



Vision

With the teachings of Jesus as our guide, we embrace a creative and ambitious curriculum to ignite a passion for learning. We prepare our children for a rapidly changing world by equipping them with critical and creative thinking skills, independence, resilience and respect for our core school values.

Believe to Achieve

'Living life to the full' (John 10:10)

Our School Values:

Koinonia, Trust, Forgiveness, Friendship, Love, Thankfulness, Respect

All Saints' C.E. (C) Primary School

Equality Statement

Equality Statement

The staff and Governors of All Saints' Church of England Primary School are committed to promoting equality. This is so there is equality of access and that diversity within the school is celebrated.

At All Saints' equality is a key principle for treating all children, staff and other stakeholders the same irrespective of gender, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the characteristics protected in the Single Equalities Act 2010.

The Act requires schools to have due regard to the need to:

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

These are known as the three equality aims in the general equality duty. Having **due regard** means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making:

Having **due regard** to the need to advance equality of opportunity involves considering the need to:

- remove or minimise disadvantages suffered by people due to their protected characteristics; meet the needs of people with protected characteristics; and
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low. Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

This development reflects the growing awareness of the need to view different equality strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources.

Equality legislation exists to protect people but also to try and advance equality. Inequality still persists in the UK despite 40 years of equality legislation. In Staffordshire we know that some groups do less well than their peers in terms of progress, achievement and later life chances. This picture is reflected nationally. The recognition of diversity and promotion of inclusive and equality practices will help to overcome this disparity.

The measures are designed to impact on pupils from different groups, eg SEN, Children in Care; Minority Ethnic and Traveller pupils, EAL pupils and those receiving Free School Meals in the following areas:

- Pupil progress and attainment
- Teaching and Learning

- Behaviour, discipline and consequences
- Attendance
- Admission
- All forms of bullying including prejudice related incidents
- Parental involvement
- Participation in out of hours activities and extended school activities
- Staff recruitment and retention
- Visits and visitors

Promoting Equality: Curriculum

We aim to provide all learners with opportunities for success and we ensure that:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the experiences and backgrounds of pupils and families in school
- Curriculum opportunities are available for exploring concepts and issues related to identity and equality
- We promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language
- The curriculum is supported with materials that positively reflect a range of cultures, lifestyles and identities

Promoting Equality: Achievement

Consistently high expectations of all children *and adults* are maintained regardless of age, gender, ethnicity, disability, social background and sexual orientation. In respect of this it is recognised that:

- Adults in school are expected to provide good, positive role models in their approach to all issues relating to equality and opportunity
- Particular educational needs of individuals and groups are identified so targeted interventions can be applied in order to narrow gaps in achievement
- Varied teaching methods are used throughout school to ensure opportunities for effective learning are always available
- All pupils are actively encouraged to engage fully in their own learning

Promoting Equality: School Culture and Ethos

- School leaders at all levels are instrumental in demonstrating mutual respect between all members of the school community
- A sense of openness and tolerance is sought amongst all workers, learners and visitors to school
- Children are taught to greet visitors in school with friendliness and respect
- Displays around school reflect diversity and equality
- Reasonable adjustments are made to ensure access for all pupils, staff and visitors (including parents) with disabilities (physical access and access to information and activities)
- Provision is made to cater for the cultural, moral, spiritual and social needs of all children through a range of activities, assemblies, worship and visits

- Pupils' views are actively encouraged and respected. Pupils are provided with an effective voice through the School Council, pupil view surveys, pupil conferencing
- Positive role models are used throughout the school to ensure that different groups of learners are welcomed and included

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity
- Access to opportunities for professional development is monitored
- Employment policy and procedures are reviewed regularly to check conformity with legislation

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and such incidents are recorded and monitored
- The school reports annually to governors and LA the number of prejudice related incidents in school

Promoting Equality: Partnership with Parents/Carers and the Wider Community

- We ensure that all parents/carers are encouraged to participate in the life of the school
- Effective channels of communication are maintained to ensure parental views are captured to inform practice
- Members of the local community are encouraged to join in with school activities and celebrations
- The school ensures that parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller as well as pupils with disabilities are welcomed

Responsibilities for the commitment to Equality

The Governing Board has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's equality policy is maintained and updated regularly
- Related actions, procedures and strategies are implemented
- The designated equalities governor has an overview, on behalf of the whole governing body, of all equalities related issues

The Headteacher and Leadership Team are responsible for:

- Providing leadership and vision in respect of equality in partnership with the Governing Body
- Overseeing the implementation of equality related policies and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that staff are aware of their responsibilities and to provide relevant training and support

- Taking appropriate action in response to any prejudice related incidents

All Staff are responsible for:

- The implementation of the school's commitment to equality
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity or culture, disability, sexual orientation, or against any other vulnerability
- Remaining informed of current equalities legislation

Equality objectives for school development

- ✓ Tracking and measuring the progress of all vulnerable groups and previously high attaining children with the provision of 'tailor made' interventions
- ✓ Targeted use of 'catch up' funding to be used for vulnerable learners who missed out of education during lockdown.
- ✓ Implementation of enhanced PSHE curriculum which supports and promotes equality
- ✓ Working to ensure that the attendance of vulnerable children is as high as other groups, bearing in mind the significant and ongoing impact of Covid 19.

Reviewed: October 2020

Next review: October 2021