



Inspired by Christ - Reaching out to all - Being the best we can be.

ALL SAINTS' C of E PRIMARY SCHOOL (N20)

As Christ the Sower offered his love freely and for all, so at All Saints' we seek to nurture Christ's love and his image in all of our children. Working in partnership with each student, their families and carers, we pledge to help them grow into happy, confident, and independent young people, whose enquiring minds will flourish in the world, seek after the truth, and serve others.

Equality Policy

Ratified by the Board of Governors: April 2025

Signed	Headteacher	Jane Corkill
	Chair of Governors	Breda McKelvey

Review Date: April 2026

1.Introduction

As a matter of Christian principle and in accordance with its foundation, the school will promote equality of opportunity in all aspects of school life, and for all pupils, staff, parents and carers receiving services from the school, irrespective of age, race, gender, disability, language, faith or religion or socio-economic background. In keeping with the school's motto and our vision based on the Parable of the Sower, we aim to ensure that every member of the school community can flourish, grow and reap a rich harvest from the gifts given to each by God. 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.

The achievement of pupils will be monitored by ethnicity, gender, language, pupil premium and SEN/disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which fosters respect for all. At All Saints' CE Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

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

2.1 Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender, language, pupil premium and SEN/disability and identify any gaps for intervention
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender, language, faith or religion, pupil premium and SEN/disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Use teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

2.2 Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on age, gender, race, disability, religion or belief, sexual orientation, gender reassignment, marriage or civil partnership or pregnancy and maternity.

Exclusions will always be based on the school's Behaviour Policy as well as the Exclusions and Appeals Policy. We will closely monitor exclusions in the light of this policy to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff (also see appendix 2 for National Society guidance)

3.1 General statement

The Board of Governors of All Saints' is the employer of its entire staff and is responsible for ensuring equal opportunities in employment. The governors intend that no job applicants shall receive less favourable treatment because of their age, gender, marital status, race, religion or religious belief, sex or sexual orientation or disability, nor be disadvantaged by any other condition or requirement which cannot be shown to be justifiable in accordance with any relevant legislation or regulations. The Board of Governors has a duty to secure, preserve and develop the character of the school as a voluntary aided school and to conduct the school in accordance with the provisions of the Trust Deed. This duty is currently carried out in respect of employment under the powers accorded to the governing body by the School Standards and Framework Act 1998 Section 60. As part of this duty, and in order to promote the school's Christian mission and service, preference may be given to professionally competent applicants for teaching posts who are committed to the rites, practices and doctrines of the Church of England. Applicants for all posts, whether teaching or non-teaching, will be asked about their willingness and ability to support the Church ethos of the school. All teaching staff will be expected to behave in a manner that is compatible with the precepts and the upholding of the tenets of the Church of England. The principles of this statement apply to any person or employee, whether in full, part-time or temporary employment, who acts on behalf of the school.

3.2 Furtherance of this statement

In furtherance of this statement, all employees shall be informed of its existence. Selection criteria and personnel procedures shall be kept under review and the results of this statement monitored. All persons responsible for or involved in selection, interviewing, confirming appointments and deciding levels of pay shall be made aware of this statement (for example by means of training or by advisory memoranda) and shall act in accordance with it. Applicants for vacancies shall also be made aware of the statement by means of advertisements, application forms or by other appropriate means.

The governing body shall continue to apply nationally agreed terms and conditions of service as appropriate. The governing body has a programme of action to facilitate the adoption of appropriate procedures, including monitoring and the provision of training for staff and others to assist them with the implementation of this statement

4. Equality and the law

The equality objectives in the equalities action plan (Section 10 and Appendix 1) below address our duties under current equality legislation, up to and including the Equality Act 2010 (the Equality Act). The action plan at the end of this Equality Plan outlines the actions All Saints' CE Primary School will take to meet the general duties detailed below.

4.1 Race Equality

We are committed to providing an environment which is proactive in tackling racial discrimination and in promoting race equality. We are also committed to promoting good race relations through all our school policies and in our practice including through the school's curriculum.

4.1.1 Progress, attainment and assessment

We monitor the attainment and progress of all pupils including minority ethnic groups (minority ethnic groups or racial groups include black and minority ethnic groups, faith groups, Travellers, asylum seekers and refugees) and pupils who need support to learn English as an additional language (EAL). We identify trends and patterns of underachievement both of individuals and of groups and where necessary take positive action to improve attainment.

4.1.2 Behaviour, discipline and exclusions

Procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all groups. All staff operate consistent systems of rewards and sanctions (see Behaviour Policy). Exclusions and other sanctions, although rare, are monitored to establish patterns and trends.

4.1.3 Pupil's personal development and pastoral care

Pastoral support takes into account religious and ethnic diversity and the experiences and needs of the particular groups. Support is given to victims of racism and racial harassment, using the support of external agencies where appropriate. PSHE is taught well across the school and relationships between staff and pupils are fostered. We encourage children to speak up so that incidents are quickly highlighted, reported and dealt with. The likelihood of incidents occurring at break times is high: the playground is well supervised and children are watched and listened to.

4.1.4 Teaching and Learning

All staff are expected to create an environment where all pupils can contribute fully and feel valued. Teaching takes into account pupils' cultural background, additional needs and differences, linguistic needs and different learning styles. Cultural traditions are valued and made meaningful to pupils. Learning experiences are structured to enable pupils to make connections with their own lives. In addition, pupils are encouraged to challenge stereotypes and to develop the skills necessary to detect bias and challenge racial discrimination. At All Saints', we align projects and curriculum learning with the United Nations Sustainable Development Goals, which includes 'reduced inequalities'.

4.1.5 Admissions and attendance

Within the context of the school's agreed admissions policy, the admissions process is monitored to ensure no particular groups are being disadvantaged unfairly. Comprehensive information about pupils' ethnicity, first language, religion, physical needs and diet is collected to ensure we meet the needs of all groups.

We recognise and support the right of pupils to be absent for the purpose of religious observance.

4.1.6 Curriculum

The curriculum is planned to incorporate the principles of racial equality and to encourage thoughtful responses to and positive attitudes towards diversity. Pupils are given opportunities to explore concepts and issues relating to identity, racial equality and racism. The school continually monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils from all groups. There is a diverse school curriculum promoting internationalism and providing personal encounters with differing cultures and contributing to the spiritual, moral, social and cultural development of all pupils. All pupils have equal access to extracurricular activities.

4.1.7 Partnerships with parents and communities

Parents are encouraged to participate in and to be fully involved in the school community. Information and material for parents is accessible in plain language and the school's premises and facilities are equally available for use by all minority ethnic communities. The school aims to promote active links with local minority ethnic communities and to make use of their expertise, experience, skills and knowledge as well as maintaining links with schools both locally and internationally, to promote enhanced cultural understanding.

4.1.8 Assessing and monitoring the impact of all school policies on pupils, staff and parents

The school also monitors and assesses the impact of all school policies on all pupils, staff and parents from different racial groups. We do this by assessing policies and practices to determine whether any policy has or could have an adverse impact on the attainment levels of pupils from different racial groups. We use the results of any assessments completed to derive new targets for improvement which subsequently feed into the school improvement plan.

4.2 Disability

4.2.1 Principles

- Information will be collected on disability with regards to both pupils and staff and used to improve the provision of services.
- Pupil achievement is monitored by disability and trends or patterns in the data acted upon.
- All pupils at All Saints' will be encouraged to participate in school life and will be shown through representation in school activities such as class assemblies, clubs and School Council.
- All bullying and harassment of disabled pupils and staff will be monitored and information acted on.

- Disability is portrayed positively in school books, displays and discussions such as circle time and class assemblies.
- The school will take part in relevant annual events to raise awareness of disability.
- The school environment is as accessible as possible to pupils, staff and visitors to the school.
- Information is available to parents, visitors, pupils and staff in formats which are accessible.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities. Disability under the provisions of the Equality Act focuses on the effect of the condition and not the diagnosis. For example, individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, but instead must demonstrate that the condition has a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

4.2.2 Our Duty

The Equality Act places a general duty on schools, to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Equality Act;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

4.2.3 Monitoring

To meet the DED, it is essential that aspects of school life are monitored to identify whether there is any adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)
- Achievement of pupils who come from disadvantaged groups

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information. Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

The election of parent governors will now be covered by the Equality Act, and governors will need to ensure that the procedures for candidates to stand for election and for parents to

vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

All Saints' School sets yearly targets through the School Improvement Plan. All targets are focussed on improving provision for the pupils who by definition have a disability. These targets form our action plan and will be monitored on a termly basis.

4.3. Gender Equality

The Public Sector Equality Duty published in April 2011 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people. Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women

Under our specific duty we will prepare and publish an Equality Action Plan (Appendix 1) which will be reviewed and revised every year.

4.4 Sexual Orientation

The Equality Act makes discrimination unlawful in the area of goods, facilities and services on grounds of sex or sexual orientation. For our school this means that there will be no discrimination on grounds of sexual orientation for pupils, staff or governors. As far as pupils are concerned, this applies specifically to the following:

- admissions,
- benefits and services for pupils
- treatment of pupils

4.5 Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

4.6. Celebrating talent, achievement and effort

The celebration of pupils talents, achievement and effort will be a continuous, whole-school process which:

- is fair and transparent;
- does not discriminate against particular groups; and
- is flexible enough to include pupils who join the school part way through the academic year, or are late or early developers.

All Saints' School will have the discretion to decide how best to identify their pupils who have excelled and will reward children most of all for their effort. We draw on a wide range of

information, in sports, arts, music, individual academic subjects, public performance and leadership. As a school we will do the following to ensure that our provision for all pupils enables them to grow their potential by:

- ensuring that every child achieves as highly as they can, creating a culture of high expectations
- recognise and build on what the learners already know/achieved, setting out clear objectives for improvement
- make learning enjoyable and challenging
- enrich the learning experience and design individual provision plans as appropriate
- develop children's confidence, self-discipline

4.7. Examples of proactive steps we take to ensure equality

- Displays celebrating the different languages spoken in school are seen throughout school
- Teachers are mindful of the resources used which need to reflect the diversity of our community
- Engaging family participation activities celebrate children's heritage (international evenings, project weeks etc)
- Gender specific labelling is avoided (school uniform choice, dressing up clothes, reading choices)
- History teaching draws on the wealth of cultures and heritage in our community and beyond

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. Where possible the school will use a range of formal and informal means to consult with children, staff and the wider school community.

6. Roles and Responsibilities Governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender, language, faith or religion, socio-economic background and SEN/disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's race, gender, language, faith or religion, socio-economic background and SEN/disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, gender, language, faith or religion, socio-economic background or SEN/disability.

Headteacher

- It is the Headteacher's role to implement the school's Equality Plan and to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations

- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

All teaching and non-teaching staff

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- All staff will strive to provide material that gives positive images based on race, gender, language, faith or religion, socio-economic background and SEN/disability, and challenges stereotypical images
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, language, faith or religion, socio-economic background or SEN/disability is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher who will report racist and bullying incidents to the governing body and LA on a termly basis.

A discriminatory incident is defined as harassment on grounds of race, gender, language, faith or religion, sexual orientation or SEN/disability other factors such as socio-economic status. It can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

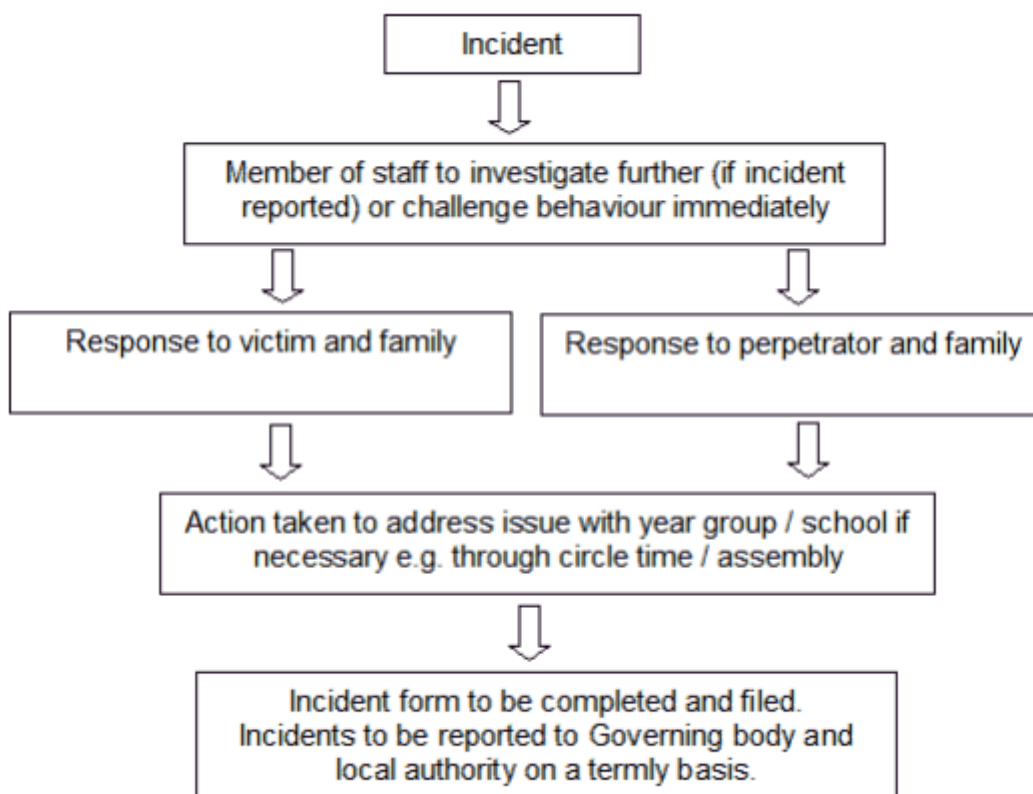
Examples of discriminatory incidents are:

- Physical assault against a person or group because of their race, gender, language, faith or religion, sexual orientation or SEN/disability Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, gender, language, faith or religion, sexual orientation or SEN/disability
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups

- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, language, SEN/disability or sexual orientation

A racist incident is defined as: 'any incident which is reasonably perceived to be racist by the victim or any other person'.

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. Our procedure for responding and reporting incidents is outlined below:



8. Review of progress and impact

The Plan has been agreed by our Board of Governors. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire plan and accompanying action plan on a yearly cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available

10. Legal framework

The governing body's statement and procedure relies on the provisions of a range of Acts and Regulations, in particular (but not exclusively): The Education Act 1944, The School Standards and Framework Act 1998, The Education and Inspections Act 2006, Equality Act 2010 (Employment Relations Amendment Act 2014, and the Equal Pay Act 1970.

11. Action Plan

Please see Appendix 1 for the equalities checklist and the school's Equalities Action Plan

Appendix 1 (Action plan)

Question	Action Points
1. Does the school have a policy on race equality, regularly monitored and reviewed, that meets the terms of the Equality Act 2010?	The school continues to monitor and review the policy to ensure that it meets all requirements with regards to provision.
2. Do all school staff and governors understand their responsibilities within the school's equality policy, and do governors monitor all discriminatory incidents at least once a term	<p>All the relevant policies are clear on the roles and responsibilities of staff and governors in terms of equality.</p> <p>Governors monitor all discriminatory incidents during their meeting as part of the termly Headteacher's report to Governors</p> <p>Equalities Policy added to school website and updated every 2 years.</p> <p>Equality action plan reviewed annually.</p> <p>INSET held in September with all staff related to Equalities Curriculum designed with diversity at its heart. Subjects such as art, history and geography reflect the diversity of modern Britain.</p> <p>Alignment with the UN Sustainable Development Goals</p>
3. Is the school's commitment to equality understood by all staff, pupils and parents?	<p>Policies are clear on inclusive practice. Policies published on website. The website designed which reflects the diversity of our school</p> <p>Engagement with the school's newsletter is encouraged. This celebrates the diversity of our school.</p>
4. Do all teaching staff feel confident to teach from an equalities perspective?	<p>All existing staff are clear on this and new staff are inducted when appointed. Equalities policy added to school induction process.</p> <p>All Saints' Curriculum has equality embedded thus supporting teaching.</p>
5. Do all school staff agree on what constitutes a discriminatory incident and understand the school procedures for dealing with, reporting and recording racist incidents?	<p>The policy is clear on this and is shared with all staff as part of the induction to the new school. The DSL reviews all incidents recorded on the MyConcern portal and then categorises them. Any instances</p>

	of racist or homophobic behaviours are reported to Governors as part of the Headteachers' report.
6. Do the curriculum, resources and displays reflect the cultural diversity of Britain and wider world, avoiding stereotyping?	<p>The All saints' curriculum includes reference to UN global goals of citizenship and equal rights. Resources and displays aim to celebrate the cultural diversity of our school and country.</p> <p>The school vision emphasises the Reaching Out to All aspect of our work.</p> <p>We have made a concerted effort to ensure that the resources used within the curriculum reflect the diversity of our city and world.</p> <p>A project week is planned on diversity and a review of school resources is being undertaken. (Summer 2024)</p>
7. Does the curriculum, where appropriate, engage with issues of discrimination and injustice, providing opportunities for discussion and debate?	<p>The curriculum, through PSHE, collective worship and British values upholding the United Nations Sustainable Development Goals reflect this.</p> <p>Oracy is a key part of our curriculum. We aim to empower children to speak up for their rights. This is demonstrated in the work of our school council.</p>
8. Are there opportunities to challenge stereotypes and recognise diversity?	<p>The school's behaviour policy and other policies are clear on how such incidents will be challenged and dealt with. All incidents are followed up.</p> <p>Children have greater opportunities to share worries in class, through circle time and worry boxes.</p> <p>Assemblies RE PSHE School council Project weeks</p>
9. Are there opportunities for all pupils to feel proud of their own cultural heritage and identity and to respect and celebrate others?	<p>Children are given opportunities to feel proud of their cultural identity: International Evening, RE sessions, PSHE sessions all focus on this at different times. The whole school project weeks: annual project links to diversity for example, the project based on the children's</p>

	heritage was an excellent opportunity to celebrate the diversity of our school and was enjoyed by all.
10.Does the school encourage good relations between different cultural/ethnic groups.	The school has, at its heart, the achievement of all in the school and recognises through its policies, the need for a cohesive school community. On a practical level children will be taught about good relationships based on understanding and respect through a broad range of curricular activities Links with Alonim Plants in school garden from Alonim and from Muslim community group
11.Does the school understand the issues that impact on the achievement of all groups and have appropriate processes and strategies in place e.g. data collection and analysis, strategies to support pupils learning for all groups	Teachers, senior leaders and governors are clear on the impact different circumstances can have of different groups within the school. Our procedures and reporting templates are clear on the analysis, provision and reporting on the outcomes for all groupings within the school.
12.Can those with disabilities safely access and evacuate the site and building?	Currently all children and adults safely access and can evacuate the building safely. We have moved the medical room to individual classroom with a central store in the Y4 class. This is an improvement from the remote 1st aid room on the 1 st floor in previous years.
13.Are children from disadvantaged groups (ethnic minorities, families on low income etc) encouraged to be the best they can be?	Children from ethnic minorities achieve at least as well as other children and often better.