

All Saints' CE Primary School



Vision

Learning hand in hand together with God.

Values

Hopeful school through honesty, forgiveness and trust
Achieving school through resilience, respect and ambition
Nurturing school through care, compassion and friendships
Developing school through wisdom, faith and fun
Sharing school through kindness, celebration and love

Equality Information and Objectives Policy

Written: November 2023

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Reviewed By: Nick Briggs/Judith Osborne/Mike Coe

Ratification date: Awaiting ratification

Ratified by: Full Governing Board

Review date: September 2024

Statement of intent

All Saints' CE Primary School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- Keeping Children Safe in Education ((2023)
- Special Educational Needs Code of Practise (2014)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Gender reassignment
- Being married or in a civil partnership

- Being pregnant or on maternity leave
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing board.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

1. Roles and responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.
- Ratify this policy annually.

The Headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.

- Report any relevant progress with regards to equality objectives to the governing board on a regular basis.
- Review this policy annually.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion through the PSHE and RSE curriculum.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.
- Engage fully and respectfully with the PSHE and RSE curriculum

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

2. Equality objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the Personal, Social, Health and Emotional Development (PSHED) and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least annually and is published on the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

To achieve this, the school has established the objectives listed in **Appendix A**.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSHED.

3. Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Performance management
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

4. Publishing information

The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to people within the school community who share relevant protected characteristics, including:

- People affected by the school's policies and procedures.

The school will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have this information, and it is not reasonably practicable for the employer to obtain the data.

5. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice and through its Christian Values seeks to sensitively support all members to understand their role in understanding the protected characteristics. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA or the relevant organisations including, but not limited to: the police through its Prevent/FGM Duties.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Regular and appropriate training will be given to all staff to ensure that they are aware of the process for reporting and

following up incidents of prejudice-related bullying. The school will actively educate children on bullying and provide support to the victim and perpetrator where instances of bullying are identified.

6. Complaints procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy (available on the school website or a written copy from the office) to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school works to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

7. Monitoring and review

The Headteacher will review this policy at least annually or when appropriate, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the Headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.

Appendix A – Equality Objectives

This policy outlines the commitment of the staff, pupils and Governing Body of All Saints' C of E Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and people with disability
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures and religions
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupil's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality

Ensure that the whole curriculum covers issues of equality and diversity;

- All subject leaders', where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents/carers in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups, making reasonable adjustments as needed
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Developing Best Practice in the delivery of the Curriculum

At All Saints' C of E Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Developing Best Practice in the Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic. All pupils are encouraged to improve on their own achievements and not to measure themselves against others.

Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for children with special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.
- The school provides an environment in which all pupils have equal access to all facilities and resources. Where adjustments are necessary we will consult with wider professionals in order to ensure that the best reasonable adjustments are put in place.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration is given to the physical learning environment – both internal and external, including displays and signage.

Developing Best Practice in use of resources and materials

The provision of good quality resources and materials within All Saints' C of E Primary School is a high priority. These resources:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Are accessible to all members of the school community

Developing Best Practice in language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not intentionally offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges instances where this is not the case

Developing Best Practice in the provision for children, families and staff who are not first language English speakers

We undertake at All Saints' C of E Primary School to make appropriate provision for all children, families and staff whose first language is not English to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Developing Best Practice to support personal development and pastoral guidance

- Staff take account of race including colour, nationality, ethnic or national origin. religion or belief. sex. sexual orientation or any other protected characteristic and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Developing Best Practice in staffing and staff development

We recognise the need for positive role models and distribution of responsibility among staff.

- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Developing Best Practice in staff recruitment procedures

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff and volunteers are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Developing Best Practice in partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school
- Members of the local community are encouraged to join in school activities

Developing best practice in commissioning and procurement

All Saints' C of E Primary School will ensure that we buy services from organisations that comply with equality legislation.

Roles and Responsibilities

- Our Governing Body will ensure that the school complies with statutory requirements in respect of this policy.
- The Headteacher is responsible for the day-to-day implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

This policy should be read in conjunction with:

- SEND policy
- Accessibility plan