



Equality and Diversity Policy and Objectives

Date: January 2026

Review date: January 2027

Approved by the Advisory Board: February 2026

Linked with other policies:

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

Signed:

Registered address: All Saints School (Lessingham) Limited. Company no: 10323174
Rookery Farm, Reynolds Lane, Potter Heigham, Great Yarmouth NR29 5LY

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
V1	This policy replaces the Equality statement		
V2	May 2025	P7	New updated table
V3	January 2026	P4	Link Advisor now Janet Butler
		P4 & 9	Review changed to every 4 years
		P5	Support Manager amended to Operations Manager
		P7 2 nd para.	Trust changed to [whole] School [objectives].
		P6-7 Strategy table	Removed
		Previously separate Equality and Diversity Statement now incorporated in this policy as Appendix one	<p>Paragraph 1: Pupils changed to students</p> <p>Paragraph 4: Diversity Leads now meet weekly instead of once a half-term.</p> <p>'Recently' changed to 'In the past few years'</p> <p>Last sentence added: They have run awareness sessions and produced resources to be used in the form groups to promote understanding and discussion.</p>

Contents

1.	Aims.....	4
2.	Legislation and guidance	4
3.	Roles and responsibilities.....	4
4.	Eliminating discrimination	5
5.	Advancing equality of opportunity	3
6.	Fostering good relations.....	6
7.	Equality considerations in decision-making	6
8.	Equality objectives	6
9.	Monitoring arrangements	5
10.	Links with other policies	6

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.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link advisor is Janet Butler. 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 Operations 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

Objectives

To make an inclusive and supportive environment where we can be valued for our personal qualities and contributions we will:

- Ensure all directors, advisors, and staff are aware of current legislation relating to Equality and Diversity and understand The Trust's responsibility.
- Value and celebrate the differences between us and promote equality.
- Promote positive relationships between those who share a protected characteristic and those who do not.
- Promote 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, ensuring pupils are prepared for life in diverse 21st Century Britain.
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.
- Talk to people who are affected by what we do e.g. students, employees, parents and carers and others in the community, about equality and diversity, and use this information to inform our decision making.

- Remove obstacles and barriers that those who share a protected characteristic may be affected by. In doing so will examine both the impact on individuals and on groups.
- Have a zero-tolerance approach to bullying and discrimination and will tackle this wherever it is identified.
- Challenge stereotypical views and personal prejudices.
- Think about the language that we use, including informal communications.

Whole School objectives:

- Publish and share our policy with all stakeholders to show compliance with the Equality Duty.
- Train our students, employees, governors and trustees in equality and diversity.
- Reduce the levels of homophobic, sexist and racist language used by students.

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 four 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

Appendix one: Statement



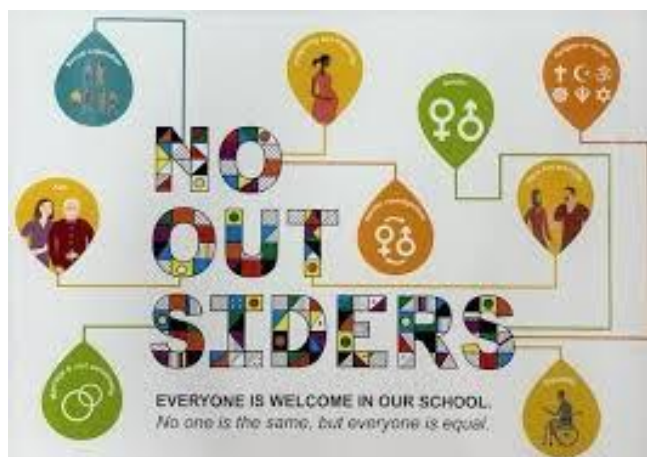
Equality and Diversity

All Saints is a welcoming school which has embraced the 'No Outsiders' philosophy and ethos in both its beliefs and practice. Everyone is valued highly and tolerance, honesty, cooperation and mutual respect for ourselves and each other is a priority. We are committed to the holistic development of all who come to All Saints and provide a supportive and secure environment to facilitate this.

Staff have worked alongside students to ensure that the whole curriculum is broad, balanced and has both implicit and explicit opportunities to learn about the protected characteristics under UK law. We are aware that the rural location of the school could produce barriers so we organise visits to different religious buildings, school trips to a variety of places, including London, speakers to discuss issues and to share different ways of life and experiences.

One protective characteristic is highlighted per half term and students are also exposed to a variety of cultural experiences to broaden their understanding of and feeling of belonging to the wider world.

Positive relationships within the school community underpin a sense of belonging, regardless of race, colour, religion, disability, sexuality, gender and this was shown in a recent student survey. Each class has voted for a Diversity lead who meet weekly and who are responsible for bringing items for discussion to their class. In the past few years, Diversity leads distributed rainbow laces to show affiliation to the LGBTQ community. They have also canvassed opinion about a Pride flag for the school and came back to report that most classes would prefer a 'No Outsiders' poster and sign to show that ALL people are welcome here rather than highlighting just one protected characteristic. They have run awareness sessions and produced resources to be used in the form groups to promote understanding and discussion.



Through this consistent and persistent emphasis on equality and diversity throughout All Saints, we wish to see our vision of a community where:



- there are 'No Outsiders'
- any forms of discrimination are challenged and dealt with quickly and efficiently
- barriers to access, participation, progression, attainment and achievement are removed
- understanding and acceptance of diversity is actively promoted
- all voices towards progress are equal