least annually to governors. Where a percentage target is required, the governing body will agree it after reviewing the baseline and cohort size.

Equality Objective 1 Staff knowledge and inclusive practice

By July 2027, all staff will complete appropriate equality, anti-bias, SEND and reasonable-adjustment training. New staff will receive this information through induction. Leaders will evaluate the effect of training through monitoring, staff feedback, pupil voice and practice reviews.

Lead: Headteacher and Deputy Headteacher or SENCo. Evidence: training records, induction records, monitoring and pupil voice.

Equality Objective 2 A representative and accessible curriculum

By July 2027, subject leaders will audit learning from EYFS to Year 6 to ensure that curriculum content and resources reflect the diversity of the school, Croydon, the UK and the wider world, avoid stereotypes and are accessible to pupils with SEND and pupils at different stages of learning English. Identified actions will be included in subject plans and reviewed annually to 2030.

Lead: Curriculum leaders, overseen by the Headteacher. Evidence: curriculum audits, planning, resource reviews, learning walks and pupil voice.

Equality Objective 3 Fair behaviour and a strong sense of belonging

From autumn 2026, leaders will analyse behaviour, attendance, suspensions and any permanent exclusions termly to identify disproportionality or barriers affecting groups. The school will consider disability and SEND, including reasonable adjustments, alongside protected characteristics. Actions will be recorded and reviewed for impact.

Lead: Headteacher and Deputy Headteacher or SENCo. Evidence: termly analysis, behaviour records, attendance information, reasonable-adjustment records and pupil or family voice.

Equality Objective 4 Equal access, participation and achievement

From the autumn 2026 baseline, leaders will identify the most significant gaps in access, participation and achievement, including in English and mathematics, for relevant groups such as pupils with SEND, disadvantaged pupils and pupils at an early stage of learning English. Targeted actions and measurable milestones will be agreed termly, with the aim of reducing the identified gaps by July 2030 without lowering expectations.

Lead: Headteacher, assessment leader and SENCo. Evidence: attainment and progress information, provision reviews, work scrutiny and intervention evaluations.

Equality Objective 5 Prevent and respond to prejudice-related incidents

From September 2026, 100 per cent of reported prejudice-related incidents, including racist, religious, disablist, sexist, homophobic, biphobic and transphobic language or behaviour, will be recorded and followed up. Leaders will analyse patterns and repeat incidents termly, provide appropriate support and education, and use pupil voice to evaluate whether pupils feel safe, respected and able to report concerns.

Lead: Headteacher and safeguarding or pastoral leaders. Evidence: CPOMS records, follow-up actions, termly trend reports and pupil voice. An increase in recorded incidents will not automatically indicate deterioration, as it may reflect improved awareness and reporting.

Putting equality into policy and practice

Teaching and learning

We will:

- use assessment, contextual information and pupil voice to identify barriers and plan support;
- monitor access, participation, attainment and progress for relevant groups and respond to significant differences;
- maintain high expectations and provide adaptive teaching, reasonable adjustments and appropriate support;
- use materials that reflect diversity without stereotyping and challenge discriminatory attitudes;
- prepare pupils for life in modern Britain while respecting the school's Christian character; and
- ensure that educational visits, clubs, leadership opportunities and wider school life are accessible and inclusive.

Admissions, suspensions and permanent exclusions

As a voluntary-aided school, the governing body is the admission authority and Croydon Council coordinates applications through its published admissions arrangements. The school's current Admissions Policy explains the criteria and appeal arrangements.

Decisions about suspensions and permanent exclusions will follow statutory guidance and the school's Behaviour Policy. Leaders and governors will monitor patterns and possible disproportionality, consider relevant reasonable adjustments and investigate any equality concern.

Staff

Recruitment, appointment, development and promotion will be fair, transparent and based on the requirements of the role. The school will comply with the Equality Act 2010, safer recruitment requirements and its duties towards disabled applicants and employees. Pre-employment health questions will only be asked where legally permitted, including to establish whether reasonable adjustments are needed for the selection process or whether an applicant can carry out a function intrinsic to the role.

Bullying, harassment, discrimination and victimisation will not be tolerated. Concerns will be considered under the appropriate staff policy. Workforce information will be monitored where proportionate and lawful, while protecting confidentiality in small groups.

Equality and the law

Public Sector Equality Duty

When carrying out its functions, the school will have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

Equality considerations will be taken into account before and at the time policies and decisions are developed, and kept under review. The governing body remains accountable for compliance.

Accessibility and reasonable adjustments

The school will maintain and publish an Accessibility Plan, reviewed at least every three years, which sets out how it will increase disabled pupils' participation in the curriculum, improve the physical environment and improve access to information.

The school will make reasonable adjustments and provide auxiliary aids and services where reasonable so that disabled pupils, staff, parents, carers and visitors are not placed at a substantial disadvantage. Needs will be considered in advance where possible. This policy should be read alongside the Accessibility Plan, SEND Policy, SEND Information Report and Supporting Pupils with Medical Conditions Policy.

Monitoring, information and confidentiality

The school will use appropriate evidence to monitor equality, including curriculum access, achievement, attendance, behaviour, suspensions, permanent exclusions, prejudice-related incidents, accessibility, reasonable adjustments, pupil and family voice, and workforce information where lawful. Governors will receive an anonymised annual report and will challenge leaders about significant patterns and actions.

Equality information demonstrating compliance with the Public Sector Equality Duty will be published at least annually. Equality objectives will be published at least every four years and progress will be reviewed annually. Published information will be proportionate and will not identify individual pupils or staff, particularly where cohorts are small.

Reporting concerns and complaints

Pupils and adults should report discrimination, prejudice-related behaviour or an equality barrier to a member of staff or the Headteacher. Concerns will be recorded, investigated and responded to under the appropriate policy. Information will be shared only where needed to investigate, safeguard someone or meet a legal duty.

Formal complaints will be handled under the school's Complaints Policy. A complaint about the Headteacher should be addressed to the Chair of the Governing Body through the school office. A complaint about the Chair should be addressed to the Vice-Chair or Clerk. Complaints that indicate a child may be at risk of harm will be managed under the Child Protection and Safeguarding Policy and Croydon safeguarding procedures; the complaints process may be paused where necessary to avoid prejudicing another investigation.

Pupil incidents will be investigated by an appropriate member of staff. The school will listen to those involved, inform families where appropriate, agree support and action, and record the outcome securely on CPOMS. Responses will take account of age, understanding, SEND, disability, vulnerability and reasonable adjustments.

Responsibilities

- The governing body approves the policy and objectives, monitors progress and holds leaders to account.
- The Headteacher ensures that the policy is implemented, staff are trained and equality information is reported and published.
- The SENCo advises on SEND, disability, accessibility and reasonable adjustments.
- All staff promote equality, challenge discriminatory behaviour, make appropriate adjustments and report concerns.
- Pupils, parents and carers are encouraged to uphold the school's values and raise concerns promptly.

Review and publication

This policy will be reviewed annually, or sooner if legislation, guidance or school circumstances change. The objectives cover 2026 to 2030 and will be refreshed no later than September 2030; progress will be reviewed and published annually.

The policy, equality information and objectives will be published on the school website. Paper copies, accessible formats and reasonable translation or interpretation support will be available on request.