

# All Saints' C. of E. Primary School



*Rooted in Faith, Growing Through Learning*

**Policy Subject: Equality & Diversity Policy**

**Date: June 2025**

## **Our Vision**

**Confident Futures**

## **Our Mission**

**Inspiring and enabling each other,  
through our Christian values,  
to flourish and be outstanding in everything we do**

## **Our Core Values**

**Kindness**

**Respect**

**Resilience**

**The Designated Safeguarding Lead (DSL) is  
Joanne Ghosh – Head Teacher**

**The Deputy Designated Safeguarding Leads (D-DSLs) are**

**Gemma Osafo – Deputy Head Teacher**

**Louisa Ball – Inclusion Manager**

**Rebecca Buchanan – EY/KS1 Phase Leader**

**Janet Sharp – KS2 Phase Leader**

**Online Safety Lead (OSL)**

**Janet Sharp – KS2 Phase Leader**

**Governor with Responsibility for Online Safety**

**Rob Wilson**

**Designated Member of Staff for Looked After Children**

**Louisa Ball – Inclusion Manager**

**Governor with Responsibility for Looked After Children**

**James Burn & Alex Millbrook**

**Governors with Responsibility for Safeguarding**

**James Burn & Alex Millbrook**

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## School statement on equality

Every person in our school community is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. All Saints' is committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference.

At All Saints' we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers who receive services from the school, irrespective of race, gender, disability, sexual orientation, faith, or socio-economic background. All Saints' school ensures that all pupils, parents and carers, staff and Governors are treated with respect and dignity. 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.

### Aim

This policy statement is in line with our Safeguarding Policy, and it sets out All Saints' commitment to promoting equality and diversity across the school community. At All Saints' we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers who receive services from the school, irrespective of race, gender, disability, sexual orientation, faith, or socio-economic background. All Saints' school ensures that all pupils, parents and carers, staff and Governors are treated with respect and dignity. 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.

### Legal Framework

This policy document meets the requirements under the Equality Act 2010 which “protects people from discrimination in the workplace and in wider society. It replaces previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone”<sup>1</sup>.

This document is also shaped by the Church of England's guidance on 'Valuing All God's Children', which states that part of their vision for education is 'dignity and respect...to create a culture where children can grow to be content, living well in their own skin, and happy for others for the skin they're in' (p20) and that “Inclusivity ... should be a hallmark of Church of England schools; every child should be revered and respected as a member of a community where all are known and loved by God” (Valuing all God's Children p24)

### Roles and Responsibilities

*The Governing Body will:*

- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated if necessary and where appropriate, taking into account the outcomes of the Equality Audits.

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<sup>1</sup> <https://www.gov.uk/guidance/equality-act-2010-guidance>

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher.
- Ensure that an Equality Audit is undertaken by the Headteacher and SLT with all stakeholders on a biennial basis and results reported back to the Board of Governors.

#### *The Head Teacher will:*

- Implement the school's Equality and Diversity Policy, supported by the Board of Governors in doing so.
- Ensure that all staff are aware of the Equality and Diversity Policy, that they understand their responsibilities in this policy area and can apply these guidelines fairly in all situations.
- ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams
- Ensure that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote, with the Senior Leadership Team, the principle of equal opportunity when developing the curriculum and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Ensure there is a Equality, Diversity and Inclusion working party with representatives from all stakeholders.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist and homophobic incidents, with due seriousness. See the Anti-Bullying and Behaviour Policies.

#### *Staff Will:*

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Ensure that all pupils are treated fairly, equally and with respect, and are themselves aware of the school's Equality and Diversity Policy
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Provide resources and talk about different types of family units, including those with same-sex parents, single parents and adoptive parents
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.
- Support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

#### *Pupils*

The expectations of All Saints' pupils with regards to equality and discrimination with reference to Behaviour and Anti Bullying are outlined in those policies respectively.

#### *Parents and the Community*

As part of the school community, it is expected that anyone involved with the school should work together to combat and eradicate discrimination and any incidents reported in accordance with this policy.

## Eliminating Discrimination through Equality Objectives

### Our Equality Objectives

We want to create and celebrate a diverse and equitable environment where all staff, pupils and parents feel that they belong and know that all members of our community will stand up to discrimination. We want to remove any cultural or structural barriers that prevent equitable outcomes for all members of our community.

We aim to foster this culture of equality, diversity and inclusion through the following objectives and for all stakeholders in our community. We have organised our Equality Objectives within the following areas, each with an over-arching objective which informs the actions we will take to achieve it. These cover a period of four years, at the end of which period they will be reviewed and new objectives identified.

#### Pupils:

- ❖ ***Ensure that all children, regardless of race, gender and ability receive quality first teaching, and are able to access the curriculum, receiving the support they need and reach their potential.***
- ❖ ***Aim to close the gaps in attainment and progress that may arise between groups of pupils.***

To achieve this objective, we will:

- Keep under review our accessibility policy to ensure safe and equal movement around the school for pupils, parents and staff and to ensure access to all aspects of school life for those pupils with a specific disability or impairment
- Modify teaching and learning as appropriate for children with disabilities or specific additional needs, for example; giving additional time to complete certain activities; modifying teaching materials, or offering alternative activities if children are unable to manipulate tools or equipment.
- Closely monitor and track the progress of groups of children including those with SEND, EAL or in receipt of the PPG (Disadvantaged) and any other groups identified through our pupil progress tracking.
- Provide appropriate adult support for learning through targeted interventions and embed the principles in the Ordinarily Available Provision guidance.
- Further develop social and emotional literacy and emotional health and well-being for all pupils through PSHE, RSHE and ELSA programs.

#### Curriculum and Beyond:

- ❖ ***Ensure that our curriculum reflects the diversity of the school community and supports the needs of pupils with protected characteristics so that all feel included and celebrated***
- ❖ ***Ensure our curriculum prepares pupils for life beyond primary school and to be educated, caring and responsible citizens in our 21<sup>st</sup> century world***

To achieve this objective, we will:

- Undertake further review of our curriculum with particular focus on cultural diversity

- Ensure the school's resources reflect the range of different cultures and protected characteristics in our school community
- Further embed the principles of respectful, tolerant and compassionate relationships through our RSHE curriculum, RE and Collective Worship
- Continue to provide a wide range of high-quality enrichment activities, including extra-curricular clubs, to further develop pupils' spiritual, moral, social and cultural development
- To provide further training for staff on the protected characteristics, including neuro-diversity and sexuality and gender reassignment
- Continue to prioritise Online Safety

#### **Wider Community:**

- ❖ ***Ensure that partnerships between school and parents, carers and families are further strengthened to ensure effective engagement in and equal access to school events and activities***
- ❖ ***To further embed the understanding of and opportunity to help those less fortunate in our wider community***

To achieve this objective, we will:

- Ensure parents with EAL, or parents with additional needs or disabilities, have equal access to information
- Ensure engagement in extra-curricular clubs and enrichment activities is analysed and monitored in regards to gender, race, ethnicity and pupil premium status.
- Develop a working relationship with the Parish Action Group to offer opportunities for meaningful engagement in citizenship and fundraising activities
- Through Christian Aid's Global Neighbours School Accreditation scheme, to equip pupils with the knowledge, skills and confidence to act against inequality and work towards a world free of poverty
- Develop a robust approach to capturing Parent, Pupil and Staff voice through forums and questionnaires
- Create a Well-Being strategy for all stakeholders, working with the Local Authority and the Diocese of Southwark

#### **Eliminating Discrimination and Harassment**

- ❖ ***Ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.***

To achieve this objective, we will:

- Monitor the ethnicity of all staff and governor applicants and promote diversity in terms of recruitment
- Further embed our equality in sport initiative through the Let Girls Play program
- Ensure our recruitment processes are as fair and transparent as possible and recruitment is open equally to all applicants of any background

- Engage with the Race Conversation Programme and take on board the Anti-Racism Charter from the Southwark Diocese
- Continue to access CPD for staff and governors alongside workshops for pupils and parents from organisations such as Diversity Role Models

### **School Culture and Ethos**

- With Christian values at the heart of everything we do, the school is committed to celebrating diversity and equality in many ways, in particular by recognising the uniqueness of every individual, as reflected in the School Prospectus and on our website.
- Good personal and community relations are actively promoted by fostering a positive atmosphere of mutual respect and trust among all members of our community.
- Diversity is recognised as having a positive role to play within the school.
- Information on ethnicity, faith, gender and disability (or medical conditions) is gathered through admission processes.
- Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour, sustained effort and hard work, contributions to the school community and achievements outside school. A Celebration Worship is held each week.
- We promote positive attitudes towards disabled people by having an open admissions policy and including all children in all activities.
- We promote positive attitudes towards people of different ethnic groups, faith communities and religion and gender, for example, we have a gender-neutral uniform policy and facilitating the participation in all worship by those of a Christian faith, another faith or no faith at all.
- We involve pupils, parents and staff in the life and work of the school, for example through involvement in community events and through FOASS (our Parent Teacher Association).
- We promote high expectations through celebrating achievement.
- We communicate behaviour expectations through modelling good behaviour and having a clear and explicit Behaviour Policy which is shared with pupils and parents.

### **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:

- Use contextual data to improve the ways in which we track pupil progress and identify pupils who may be under-performing or those who are more able and provide appropriate support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender, disability, special needs, disadvantaged (including FSM) and action any gaps.
- 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 and disability, without stereotyping.
- Promote attitudes and values that will challenge racist, homophobic 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.
- Ensure that the curriculum is relevant to the needs and interests of all pupils.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Ensure that the school's curriculum policies promote learning for all.
- Promote and maintain high levels of attendance, for example through termly monitoring of data, recognising and rewarding high attendance.

### **Supporting Learners with Particular Needs**

Recognising that some of the groups covered in this policy are more likely to have particular needs, the school will:

- Provide distance learning for any child out of school for a significant period of time due to illness or other similar circumstances.
- Prepare SEN Support Plans to focus on learning priorities for any child with SEN needs, including those in care.
- Provide in-class TA/LSA support and intervention groups for all children identified through Provision Mapping.
- Arrange language support as required.
- Provide appropriate training to enable staff to meet particular learning needs, such as training from School Nursing Service, Behaviour Support Service, the Numeracy and Literacy Service or the ASD (Autism Spectrum Disorder) Outreach Service.
- Draw on the expertise of outside professional services to meet the individual needs of pupils.

### **Listening to Pupils, Staff, Parents and Others**

- Children are encouraged to express their views during PSHE lessons, during worship time and Circle Time, and through regular surveys.
- The school hears the 'pupil voice' through the School Council, the Pupil Faith Group and pupil surveys.
- The School Leadership Team actively seeks staff views and listens to staff concerns, for example through Staff Meetings, which take place weekly for both teaching and support staff and by operating an ongoing open opportunity to discuss any issues with the Head Teacher or other members of the Senior Leadership Team.
- The school seeks the views of parents through parent/teacher consultations, Class Rep' meetings, FOASS meetings of chair(s) with the Head Teacher and regular surveys including Parental Survey.
- The Governors seek the views of the wider school community through the biennial Equality Audits and through staff surveys.

### **Providing Equal Opportunities**

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, the school:

- Ensures school uniform is affordable by avoiding expensive clothing. Items of uniform are sold by the school at, or close to, cost price. FOASS sells good quality second-hand uniform; include subsidies as part of the Pupil Premium Grant (PPG) offering.

- Avoids putting parents under unnecessary financial pressure by offering subsidies for certain activities, for example the cost of school trips and visits and residential trips.
- Promotes the take-up of extra-curricular opportunities by subsidising those pupils, where needed, who cannot afford to pay. Attendance at clubs is monitored to ensure equality of opportunity.
- Available application to the Governing Board's Hardship Fund to cover costs of trips, clubs, uniform etc even if not eligible for the PPG.
- Offer children eligible for PPG the opportunity to attend the Nursery full-time if otherwise would not be able to afford it.

### **Admissions and Exclusions**

The school's admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Ensuring Fair and Equal Treatment for Staff and Others**

As an employer we must ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in school and that positive role models and a wider perspective will strengthen the school, we will:

- Demonstrate our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing, recruitment and employment practices.
- Ensure that all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Informing and Involving Parents and Carers**

We recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. Therefore, the school:

- Explains how it operates through its weekly newsletter, Prospectus, information evenings for parents, parent workshops and its website.
- Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or e-mail, through Home School Link Books, and parent consultation evenings.
- Actively encourages parents to attend parent consultation evenings by teachers telephoning non-attenders or making alternative arrangements.
- Ensures that parents understand how well their child is progressing through regular progress checks and end of year report.
- Explains how parents can help their child at home, for example class-based parent workshops covering English and Mathematics; curriculum evenings and the school's approach to Relationships, Sex and Health Education (RSHE) and Online Safety.

- Explains how parents and others can help in school, for example by helping in classrooms, on trips, hearing children read, joining FOASS etc.
- Encourages parents to join FOASS and the Board of Governors by regular announcements in the school newsletter.

## **Making the School Accessible for All**

The school:

- Meets the needs of pupils, staff and others with physical and or sensory disabilities by providing designated toilets and makes reasonable adaptations to the school buildings as appropriate within the physical restrictions of the site.
- Ensures that curricular and extra-curricular opportunities are available for pupils with disabilities by assessing access issues and putting risk assessments in place.
- Ensure that adequate supervision and support is provided where and when needed, taking into consideration context, trips, visitors and dependent on need.
- Identifies further developments by keeping in regular touch with representatives of disability groups in order to update provision.
- An Accessibility plan provides further information to support pupils and track progress against objectives.

## **Strategies for Training and Teaching**

### *Staff Support*

All staff will undertake regular training on how to meet their responsibility for Equality and Diversity. All those working in the school (including adult helpers) are to be made aware of this policy and supported to implement it.

### *Fostering good behaviour and supporting good mental health*

At All Saints' positive, good behaviour is rewarded by praise and rewards such as team points, merit cards, postcards home, details of which are stated in the Behaviour Policy. The setting of the scene in the classroom is vital, with a definite and highest expectation of good social behaviour. The boundaries that are set and observed are required similarly by all members of staff. The management of the curriculum plays a crucial role in helping to create a good ethos by dealing with the issues of equality and diversity in subject planning, and schemes of work for each subject emphasise and support this. This expectation of good behaviour extends beyond the classroom to all areas of school activity, in or outside the school.

Each year group has a Worry Box in the classroom, through which pupils can communicate any concerns or anxieties they have. Pupils are provided with a printed 'worry slip', which gives them the opportunity to write down their worry and declare, should they wish to, that they wish to speak to an adult; they can specify that adult. Teachers regularly check the worry boxes and, using their professional judgement, decide on appropriate follow up. This may take the form of a quiet chat with the pupil, a whole class 'circle time' or a consult with a member of the SLT depending on the issue raised by the pupil. All Saints' also has embedded systems for supporting pupils' core emotional needs through buddy systems, Anti-Bullying Ambassadors and classroom circle time.

## **Monitoring, reviewing and assessing the policy**

Governors will annually review this policy and the equality objectives every 4 years. It is expected the teaching staff will feed into this process, either via the Head Teacher or the Staff Governor. Pupils will contribute via School Council.

## **Breaches of the policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governors.

## **Cross-curricular Link**

The school will raise the awareness of the importance of equality through: school assemblies and worship; the School Council; Faith Group and the use of Circle Time as appropriate.

## **Equal Opportunities**

The School has a duty to offer equal opportunities to all pupils. In accordance with the schools' policies, especially those relating to Equal Opportunities, SEN and EAL, we are committed to providing a teaching environment conducive to learning. Each child is valued, respected, supported and challenged regardless of ability, race, gender, religion, social background, sexual orientation, culture or additional needs (physical or learning).

## **Health and Safety**

In their planning of activities, teachers will anticipate likely safety issues. These are most likely to be associated with day or residential trips away from school. In this instance a separate Risk Assessment of each activity will be undertaken by the member of staff in charge.

## **Links to Other Policies and resources:**

- Online Safety Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEN and Inclusion Policy
- Medical Conditions Policy

**The Equality Policy was reviewed by the Pupils' Committee in June 2025**

**It was formally adopted and approved by Governors: June 2023**

**Date of Next review (Annually): June 2026**

**Signed:            Date:**

**Chair of Governors**