



# Equality and Diversity Policy and Objectives

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Linked with other policies:

- Accessibility plan
- Grievance policy
- Staff code of conduct policy
- Recruitment and selection policy

Signed:

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## Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
V1	This policy replaces the Equality statement		

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## 1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

## 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
- [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 Directors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated to staff, students and parents/carers, and that they are reviewed and updated at least once every four years (the equality objectives are reviewed annually)
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link advisor is Jane Crawford. She will:

- Meet with the designated members of staff for equality every year, and other relevant staff members to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Advisory Board regarding any issues

The Headteacher/School Support Manager / Diversity lead and designated staff members will:

- Promote knowledge and understanding of the equality objectives amongst staff and students.
- Monitor success in achieving the objectives and report back to advisors

The designated member of staff for equality and diversity will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- Meet with the equality link advisor every year to raise and discuss any issues
- Support the Headteacher/School support manager in identifying any staff training needs, and deliver training as necessary

All 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 advisors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link advisor. They regularly liaise regarding any issues and make senior leaders and advisors aware of these as appropriate.

#### **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 which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## **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:

- Delivery of new PSHE/RSE framework within schools
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Philosophy and Ethics, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum and intervention areas. For example, as part of teaching and learning in English/reading, students/pupils/children will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Promoting tolerance, friendship and understanding and eliminating discrimination through student leadership (e.g head students, school council, literacy leads, other student leadership opportunities)
- Working with partners across Norfolk. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the community
- We have developed links with people and local groups and charities who have specialist knowledge about particular characteristics, which helps inform and develop our approach and support our students.

## **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.

## **8. Equality objectives**

Appendix 1

## **9. Monitoring arrangements**

The directors will update the equality information we publish in terms of equality objectives, at least every year.

This document will be reviewed by the Advisory Board at least every three years

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Grievance policy
- Staff code of conduct policy
- Recruitment and selection policy

Objectives	
2021 / 2022 (Year 1)	2022 / 2023 (Year 2)
<p>A1 – Audit the provision of diversity throughout the school</p> <p>A2 – Establish methods of communication and discussion about diversity between staff and students.</p> <p>A3 – Provide staff with collaborative planning time and training to ensure inclusion of diversity in all areas of the curriculum</p>	<p>A1 – Build on achievements of Year 1 so diversity is being actively included in all areas of the curriculum</p> <p>A2 – Demonstrate that input from Year 1 is continuing and is actively being used to positively underpin curriculum and ethos around school</p> <p>A3 – Evidence of diversity in all MTP in all subjects</p>
<p>B1 – Establish understanding of areas of diversity amongst students and staff</p> <p>B2 – Enable mixed year, small group discussion of areas of diversity involving staff and students</p> <p>B3 – Continue ethos of understanding and acceptance through explicit and implicit teaching and open discussions</p>	<p>B1 – Demonstration of wider understanding of diversity – reduction of incidents in school, wider and common language of acceptance and tolerance</p> <p>B2 – Concrete examples of how suggestions from groups have improved understanding and tolerance of areas of diversity</p> <p>B3 – Students demonstrate they are able to place the theory they have learnt into everyday practice – wider vocabulary, increased tolerance</p>
<p>C1 – To further develop understanding of diversity and to embed it in school ethos and practice</p> <p>C2 - Develop the role of diversity groups to ensure that student voice is a contributing factor to embedding diversity throughout all areas of school life</p> <p>C3 – Ensure students have faith in the staff to understand, explain areas of diversity and that staff are exemplary role models</p>	<p>C1 – To evaluate the impact of the inclusion of diversity in the curriculum</p> <p>C2 - Evaluate the role of the diversity groups and seek their opinions regarding next steps</p> <p>C3 – To incorporate Diversity student led assemblies into the assembly programme</p>

<p>D1 – Establish the role of Diversity lead</p> <p>D2 – Identify areas of need for training</p> <p>D3 – Provide CPD for subject lead which can be disseminated to staff</p>	<p>D1 – Diversity lead to have a full overview of how Diversity is included in all subjects</p> <p>D2 – In conjunction with student groups, plan next steps for Diversity teaching and learning for staff and students</p> <p>D3 - To develop diversity in all aspects of school life</p>
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