



## **ALL SAINTS CE PRIMARY SCHOOL & NURSERY**

### **EQUALITY STATEMENT AND POLICY ADOPTED BY GOVERNING BODY 18TH MARCH 2019**

Reviewed September 2023

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## INTRODUCTION

All Saints CE Primary School and Nursery prides itself on its equality provision. The school will do its utmost to ensure that all members of the school community and visitors are treated fairly, and that the environment is free from discrimination and harassment.

The aim of our policy is to ensure that all members of our school community are treated equally. We adhere to the legislation in the Equality Act 2010.

**The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex and sexual orientation and age.**

**The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:**

- ✦ **Eliminate unlawful discrimination**
- ✦ **Advance equality of opportunity**
- ✦ **Foster good relations between people from different equality groups**

**This is called the public sector Equality Duty and its purpose is to promote equality for all.**

As a Church School, we place a strong emphasis on creating and sustaining an ethos based on Christian principles. Our school values of compassion, community, curiosity and courage ensure that every pupil and member of staff is given an equal opportunity to achieve their potential.

## OUR AIMS

The School is committed to:

- Tackling discrimination on the grounds of race, disability, gender/gender identity, sexual orientation, pregnancy and maternity, marriage and civil partnership, religious belief and age
- Positively advancing equality, inclusion and diversity.
- Creating deep relationships rooted in integrity and understanding between all groups by race, gender/gender identity, disability, sexual orientation, pregnancy and maternity, marriage and civil partnership, religious belief and age.
- Promoting personal growth, reflection, spirituality and equality of opportunity for all.

### **We aim to ensure that**

1. Every pupil irrespective of race, disability, gender, age, religion and belief or sexual orientation or gender identity is able to achieve high standards
2. Strategies are in place to tackle under-achievement
3. Every pupil has access to the necessary teaching and support required to enable them to achieve their best

4. The school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable
5. Adults working or volunteering are, wherever possible, from diverse groups. We believe that this provides good role models for our pupils
6. We meet the needs of people from all ethnic backgrounds and of all religions or beliefs, of all ages, of all genders and sexual orientations and of all abilities.

**We will approach equality issues by:**

1. Paying due regard to equality and diversity issues within all our key policies, planning, decision making processes and performance management;
2. Ensuring that our Christian vision and values are the foundation of our improvement planning, contributing towards our equality objectives;
3. Ensuring that arrangements are in place to monitor and report on our progress against our objectives
4. Ensuring that we engage effectively with our learners, staff and parents and local communities in planning, delivering and monitoring the objectives

**EQUALITY OBJECTIVES**

In order to achieve these aims, our equality objectives are:

- ✦ To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- ✦ To ensure equality of opportunity underpins the whole curriculum and ethos of the school
- ✦ In delivering the curriculum, ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- ✦ To include in resources: books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups
- ✦ To ensure that procedures are in place which are sensitive to the needs of all
- ✦ To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
- ✦ To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school

- ✦ To ensure all staff are aware of their responsibilities to address and report incidents of homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.

## 1 RELIGION AND BELIEF

We are committed to working for equality regardless of religion, belief and non-belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

### **Tackle unlawful discrimination by:**

- ✦ Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief
- ✦ Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief **Advance equality in all our functions by:**
- ✦ Removing any barriers which prevent children and adults of all religions, beliefs or non- belief taking a full part in our school life
- ✦ Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non- belief

### **Foster good relations and cohesion by:**

- ✦ Encouraging the equal participation of people of all religions, beliefs and non- belief in all aspects of school life

## 2 RACE

We will

### **Tackle unlawful discrimination by:**

- ✦ Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them;
- ✦ Dealing with complaints of discrimination and harassment speedily according to local authority guidance Challenging and Dealing with Racist Incidents in Schools and notify complainants of the outcomes and action taken; and
- ✦ Encouraging dialogue between different racial groups

**Advance equality by:**

- ✦ Expanding access and achievement across all communities and in all areas of school activity;
- ✦ Promoting the active participation of minority communities in shaping the future of our school;
- ✦ Consulting with ethnic minority learners, their families and staff on issues affecting them.
- ✦ Ensuring the school staff, learners and their families fully understand the principles of race equality and good race relations.

**Foster good relations and cohesion by:**

- ✦ Promoting activities that celebrate our common experience as well as those that recognise diversity
- ✦ Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- ✦ Fostering understanding and respect for the cultures and faiths of all our learners and their families.

### **3 GENDER**

We are committed to working for the equality of women and men, boys and girls. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

**Tackle unlawful discrimination by:**

- ✦ Working to eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- ✦ Challenging patronising or discriminating attitudes;
- ✦ Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men

**Advance equality for girls, boys, women and men, in all our functions by:**

- ✦ Monitoring learner outcomes and achievement by gender and providing appropriate learning opportunities
- ✦ Ensuring equality in staffing and pay [see Recruitment and Employment policy] **Foster good relations and cohesion by:**
- ✦ Promoting equality of opportunity between men and women
- ✦ Increasing the inclusion of positive, non- stereotypical images of women and men, girls and boys across the curriculum

- ✦ Encouraging the equal participation of boys and girls, women and men in all aspects of school life.

## 4 DISABILITY

We recognise that people with disabilities can experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

The Governing Body understands its accountability. Under the duties of the Equality Act we will:

### **Tackle unlawful discrimination against people with disabilities by:**

- ✦ Challenging patronising or discriminating attitudes;
- ✦ Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
- ✦ Monitoring and eliminating discrimination and disability related harassment
- ✦ Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.

### **Advance equality for people with disabilities by:**

- ✦ Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- ✦ Increasing the extent to which disabled learners can participate in the school curriculum
- ✦ Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- ✦ Supporting disabled learners, staff and carers according to their individual need
- ✦ Taking steps to meet people's needs related to their disability, even if this requires more favourable treatment
- ✦ Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them.

### **Foster good relations and cohesion by:**

- ✦ Promoting equality of opportunity between people with disabilities and other people.
- ✦ Promoting positive attitudes towards people with disabilities
- ✦ Increasing the inclusion of positive images of people with disabilities across the curriculum <sup>2</sup>  
Encouraging participation of people with disabilities in school life.

## 5 AGE

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference. We will:

### **Tackle unlawful discrimination by:**

- ✦ Challenging patronising or discriminating attitudes and language;
- ✦ Dealing with complaints of discrimination and harassment speedily and according to School Complaints procedures.

### **Advance equality by:**

- ✦ Assessing the impacts of our policies, functions and procedures on promoting age equality

### **Foster good relations and cohesion by:**

- ✦ Increasing the inclusion of positive, non- stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum

## 6. SEXUAL ORIENTATION AND GENDER IDENTITY

We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge both internally and within the community as a whole; this will be in relation to the age of learners. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

### **Tackle unlawful discrimination by:**

- ✦ Taking a pro-active approach to preventing all forms of homophobia within the school
- ✦ Challenging patronising or discriminating attitudes and homophobic language;
- ✦ Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity
- ✦ Dealing with complaints of discrimination and harassment speedily and according to the School's Complainants procedure.

### **Advance equality and foster good relations and cohesion by:**

- ✦ Promoting equality of opportunity between men and women
- ✦ Increasing the inclusion of positive, non-stereotypical images of LGBT people and the contributions they have made to different aspects of the curriculum when it is appropriate to do so

## 7. MARRIAGE/CIVIL PARTNERSHIP

We are committed to working for the equality of all family groups. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

### **Tackle unlawful discrimination by:**

- ✦ Working to eliminate unlawful discrimination and harassment on the grounds of marriage or civil partnership
- ✦ Challenging patronising or discriminating attitudes;
- ✦ Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of our staff and school community based on marriage or civil partnership

### **Advance equality for marriage and civil partnership, in all our functions by:**

- ✦ Ensuring equality in staffing
- ✦ Ensuring our policies do not discriminate based on marriage or civil partnership **Foster good relations and cohesion by:**
- ✦ Promoting equality of opportunity
- ✦ Increasing the inclusion of positive, non- stereotypical images of families

## 8. PREGNANCY & MATERNITY

We are committed to working for the equality of all. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

### **Tackle unlawful discrimination by:**

- ✦ Working to eliminate unlawful discrimination and harassment on the grounds of pregnancy and/or maternity
- ✦ Challenging patronising or discriminating attitudes;
- ✦ Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of our staff and school community based on pregnancy and/or maternity

### **Advance equality for pregnancy and maternity, in all our functions by:**

- ✦ Ensuring equality in staffing
- ✦ Ensuring our policies do not discriminate based on pregnancy and/or maternity



**Foster good relations and cohesion by:**

- ✦ Promoting equality of opportunity
- ✦ Increasing the inclusion of positive, non- stereotypical images

**9. CONCLUSION**

This Equality Statement is to be read in conjunction with:

- ✦ Behaviour policy
- ✦ SEND policy
- ✦ Local offer
- ✦ Accessibility plan
- ✦ Anti-bullying policy

**Roles and responsibilities**

The Local Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the objectives.

For All Saints School, the local governing body:

- Ensures that the school meets the requirements of the Equality Act 2010 and pays due regard to equality issues when reaching decisions
- Intends to monitor the delivery of the school's Equality Objectives
- Will ensure that all members of staff understand the importance of the Objectives and their role in delivering them through training and staff development

**Contracting and Procurement We**

will:

- Make reasonable endeavours to include equality requirements within the contracts for services procured by the school.
- Monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery.

**Reporting and reviewing the objectives**

In line with the requirements of the Public Sector Equality Duty we will produce a report on our progress every year and review and revise the Schools Equality Objectives every four years.

**Publication**

The School's Equality Objectives are published and are available to all on our website.

**Complaints**

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this through the school's complaints procedure.

**Complaints by staff will be dealt with under our Grievance or Dignity at Work Policies, as appropriate.**

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority procedures. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties.