



## Equality Policy

<b>Date Approved and Minuted</b>	<b>Trust Board</b>	<b>Autumn 2022</b>
<b>Date of Next Review</b>	<b>Trust Board</b>	<b>Autumn 2026</b>

### **Introduction**

*This equalities policy amalgamates equalities legislation into one single equality policy. It has been written with guidance from Suffolk Inclusive School Improvement Service but individualised to meet the needs of All Saints Schools Trust and their communities. The policy is accompanied by an equalities action plan and the policy and the school equality impact assessments have determined priorities for this plan.*

### **Statement/Principles**

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils in school, ensuring there is equality of access and celebrating and valuing the heritage and strengths of within the school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of All Saints Schools Trust and wider communities. Every member of the school community should feel safe, secure, valued and of equal worth. At All Saints Schools Trust, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination.

This policy has been drawn up as a result of discussion with staff, pupils, parents, and governors.

### **Monitoring and Review**

The person on the staff responsible for co-ordinating the monitoring and evaluation is the CEO Melanie Barrow. Working closely with leaders across the Trust she will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard,
- Working closely with the schools in the Trust.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
  - Pupils' progress and attainment
  - Learning and teaching
  - Behaviour discipline and exclusions
  - Attendance
  - Admissions
  - Incidents of prejudice related bullying and all forms of bullying
  - Parental involvement
  - Participation in extra-curricular and extended school activities
  - Staff recruitment and retention
  - Visits and visitors

### **Policy Commitments**

#### **Promoting Equality: Curriculum**

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

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;

- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provision for special educational needs and disability;
- A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement pupils are encouraged to be actively involved in their own learning.

### **Promoting Equality: Ethos and Atmosphere**

- At All Saints Schools Trust Schools, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of both assemblies, classroom based and off site activities;
- Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

### **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 and ensure good equality practice through the recruitment and selection process;

- Steps are taken to encourage people from under represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **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 has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and the Trust on an annual basis the number of prejudice related incidents recorded in the school.

### **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

All Saints Schools Trust schools aim to work in partnership with parents/carers.

We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication, e.g. parent evenings, to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Traveller or pupils with disabilities are made to feel welcome.
- We will not tolerate any discrimination relation to gender, homophobia, race, religion including any which happens in the community.

### **Responsibility for the Policy**

In our school, all members of the school community have a responsibility for the promotion of equalities.

**The Governing Body** 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; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's access plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;

- The named Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

**The Headteacher and Senior Leadership** has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

**All school staff** have responsibility for:

- The implementation of the Equalities Policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

### **Measuring the Impact of the Policy**

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline will be published to enable impact assessment to be undertaken at the appropriate time. The main findings from equality impact assessments will be published for the school community.

### **Timeline**

Autumn 2019	Draft Single Equality Policy updated in consultation with Staff, Parents, Pupils, Governors and community
Dec 2019	Policy circulated for comment
Spring 2020	Policy amended and formally submitted for approval by Trust Board
Autumn 2022	Policy reviewed at Trust Board and circulated for consultation around school communities.
Dec 2022 to Jan 2023	Policy will be revised in light of any comments received then submitted for approval by the Trust Board in early 2023.

## Review of Action plan from 2018-2022

Priority	Action- what are we going to do?	Equality Strand	Date of completion	Objective for each action	Review
Improve services for families and pupils who are socioeconomically disadvantaged	Investigate ways to run courses for parents within the Trust more locally (such as Triple P)	All	Summer 20	Ensure parents are able to access services.	Pupil premium can be evidenced to be being used effectively but further parental training sessions would be useful
Reduce bullying	Monitor bullying incidents by asking adults to record these when reported	All	Summer 20	Track and reduce bullying incidents.	New system Arbor should be used effectively to track this even more effectively.
Enhance inclusion in PE and sport	Ensure all pupils are given opportunities to participate and do not feel excluded due to gender or ability. Ask Leaders to monitor this drawing on	All	Summer 20	Offer all pupils the chance to participate in sporting activities.	Good use evidenced of Sport's Premium. Further inter Trust Sporting events to be arranged.
	professional background of sports inclusion and report back at leadership meetings.				
Develop understanding, capacity and compliance on promoting equalities and monitoring impact	Discuss equality legislation and policy with all parties. Ensure new staff are aware of policy and duties.	All	Summer 20	Raise awareness of policy through meetings with staff, parents and GB meetings.	Canvas opinion about issues, gather these together for new action plan and circulate for comment among stakeholders in school communities.
Ensure that our evidence collection and analysis of assessment data responds to equalities priorities	Analysis of assessment, identification of any underperforming groups. Pupil Progress Dialogues to raise staff awareness.	All	Summer 20	Analyse assessment data and identify underperforming groups.	Leaders tracking these. Reported through Local Governing Bodies.
Improve the way we ensure children contribute to school	Involve pupils in school decision making processes through school council meetings.	All	Summer 20	Host regular school council meetings.	School Councils and Ethos Committees being used effectively.

Research and implement new RSE curriculum and suitable long term plan	CF to research good scheme which could be purchased Trust wide to fulfil new expectations. Staff to moderate PSHE together and share good practice.	All	Autumn 19  Autumn 20	Implement new RSE scheme. Provide “deep dive” opportunities.	Good consultations across all schools about RSE. Invest in updated versions of PSHE/ RSE programmes across the Trust such as “Jigsaw”. CEO to monitor and all schools to make materials available upon request.
Ensure school celebrates diversity and different cultures are celebrated.	Ethos Committee to monitor. Multicultural days. Different writers and poets explored in literacy from other cultures. Consider hosting Trust event.	Ethos and Atmosphere	Summer 21	Ethos committee meetings and act upon suggestions.	Achieve. Build upon this by organising a Trust wide multicultural festival at Wingfield Barns.

## Action plan 2022-2026

Priority	Action- what are we going to do?	Equality Strand	Date of completion	Objective for each action
Improve services and education for families and pupils	Investigate ways to run courses for parents within the Trust more locally (such as Triple P). Develop a parental SEN support group meeting termly at Wingfield Barns with trainers/ speakers.	All	Summer 20	Ensure parents are able to access services and support for parenting and SEN issues.  Develop supportive groups so parents do not feel isolated and that they belong to a supportive Trust community.
Ensure uniform policy reflects making uniform affordable and caters for pupils with Sensory Needs.	Uniform policy has been reviewed and is inclusive. CEO will monitor implementation of this by all schools. Uniform will be made affordable. All schools will have mechanisms to recycle and reuse uniforms (second hand shops or simply donating and giving away outgrown uniforms).	All	Autumn 2022 and ongoing monitoring schools are adhering to this.	Sensory needs of pupils are catered for and sensitivity to uniform textures does not become an issue for pupils.  Uniform is affordable.
Ensure minor incidents are being logged and recorded accurately so bullying is identified and addressed	Monitor bullying incidents by asking adults to record these when reported using Arbor.	All	Autumn 22 and ongoing	Track and reduce bullying incidents. Robust, consistent systems ensure low level incidents are recorded and addressed so no larger issues emerge.
Increase opportunities for inclusion in PE and sport by providing more local and inter Trust competitions.	Ensure all pupils are given opportunities to participate and do not feel excluded due to gender or ability. Ask Leaders to provide local inter Trust school competitions and matches.	All	Summer 23	Offer all pupils the chance to participate in sporting activities. Host more local Trust school events and matches.
Multi-cultural festival and Trust cultural events at Wingfield Barns.	Provide opportunities for pupils to understand different religions and cultures.	All	Summer 23 and on-going programme	Provide a rolling programme of cultural events for pupils within the Trust including a multi-cultural festival with speakers representing different faiths.
Invest in updated versions of PSHE/ RSE programmes across the Trust such as "Jigsaw". CEO to monitor and all schools to make materials available upon request.	Ensure we review resources so that the highest quality PSHE and RSE curriculum can be provided with is matched to the knowledge that pupils need.	All	Autumn 2022 and on-going	Ensure schools have an effective Curriculum and resources to teach PSHE and RSE and that the Trust ensures that procurement is utilised effectively to make financial savings. Schools will purchase together the effective "Jigsaw" programme or evidence to the CEO that they are using a suitable alternative. Teaching materials will always be available for parents/ carers upon request.
Continue to monitor the effects of lockdown on children and their families and provide mental health and well- being support where it is needed.	Ensure schools have access to play-based therapists and well-being support programmes such as Pit Stop so that resources are available to support pupils and families.	All	Autumn 2022 and on-going monitoring of impact	Schools are utilising play-based therapy, well-being programmes are provided and Early Help sought to provide support for children and their families. Families have awareness that they can request support from schools.