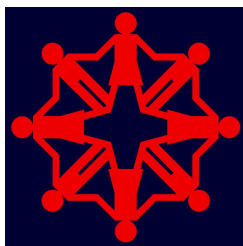


All Saints' C of E Primary School



Equality Policy & Equality Objectives

Reviewed: January 2025

Next review: January 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 ensuring equality of opportunity and celebration of diversity in respect of our pupils, staff, parents and carers. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We are also committed to identifying and dealing pro-actively with institutional barriers to equality. As well as dealing effectively with equality related issues as they arise, we will also work to challenge bullying and stereotyping and creating an environment which champions respect for all.

Protected characteristics

The Equality Act 2010 protects the following characteristics, known as "protected characteristics":

- maternity and pregnancy
- Race, ethnicity or nationality
- Disability
- Gender re-assignment
- Religion and/or belief
- Sexuality
- Age
- Marital/ civil partnership status

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We do not tolerate any form of prejudice. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

Staff and Governors will not:

- Discriminate against any member of the school.
- Treat other members of the school unfairly.

Staff and Governors will:

- Promote diversity equality.
- Encourage and adopt an inclusive attitude.
- Lead by example
- provide an environment that welcomes, protects and respects diverse people
- ensure that all pupils and other stakeholders are given the opportunity to make a positive contribution to school life.
- raise awareness of the impact of bullying, especially where this relates to protected characteristics.

Equality Objectives:

Equality Objective 1

To ensure that our staff have the appropriate knowledge and training about good equalities practice so that we can ensure that our curriculum is diverse and accessible to all.

Equality Objective 2

To ensure that our curriculum reflects the rich diversities of the UK, our local area and of All Saint's in order to meet the needs of our children irrespective of race, gender, disability, sexual orientation and religion.

How?:

- To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.
- Adopt the Antiracist Charter from the SDBE and share with Pupils and staff- (RE and Antiracism Project 2021-2022)
- Ensuring topics and resources used reflect diversity
- To increase pupil awareness and understanding of different communities through assemblies and cultural events.

- Regularly reviewing and monitoring the curriculum to ensure that topics and resources are up to date
- Ensuring that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential

Equality Objective 3

To review our approach to behaviour management to ensure that there is no discrimination of those children with protected characteristics. That our behaviour management is fair and equal and that we can identify underachievement in all groups.

How?:

- Reviewing our behaviour policy and practices
- Monitoring behaviour incidents and identifying any patterns and adapting our interventions appropriately
- Ensuring that our interventions meet the needs of all our children

Equality Objective 4

To continue to narrow the attainment gap for all pupils at early stages of English and Maths

How?:

- Ensuring all staff have the necessary information, training and resources to implement high quality lessons
- Regularly monitoring attainment through analysing data and tracking pupil progress
- Ensuring that appropriate early interventions are put in place where underachieve
- To use performance data to monitor pupil achievement and respond to variations between groups of pupils, subjects, key stages, trends over time and comparisons with other schools.

Equality Objective 5

Reduce the incidence of any of racist, homophobic, biphobia, transphobic and sexist language by pupils in the school

How?

Addressing unconscious bias through training and wider reading for staff and pupils

Ensuring that incidents involving racist language are dealt with swiftly and sanctioned in accordance with the School's behaviour policy

Offering all victims of racial comments or abuse a meeting with a member of the Senior Leadership Team to hear and record their views, be assured that sanctions have been applied and to reinforce that the School will not tolerate racist behaviour

The school's **Equality Policy below** further outlines the school's objectives and intentions regarding equality.

Putting equality into policy and practice

As well as the specific actions set out above, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed and to reach their potential for personal achievement.

To do this we will;

1. Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
2. Monitor achievement data by ethnicity, gender and disability and identify, investigate and where appropriate, put resource into remedying gaps
3. Ensure equality of access for all pupils
4. Prepare pupils for life in a diverse society
5. Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability without stereotyping
6. Promote attitudes and values that will challenge discriminatory behaviour, bullying or prejudice
7. Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
8. Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning

Admissions and exclusions

Our admissions policy is governed by Croydon Council's admission arrangements.

Exclusions will always be based on the behaviour policy. We will annually review whether one or more groups with a particular characteristic is overrepresented and if so, this will be investigated to ensure against conscious or unconscious discrimination.

Staff

We will always comply with the provisions of the Equality Act 2010 when appointing staff. Recruitment methods will ensure that appointments are based on merit and ability. For instance, we will use a shortlisting procedure which rates candidates against the competencies of the job and those addressed in their applications.

We will annually monitor appointments and promotions to ensure that no groups with a particular protected characteristic appear to be disadvantaged through conscious or unconscious prejudice or discrimination. Where particular groups appear to be underrepresented in comparison with the local community, we will investigate why, and may take steps to attract applicants from particular groups, subject always to the requirements from the Equality Act.

Bullying and harassment of staff on any grounds whatsoever will not be tolerated and the disciplinary procedure will be instigated wherever an initial investigation decides that there is a case to answer.

It is usually unlawful to ask applicants about their health prior to appointment, so health questionnaires will not be issued to applicants and any health related questions will be only those that are targeted, necessary and related to the job.

Equality and the law

The duties that the school has are as follows:

1. Public Sector Equality Duty

This requires the school to take positive steps to eliminate discrimination; advance equality of opportunity between those with protected characteristics and those who do not share it; and to foster good relations.

With the PSED, as with the previous general duties, schools are subject to the need to have due regard to the three elements outlined above. What having “due regard” means in practice has been defined in case law and means giving relevant and proportionate consideration to the duty.

For schools this means:

- Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
- Schools should consider equality implications before and at the time that they develop policy and make decisions, not as an afterthought, and they need to keep them under review on a continuing basis.
- The PSED has to be integrated into the carrying out of the school’s functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.
- Schools can’t delegate responsibility for carrying out the duty to anyone else.
- The school is required to publish information to demonstrate how they are complying with the PSED and must also prepare and publish equality objectives.

2. Accessibility Plan

The Equality Act 2010 requires the school to have an Accessibility Plan which must show how the school is:

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

- improving the availability of accessible information to those with disabilities.

3. Equality Act non-discrimination provisions and duty to provide auxiliary aids

In respect of students and staff, the school may not treat a person less favourably because of a protected characteristic, or apply a policy or practice which has a discriminatory effect and is not justified. In addition, harassment based on protected characteristics is unlawful, as is victimisation (that is, unfavourable treatment) of those who complain about discrimination or breaches of the Act.

Finally, the school must make reasonable adjustments to policies, criteria and practices for disabled students and staff, so that barriers to access to the school (or workplace) are tackled. Auxiliary aids (that is, specialist equipment) must be provided where it is reasonable for the school to do so in light of factors such as cost and practicability.

Reporting incidents of discrimination or potential equality issues and how to raise an issue

Equality related complaints regarding teaching or other staff will be dealt with by contacting the Head teacher to meet and discuss details of the complaint.

Parents who wish to complain to the school regarding an equality related incident should contact the Head Teacher by email or telephone or by appointment with details of the complaint.

Equality related incidents between students will be dealt with as follows:

1. Incident reported;
2. Incident investigated – Head Teacher responsible for delegation of investigation to appropriately senior or trained staff member;
3. Once investigation complete, investigator to consult with Head Teacher, and once agreement reached on outcomes, meet with alleged victim and family and alleged perpetrator and family setting out findings and proposed action in relation to individuals;
4. Take into account any further information as a result of the meetings;
5. Action taken within year group /school if necessary;
6. Incident form to be completed and filed using Cpoms.

Review

This policy will be reviewed every year.

The equality objectives will be reviewed every year.

Publishing plan

We will publish this plan on our school website and a hard copy will be available to parents or staff on request.