



All Saints C of E Primary School
COLLABORATIVE LEARNING TRUST



Equalities and Diversity Policy

May 2024

Review period: Bi-annually

Next review: May 2026

Table of Contents

1.	Rationale
2.	Protected Characteristics
3.	Objectives
4.	Principles of policy
5.	Implementation of principles
6.	Safeguarding students from Extremism and Radicalisation
7.	Monitoring of policy

1. **Rationale:**

enabling everyone to become the best versions of themselves, as God wants us all to be' School Vision

A commitment to equality, diversity and community cohesion is a shared commitment to educational excellence and equality for all sections of our school community. It helps us to focus attention on improving planning, decision making, resource allocation and the monitoring and evaluation of our achievements.

We encourage and support effective professional development for staff and governors to ensure we address the needs of all students, provide job satisfaction for staff, increase parental engagement and broaden representation of under-represented groups within all levels of our staff and governing body.

By "community cohesion", we mean working towards a society in which:

- there is a common vision and sense of belonging by all communities;
- the diversity of people's backgrounds and circumstances is appreciated and valued;
- similar life opportunities are available to all;
- strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

2. **Protected Characteristics**

'building trusting, nurturing and generous relationships'

School Vision

Under the provisions of the Equality Act 2010 it is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;

- gender reassignment;
- pregnancy or maternity.

These are known as the “Protected Characteristics”. The Act defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimisation.

It is also unlawful for a school to discriminate against a member of staff or prospective member of staff by treating them less favourably because of their:

- age;
- marriage or civil partnership (in the context of employment).

The equality duty has two main parts: the ‘general’ equality duty and ‘specific duties’. The general duty states that, in carrying out their functions, public bodies (which include schools) must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act,
2. Advance equality of opportunity between people who share a protected characteristic and those who do not,
3. Foster good relations between people who share a protected characteristic and those who do not,

These are often referred to as the three ‘aims’ of the Equality Act. The Act explains that ‘having due regard’ in terms of the second aim (advancing equality of opportunity) also involves having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation when it is disproportionately low

Although not specifically covered by the Act, at All Saints’s Primary we also consider “socio economic factors” as part of our focus on equality, diversity and community cohesion. This is proactively implemented through our ‘cultural capital’ strand of our Five Elements of Effective Teaching and our carefully constructed personal development program.

3. Our Objectives

At All Saints CE Primary School, we are committed to building a cohesive, vibrant school community based on strong, positive, respectful relationships, a distinctive, inclusive ethos and an appreciation of rights and responsibilities.

As stated in our School Vision, we are ambitious for our pupils “**encourage everyone to grow as learners, building trusting, nurturing and generous relationships, enabling everyone to become the best versions of themselves, as God wants us all to be.**”

This vision is underpinned by our Core Objectives of:

1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community
2. Monitoring and promotion of the involvement of all groups of children in the extra-curricular life of the school, including School council opportunities and After School Clubs
3. Actively close gaps in attainment and achievement between children and all groups of children; especially children eligible for free-school meals, children with special educational needs and disabilities, looked after children and children from minority ethnic groups
4. Continue to improve accessibility across the school for children, staff and visitors with disabilities
5. Endeavour to ensure diversity in the staff body and in leadership roles
6. Respond proactively and in line with the School's Behavioural Policy, to any rare incidence of the use of racist, homophobic, biphobic, transphobic and sexist language by children in the school
7. Review relevant school policies to ensure they clearly reflect the aim of inclusivity

In addition to the shared Equality Objectives above, the School is united in an unflinching ambition to tackle racism in our communities and seek to develop a culture of active anti-racism.

To achieve this aim, the objectives are:

- Addressing unconscious bias through training and wider reading for staff and children
- 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
- Explicitly teach values of respect and equality through PSHCE lessons (in line with our agreed RSE Policy) and within Collective Worship/Assemblies
- Decolonising and diversifying aspects of the curriculum and increasing the promotion of Black history and culture

4. Our Principles

Our principles cover six aspects of equality, diversity and community cohesion:

COMMITMENT AND ENGAGEMENT

- We respect and value all individuals for their own abilities, beliefs, challenges, attitudes, background and experiences, and seek to actively engage all members of our school and local community in promoting equality, diversity and community cohesion.

ETHOS

- We create an ethos which promotes and reflects equality, celebrates diversity, develops understanding and challenges myths, stereotypes and prejudices. We aim to be sensitively respectful of our communities and work to understand individual cultural/religious perspectives.

CURRICULUM, TEACHING AND LEARNING

- We provide experiences which broaden students' horizons in terms of culture, religion and social background, and ensure equality of access to high quality teaching and learning, an inclusive curriculum and wider opportunities for learning and personal development.

TACKLING DISCRIMINATION AND HARASSMENT

- We identify and work towards removing all practices and customs which are discriminatory and record, report and challenge all incidents of prejudice-based bullying and harassment.

ACHIEVEMENT AND PROGRESS

- We have high expectations of everyone involved with the school, monitor, evaluate and review outcomes for different learner groups and provide appropriate support and intervention to ensure that all pupils reach their full potential.

PROFESSIONAL DEVELOPMENT

- We ensure that all staff are empowered to challenge discriminatory behaviour and promote equality, diversity and community cohesion through their teaching and relationships with pupils, and that governors understand their statutory duties.

Achieving our principles

1. COMMITMENT AND ENGAGEMENT

- Our commitment to equality, diversity and community cohesion will be led by a nominated member of the Senior Leadership Team.
- All members of staff will be invited to contribute actively to this agenda.
- All pupils, at an age-appropriate level, will be invited to contribute actively to this agenda through the School Council, and to develop their own leadership skills through opportunities that include leading Collective Worship & assemblies, carrying our peer surveys and meeting with senior leaders.
- We will report to parents and carers at least termly, through mediums such as the newsletter, on progress in terms of equality and diversity, and provide opportunities for them to contribute to and be consulted on this aspect of our work, where appropriate.
- We will publish details of our equalities work, including our “equality objectives”, on a dedicated page on our school website (in line with the Equality Act 2010 Specific Duty), providing a rationale for why we have selected each objective and what actions we have identified to achieve it.
- We will publish an annual “equality information’ statement on our school website to exemplify how we are meeting the Equality Act 2010 in terms of the three ‘aims’ of the Equality Act.
- We will continue to build on our achievements through carefully planned PSHE sessions, drawing on resources such as SCARF and the NSPCC educational packs.
- Where invited, we will support other schools by disseminating our practice, including by leading the development of the ‘RED Award’, a

self-evaluation, action planning and accreditation scheme for all Red Kite Alliance schools.

- We will develop further our engagement with the local community, building upon the success of our Intergenerational linking work and participating with inter-school projects with the Collaborative Learning Trust.

2. ETHOS

- We will celebrate the diversity of our school community and reinforce our commitment to equality of opportunity in all marketing materials, including the school website.
- We will encourage everyone in the school community to have a positive self image and high self esteem so that they may develop their potential.
- We will model relationships which promote mutual respect and value similarities and differences, and face equality issues openly.
- We will ensure that issues of equality, diversity and respect for human rights are promoted through all aspects of school life, including in collective worship/assemblies and through classroom displays.
- We will promote a “rights respecting” culture, drawing upon the UN Convention on the Rights of the Child, implementing the weekly materials from Picture News into Collective Worship and reflection time.

3. CURRICULUM, TEACHING AND LEARNING

- We will review the curriculum for coverage of issues of equality, diversity and respect for human rights, and ensure that all year groups explore these themes across a range of subjects.
- We will draw upon our highly diverse school population and embed issues of global equality and citizenship throughout our curriculum.
- We will ensure that pupils who are new to English access a high-quality curriculum and equality of opportunity across all aspects of school life.
- We will provide opportunities for pupils to meet people from other cultural, religious and social backgrounds, through taking part in trips and visits, meeting visitors to our school and participating in collaborative partnership projects.
- We will monitor participation by different learner groups in extra-curricular activities, trips and visits, including by ethnicity, sex and disadvantage.

- We will ensure that the teaching materials we use acknowledge the importance of challenging discrimination and positively reflect the religious, linguistic and cultural diversity of our society.

4. TACKLING DISCRIMINATION AND HARASSMENT

- We will systematically record and report all incidents which are discriminatory in terms of race, sex, gender identity, sexual orientation or disability, and ensure that these are sanctioned through the School's Behaviour Policy.
- We will adopt a robust response to all forms of bullying and harassment, in accordance with our Behaviour Policy.
- We will monitor and report on exclusion rates and the use of other sanctions by ethnicity, sex, disadvantage, Children Looked After (CLA) and Special Educational Needs and Disabilities (SEND), as well as the implementation of our rewards strategy.
- We will monitor recruitment of staff by ethnicity and ensure that all job advertisements include an equal opportunities statement, in line with the recruitment procedures of the Collaborative Learning Trust.

5. ACHIEVEMENT AND PROGRESS

- We will monitor data on progress, behaviour and attendance by different learner groups at least once per term, including by ethnicity, sex, disadvantage, CLA and SEND.
- School leaders, the school SENCO and subject leaders will systematically evaluate the attainment and progress of different learner groups, including by ethnicity, sex, disadvantage, CLA and SEND.
- Where appropriate, specific support and intervention strategies will be implemented to tackle the causes of under-achievement of individual pupils.

6. PROFESSIONAL DEVELOPMENT

- We will ensure that all staff are familiar with this Policy.
- We will provide training on equality, diversity and community cohesion for all staff, and ensure that this forms part of the induction programme for new staff.

- We will provide opportunities for staff to develop further expertise in exploring equality, diversity and human rights issues through their own curriculum area.
- We will ensure that governors understand their role in supporting this aspect of the school's work, including their statutory duties.

5. SAFEGUARDING STUDENTS FROM EXTREMISM AND RADICALISATION

We take very seriously our statutory duties to protect young people from the risk of radicalisation, and to safeguard them from being drawn into terrorism under The Revised Prevent Duty Guidance for England and Wales (updated 1st April 2021). This is known as the "Prevent duty". At All Saints Primary School we achieve this through:

- A curriculum which promotes tolerance and respect
- A distinctive ethos which has a commitment to equality and diversity at its heart
- Appropriate training for staff and governors
- Robust web filtering systems to keep students safe online
- Support for vulnerable students and clear procedures for referrals
- Working in partnership with other agencies

6. Monitoring the impact of this policy

The impact of this policy will be measured through:

- Surveys of students on the effectiveness with which the school promotes equality / diversity / community cohesion.
- Surveys of parents/carers on the effectiveness with which the school promotes equality / diversity / community cohesion.

In addition, we will monitor other indicators on an ongoing basis, such as:

- Attainment and progress of students
- Sanctions and rewards
- Incidents of prejudice-based behaviour
- Participation rates in trips, visits and extra-curricular activities
- Membership of the governing body
- Staffing
- Parent and carer engagement

Reviewing this policy

This policy will be reviewed every two years, or sooner, where appropriate.

Links to other policies and key documents

This policy is supported by, and links to, the following policies:

- Anti-bullying Policy
- Behaviour Policy
- Curriculum Statement
- Educational Visits Policy
- Pupils Premium Policy
- PSHE Curriculum
- Recruitment and Induction Policy
- Relationships, Sex and Health Education (RSE) Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Teaching and Learning Vision
- Five Elements of Effective Teaching and Learning