POLICY

For

Equality

Amended

September 2024		
September 2025		

‘Striving for excellence whilst caring for all within a loving and caring Christian environment.’

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.
Article 3 The best interests of the child must be as top priority in all actions concerning children.
Article 28: Every child has the right to an education.
Article 29: Every child has the right to be the best they can

Our Academy Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can." **John Wesley**

Our mission statement:
'Striving for excellence, caring for all
Within a loving and caring Christian environment.'

'There is neither Jew nor Greek, there is neither slave nor free man, there is neither male or female; for you are all one in Christ Jesus.' Galatians 3:28

GUIDING PRINCIPLES

In fulfilling the legal obligations cited below, we are guided by nine principles:

Principle 1: All children are of equal value.
We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference.
Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between all members of our school community regardless of gender identity, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development
We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to parenthood and adoption

Principle 5: We aim to reduce and remove inequalities and barriers that already exist
In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- different gender identity groups

Principle 6: We consult and involve widely
We consult and engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit
We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups.

Principle 8: We base our practices on sound evidence
We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives
We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

1. disability
2. ethnicity, religion and culture
3. gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall academy improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

MISSION STATEMENT
As a Church of England Primary Academy Trust:
We seek to actively recognise and value the richness of the community we serve and the wider community. We strive in all aspects of our work to promote a greater awareness, understanding and inclusion through the full and active implementation of our curriculum, including extra curricular activities, visits and visitors; the aims and mission statement for our Abbey Academies Trust and this Equality Policy. Our schools are at the heart of our community. Consequently, the focus of church school's distinctiveness draws in the community. This is a deeply caring school community where Christian values are rooted firmly in biblical teaching so that all its members have the opportunity to fulfil their God-given potential. There are several children in our schools of different faiths who are highly respected and who make their own distinctive contribution to developing the understanding of all children about their faith.

Values
Our Trust's aims incorporate and communicate the following values:

- Equality of opportunity for all
- Developing the full potential of each individual child
- Delivering a broad and balanced curriculum
- Promoting high self-esteem and a positive self image
- Promotion of a secure, stimulating and supportive school environment
- Partnership with parents and the wider school community
- Preparation for life in the 21st Century
- Promotion of positive relationships between all stakeholders within the school community
- Promotion of spiritual well being
- Promotion of health and well being
- Celebrating diversity

- We are committed to tackling discrimination, harassment and promoting equality of opportunity and good race relations for all ethnic groups, especially with regard to:

    - Pupils attainment and progress
    - Curriculum teaching and learning (including language and cultural needs)
    - Care and assessment
    - Staff recruitment and career development
    - The school's values
    - Pupil behaviour, discipline and exclusion
    - Racism and racial harassment
    - Admissions and transfer procedures
    - Membership of the Board of Trustees and Local Governing Body

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THE CURRICULUM/TEACHING AND LEARNING/ ETHOS AND ORGANISATION

Our Pupils

Teaching and Learning
Our teachers and teaching assistants are committed to equality of opportunity **for all our pupils**, to ensure equal access to the curriculum and learning. Our teaching strategies are designed to enable all pupils to develop and achieve their potential. Please see our Teaching, Learning and Curriculum, SEND and Inclusion and RSE Policies for more details.

From September 2020, all primary-age children have been taught Relationships and Health Education in accordance with the Statutory Guidance from The Department for Education (DfE). At Abbey Academies Trust, we have proactively implemented a comprehensive PSHE curriculum that aligns with these requirements. We use the Jigsaw programme, which takes a mindful approach to PSHE, ensuring that our pupils receive a holistic and thoughtful education in these crucial areas.

In July 2025, the updated statutory guidance on relationships education, relationships and sex education (RSE) and health education was released. Jigsaw will make any necessary adaptations to resources and teaching materials to ensure full alignment to the updated guidance and we are prepared to incorporate them as necessary to ensure compliance and the continued well-being of our pupils. As with our previous RSHE review, any changes will go through a consultation process as detailed below.

Our policy has been shaped through a thorough consultation process, including feedback from staff (January 2024), parents and carers (March 2024), and the Trust Board along with Chairs of Local Governing Boards (Feb 2024). This policy was ratified by Trustees on 22nd April 2024. We remain committed to engaging with our school community to deliver an education that reflects both statutory requirements and the needs of our pupils.

All RSE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. This is delivered in line with the 2010 Equality Act which highlights the nine protected characteristics. The PSHE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (e.g. 1 Peter 2:17).

Attainment and progress
Our staff, teachers and teaching assistants use a variety of strategies to ensure that all pupils achieve to their potential. The curriculum is planned effectively and work is differentiated to facilitate the achievement of all pupils. Through our programme of self evaluation the achievements of all pupils are monitored and evaluated. Attainment is measured against local and national data, issues are identified and incorporated into our Academy/School Improvement Plan.

Curriculum
Our curriculum follows the 2014 Primary Curriculum guidelines. We review it annually as part of our self-evaluation. We aim to enable our pupils to have experience of the multicultural and diverse society in which we live. (See our Curriculum Policy, Learning and Teaching Policy and British Values Statement)

Behaviour, discipline and suspensions/exclusions
Each class has agreed rules (Class Charters) and the school policy for promoting good behaviour. There are also clear guidelines for behaviour at break and lunchtimes. Behaviour is monitored by the Executive Head Teacher, Headteacher, Head of School, Leadership Team and class teachers. Problems with behaviour are dealt with and it is sometimes necessary to involve parents/carers. Any suspension/exclusion would be dealt with in accordance with national law and local guidance. (See Behaviour and Bullying Policy/Suspension and Exclusion Policy.)

The school takes seriously its legal obligations to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals. The Stephen Lawrence definition of a racist incident is used by the school to cover all forms of prejudice. The standard definition now adopted by most public bodies is:-

“Something is a hate incident if the victim or anyone else think it was motivated by hostility or prejudice based on one of the following things; disability, race, religion, transgender identity or sexual orientation.”

Racism and Racial Discrimination

Definitions:
- Racist behaviour- conduct or words which advantage or disadvantage people because of their race, colour, culture or ethnic origin.
- Racist incidents – any incidents which are perceived to be racist by the victim or any other person.

We do not tolerate racism of any kind. The Executive Head Teacher, Headteacher and Head of School will take action regarding racist incidents involving pupils, staff, parents, governors or visitors, either as victims or perpetrators.

Procedures for handling incidents of racial harassment.
The following procedures are to comply with the statutory code of practice for the elimination of racial discrimination and the promotion of racial equality in employment.

- Incidents of racial harassment will be dealt with in accordance with the Behaviour Policy, straight to the level where the Executive Head Teacher and/or Headteacher/Head of School is informed. Parents/carers may also need to be contacted.
- Incidents involving staff, parents/carers, Trustees, Governors, visitors, either as victims or perpetrators will be reported to the CEO, Executive Head Teacher, Headteacher, Head of School and the Board of Trustees.

- All incidents are written in the 'Log of Racist Incidents'. Entries are analysed and reported to the Board of Trustees and Local Governing Body in the Executive Head teacher/Headteacher/Head of School's report.
- A 'Racist Incident Form' should be completed.

Attendance, admissions and transfer
Our admissions criteria are published in our school prospectus. They are in line with LA guidance and are designed to ensure that there is no discrimination with regard to admission of pupils.

Attendance is monitored to ensure that all pupils are attending school where possible. We work with all schools and settings to ensure smooth transfer between schools.

Pastoral care and personal development.
We have very good relationships within school, between staff and pupils and between pupils. We monitor all our pupils to ensure that they are growing, developing and making progress. Our UNICEF, PSHE and citizenship work, including SEAL, explicitly and implicitly promote equality. Our daily assembly and/or Collective Worship provides opportunities for the promotion of equality.

Our Staff
Our staff are collectively and individually committed to the school's aims and values. This means that all our staff are committed to the promotion of equality.

Our recruitment and selection procedures adhere to equal opportunities legislation and guidance. No candidate is discriminated against on any grounds. We aim to professionally develop all our staff. We are committed to continuing professional and career development for all.

Our Parents/Carers
Our aim is to establish partnership with parents/carers. We seek to involve our parents in their child's education. We seek to ensure that no parent feels excluded from school for whatever reason.

Parent's Evenings, curriculum events and questionnaires are used to enable parents/carers to express their views. We operate an 'open door' policy with regard to our parents/carers in school.

Responsibilities of key staff and stakeholders

The Board of Trustees and Local Governing Body
The Board of Trustees and Local Governing Body have overall responsibility for the promotion of equality, good race relations and the elimination of unlawful discrimination within the school community. Trustees and Governors will monitor the policy along with the Executive Headteacher/Headteacher and senior staff to ensure that is effective and adhered to.

Executive Head Teacher/Chief Executive Officer
The Executive Headteacher/CEO has overall responsibility for the promotion of equality, good race relations and the elimination of unlawful discrimination within the school community on a day-to-day basis. The Executive Headteacher/CEO monitors the implementation of the policy and any action arising from the policy and evaluates its effectiveness. The Executive Headteacher/CEO ensures that staff adhere to the policy and the principles therein and provides appropriate training for all staff.
The Executive Headteacher/CEO will take action regarding incidents involving pupils, staff, parents/carers, governors or visitors; either as victims or perpetrators.

All Staff
All staff will ensure that learning in the classroom is in line with equal opportunities and promotes equality and good race relations. Staff will deal with incidents in line with school policy. They will also challenge bias and stereotyping thus helping to promote positive race relations.

The Executive Head Teacher, Headteacher, Head of School, Senior Leaders and PSHE/Citizenship coordinator will lead development and monitoring of the curriculum and ensure that our curriculum is multi-cultural, prepares our pupils for life in a diverse society and promotes equality and good race relations.

Monitoring and Evaluation
The policy will be monitored by the Executive Headteacher/CEO or named staff on a regular basis, and evaluated to a predetermined timetable. The Executive Head Teacher/CEO, Headteacher or Head of School will report on the implementation of the policy in a termly report to Trustees and Governors. Criteria for review will include;

- Whether there have been any incidents of racial discrimination and the effectiveness of how they were dealt with
- The extent to which the curriculum and teacher's planning reflects the multi-cultural world in which we live and promotes good race relations
- Whether any planned actions to promote equality have been effective and what impact they have had
- The performance of minority pupils is achieved through monitoring:
    - Behaviour
    - Home-School liaison
    - Attendance and Punctuality

Review and Training
This policy was developed through consultation with staff, student council, trustees and governors and will be reviewed after 1 year, in line with the school's programme for reviewing policies. Training will take place through Staff Professional Development and the provision of 'Training Opportunities for Trustees and Governors'.
This document is integral to all policies to be used in school as a resource for existing activities and developing the Academy/School Improvement Plan and all policies.

<u>BREACHES OF THE POLICY</u>
Any concerns/complaints about the implementation of the policy or any infringement of it will be dealt with in line with our Complaints' Policy which can be requested from the Executive Head Teacher/CEO, Headteacher, Head of School and is on the School's website.

<u>LEGAL FRAMEWORK</u>
This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality.
This policy has been developed to help to meet the duty:-

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

It also takes into consideration KCSIE September 2025
DATE OF APPROVAL BY THE TRUST BOARD: Autumn Term 2025
Next Review: Autumn 2026