

All Saints C of E (VA) Primary School, Datchworth



Equality & Diversity Policy

This policy replaces the equal opportunities policies of employment and equal opportunities for pupils.

Reviewed by: Curriculum & Standards

Date of approval by Governing Body: November 2018

School's date of review: November 2020

School's date for next review: November 2021



School Vision

‘Walking together, discovering life’

The Road to Emmaus (Luke 24: 13-35)

In our school, we aim to:

- Be a school community which supports one another on the journey of discovery and learning, where each child feels safe, valued and known.
- Provide an inspiring Christian environment in which our values shape each member and are evident in the life of the school, as well as in their actions and advocacy in the world.
- Invite children and staff to gain from the wisdom of Christian teaching and worship whilst being respectful of those of other faiths and none.
- Foster the development of an enquiring attitude towards learning and, through stimulating opportunities, encourage children, whatever their ability, to be the best that they can be.
- Encourage a love and care of creation, our neighbours near and far, and value our strong links with All Saints Church.

Equality Statement

Legal Duties:

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our Ethos/mission

We believe ours is a happy, caring school in which each and every member of the school community is valued and respected by every other member. Our belief in treating one another with kindness and consideration is underpinned by our Christian values and permeates throughout every aspect of school life.

We believe children learn best in a calm, purposeful atmosphere and we believe in creating a stimulating, organised learning environment in which every child is encouraged to realise his or her potential. We believe in setting high standards in every aspect of school life, for example, presentation of work, dress, manners, speech, attitudes to others and work. The endeavours of all children are valued, and achievements are celebrated and shared.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that they are aware of their responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that they are aware of their responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging

	the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality & Diversity Policy and our published equality information and equality objectives by publishing them on our school web site: <http://datchworth.herts.sch.uk/>

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every year, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body: November 2018
(Curriculum & Standards Committee)

Date of review: November 2020

Date to review in the future: November 2021



All Saints C of E (VA) Primary School

Equality & Diversity Objectives

Date: September 2020

Objective	Actions	Timescale	Person responsible	Success Criteria
<p>Objective 1: To promote a respect for diversity within the school community.</p>	<p>Maintain an accurate record of the diversity within the school community.</p> <p>Deliver a curriculum which promotes positive attitudes and relationships, and a shared sense of belonging for all groups.</p> <p>Monitor the performance and progress of groups compared to whole school and national levels.</p> <p>Monitor any discriminatory or prejudicial behaviour in school and, if present, develop preventative measures.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Develop and maintain an accurate record of the diversity present within All Saints Primary School. Strengthen this church school's ethos of community and inclusivity to consider how to promote even further positive attitudes towards the protected characteristics. Develop the school's curriculum to increase opportunities for strengthening further positive attitudes and relationships. <p>Year 2:</p> <ul style="list-style-type: none"> Monitor performance and progress of groups annually and take subsequent actions to improve achievement for groups of learners. Develop opportunities to improve progress for groups of pupils. <p>Year 3:</p> <ul style="list-style-type: none"> Monitor discriminatory or prejudicial behaviour termly and annually. Implement actions to reduce any inequalities or prejudices and promote increasing positive relationships within the school community. 	<p>Governors Head Teacher Class Teachers SEN Co-ordinator Support Staff Pupils Parents</p>	<p>All children feel happy and safe at school.</p> <p>Pupil Voice reveals that children feel accepted and part of the school community.</p> <p>Children representing marginal groups perform as well as their peers.</p>

<p>Objective 2: To identify any pupils/staff who may be experiencing issues with their Mental Health and wellbeing and ensure appropriate provision and support.</p>	<p>Identify children/staff who may be displaying anxiety of any mental health issues.</p> <p>Consider if any issues may have arisen as a result any discriminatory or prejudicial behaviour.</p> <p>Attempt to identify any root cause and seek support to address needs.</p> <p>Seek advice from professional agencies and offer appropriate support.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> Members of staff to attend School Wellbeing sessions with two trained psychotherapists to discuss issues experienced or identified concerns. Develop a strategic plan to address the mental health and wellbeing of both pupils and staff. <p>Year 2</p> <ul style="list-style-type: none"> Develop school wellbeing sessions as a supportive and reassuring tool for staff to discuss concerns and anxieties. Gather feedback and opinion on usefulness and impact of support provision. <p>Year 3</p> <ul style="list-style-type: none"> SFW/SENCo/Teachers to support families with children experiencing mental health and wellbeing issues. Monitor and support the progress of pupils who have experienced mental health issues. 	<p>Governors Head Teacher Class Teachers SEN Co-ordinator Support staff Pupils & parents</p>	<p>All children/staff feel happy and safe at school.</p> <p>Pupil Voice reveals that children feel able to cope and in control of their emotions.</p> <p>Children/Staff who have been experiencing anxiety or mental health issues are able to identify improvements in their wellbeing since the school has offered support.</p>
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All Saints C of E (VA) Primary School

Equality & Diversity Objectives Review

Date: September 2020

Objective	Actions	Achievements	Impact	What next?
<p>Objective 1: To promote a respect for diversity within the school community.</p>	<p>Maintain an accurate record of the diversity within the school community.</p> <p>Deliver a curriculum which promotes positive attitudes and relationships, and a shared sense of belonging for all groups.</p> <p>Monitor the performance and progress of groups compared to whole school and national levels.</p> <p>Monitor any discriminatory or prejudicial behaviour in school and, if present, develop preventative measures.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> An accurate record of the diversity present within All Saints Primary School is maintained and regularly monitored. The school's ethos of community and inclusivity promotes positive attitudes towards the protected characteristics by ensuring a range of cultures, faiths and world views are incorporated within the curriculum. The school's curriculum has increased opportunities for strengthening further positive attitudes and relationships by forging an international link with a partner school in Nepal. Year 6 were involved in deep and meaningful discussion about Black Lives Matter during Summer 2020. The school also marked Black History month in October 2020. <p>Year 2:</p> <ul style="list-style-type: none"> This academic year was affected by a national lockdown as a result of the 	<p>Children of all ethnicities and backgrounds feel equally happy and safe at school.</p> <p>Pupil Voice reveals that children feel accepted and part of the school community.</p> <p>Children representing marginal groups perform as well as their peers, and in many cases better.</p> <p>Children are beginning to see themselves as global citizens.</p>	<p>Continue to record and monitor diversity in the school and compare progress of minority groups.</p> <p>Continue to ensure that minority groups feel valued and given equal opportunities.</p> <p>Plan delivery of Black History Month across the whole school in October 2020.</p> <p>Develop the international link with the school's partner school in Nepal and embark on shared project work on sustainable development.</p>

		<p>Coronavirus pandemic. Groups' performance was monitored up to March and has continued to be tracked on a full return to school. The focus presently is on identifying any gaps in learning.</p> <ul style="list-style-type: none"> • Opportunities to improve progress for groups of pupils is currently being planned and offered through year group interventions and catch-up premium. <p>Year 3:</p> <ul style="list-style-type: none"> • 		
<p>Objective 2: To identify any pupils/staff who may be experiencing issues with their Mental Health and wellbeing and ensure appropriate provision and support.</p>	<p>Identify children/staff who may be displaying anxiety of any mental health issues.</p> <p>Consider if any issues may have arisen as a result any discriminatory or prejudicial behaviour.</p> <p>Attempt to identify any root cause and seek support to address needs.</p> <p>Seek advice from professional agencies and offer appropriate support.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Members of staff have been attending School Wellbeing sessions with two trained psychotherapists to discuss issues experienced or identified concerns. • A strategic plan to address the mental health and wellbeing of both pupils and staff has included so far: the appointment of a School Family Worker, opportunities to discuss issues and concerns with trained psychotherapists, art therapy sessions and a governor review of staff workload and wellbeing. <p>Year 2:</p> <ul style="list-style-type: none"> • School wellbeing sessions have taken place through Year 1 and Year 2, and have now resumed after lockdown. Feedback will be gathered later on in 2020 - 2021. • The school has made pupil and staff 	<p>Children and families who have met with the School Family Worker have expressed that they felt it was beneficial and had a positive impact.</p> <p>Pupils who have attended sessions with the SFW or art therapy have given very positive feedback and feel more able to cope and be in control of their emotions.</p>	

		<p>wellbeing a priority in the school development plan for 2020 – 2021 and is actively participating in the Local Authority's DfE-funded support 'Wellbeing for Education Return'.</p> <p>Year 3:</p> <ul style="list-style-type: none">•		
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