

All Souls CE Primary School

Foley Street, London, W1W 7JJ • Tel: 0207 186 0151 • www.allsoulsprimary.co.uk

Experiencing life in all its fullness, we grow to be the best that we can be. (Based on Biblical Reference John 10:10)



Equality information and objectives policy

Approved by:

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Last reviewed on:

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Our school aims to promote respect for difference and diversity in accordance with our school vision and values.

Our vision: *Experiencing life in all its fullness we grow to be the best we can be.*

Our Values: Compassion, Perseverance, Thankfulness and Wisdom.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination.

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- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Jalal Ahmed. They will:

- Meet with the designated member of staff for equality twice a year and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and actions.
- Take a lead in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link governor twice a year to raise and discuss any issues.
- Identify any staff training needs, and deliver training as necessary.

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All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. The Headteacher monitors equality issues and reports to the equality governor.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to fast during Ramadan).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Produce attainment data each academic year showing how pupils with different characteristics are performing (SEND, ethnicity, gender).
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Produce further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak in RE lessons, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- Where possible we have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with SEND.
- Has equivalent facilities for boys and girls.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is

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recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To review and revise and improve the equality training including training relating to legislation and training on unconscious bias for all staff members to build up previous training undertaken by senior leaders

Why we have chosen this objective:

This objective was chosen to ensure all staff understand Equality Legislation and develop their awareness unconscious bias exists as well as helping staff remove unconscious bias in teaching and decision making.

To achieve this objective we plan to:

Review our current CPD schedule. Explore external training, audit staff needs to enable individual, group and whole school training to take place.

Objective 2

To develop effective systems for monitoring equality and use this monitoring to inform policies, INSET priorities (see objective 1) curriculum reviews and school development planning

Why we have chosen this objective:

Whilst whole school subject monitoring is effective we need to monitor more closely how all identified groups access

To achieve this objective we plan to:

To develop systems for monitoring equality in lessons and ensuring this feedback is shared with subject leads. This will enable subject leads to identify further staff development needs, additional or new resources or whole school priorities.

Objective 3

To develop an oversight planning documents for all of our enrichment activities to ensure there is effective preparation and appropriate adjustments to enable all activities to be fully inclusive

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Why we have chosen this objective:

Time constraints and communication challenges can sometimes mean that children particularly those with complex SEND needs are always effectively prepared for changes in the timetable or for opportunities that are additional to a normal curriculum learning.

To achieve this objective we plan to:

Identify the enrichment opportunities for the term (3 times a year) highlighting those activities that need additional adjustment for some children.

Ensure all teaching staff are confident at using a range of SEND communication strategies such as: Social stories, visual timetables, now and next boards

9. Monitoring arrangements

The Headteacher will update the equality information we produce, at least every year.

This document will be reviewed by Governing Board at least every 4 years.

This document will be approved by Governing Board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- Behaviour Policy
- Anti- Bullying Policy
- Assessment Policy
- Curriculum Policy