



Equality Policy

Reviewed by KH/MS	September 2025
Approved by the LGB on	September 2025
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Why we have developed this Equality Policy

This Equality Policy for All Saints CE Junior Academy is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's outcomes, both educational and wellbeing, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

This policy explains how we will listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

All Saints is an average size 2 form entry Junior School of approximately 223 pupils. It is set in an area of mixed housing in the old town area of Hastings East Sussex. Hastings is seen as one of the most deprived towns in England and us such is part of the 75 towns earmarked by the government for regeneration grants. The children come from a variety of backgrounds. Hastings itself is one of the most deprived areas in the country.

Pupils at All Saints deprivation factor is above average. The school has higher than average pupils receiving Free School Meals (39%) and has a high proportion of pupils on the SEND register (24%) We have a lower than average number of pupils whose first language is not English (EAL: 3%). However, we have a higher than average number of pupils with higher of pupils with an EHCP at 6% and currently rising.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes. The themes are reflected in our Equality Objectives.

Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life. At All Saints CE Junior Academy, we want every pupil to feel empowered to make a positive difference to others around them and in our community. Inspired by the story of the Feeding of the 5,000 in the Gospel of Luke, we believe that each of us has a unique part to play in God's plan. Just like Jesus took small offerings and used them to bless many, we encourage our pupils to offer what they can—whether it's their time, talents, energy, or resources—and trust that God will use those gifts to help others.

Through our shared Christian values, and with a strong focus on kindness, resilience, generosity, hope and respect, we help our students see how they can contribute and make a difference in the world. We believe that when we live out these values and trust in God's goodness, there's nothing we can't achieve together. Rooted in Jesus' love and example, we are united in our assertion: With God, nothing is impossible.

Our vision statement about Equality

All Saints CE Junior Academy seeks to foster safe, kind and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

All Saints CE Junior Academy aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers all its pupils.

We celebrate and welcome differences within our school. Community is an essential part of our curriculum as we value our locality, develop links with others and learn new skills to enable the children to take an active role in events throughout the year. Our children will show respect to others, being considerate of their views and beliefs whilst valuing open and honest communication.

We also believe that children should see themselves as 'citizens of the world', respecting diversity, developing tolerance and growing in generosity and compassion. As an academy we recognise the importance of helping the pupils to exist and coexist. We use the THRIVE approach to support children's social emotional and mental health to: build the children's confidence, resilience, empathy and understanding of themselves and their wellbeing.

Children leave the academy with a sense of belonging to a tightly- knit caring community, having the confidence and skills to make decisions and form opinions, a respect for others and the resilience to be active and purposeful learners.

We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. Alongside the principle of equality, we support the children in the understanding the principles of equity, we do not all need the same in order to flourish but our particular barriers need to be acknowledged and wherever possible addressed.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. A personal development curriculum has been mapped in school to place Personal, Social and Health Education in context with Thrive and British Values, so that staff and pupils can see how all of these things work together to support the children's character and social development. High quality texts chosen to represent Britain in the 21st century and are used throughout this work to provide a vehicle for understanding and discussion allowing pupils to consider difficult topics at their own point of understanding.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the school community in the process of developing the policies objectives in order to ensure better outcomes for all . We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils and the wider school community.

We are also guided by the United Nations Convention on the Rights of the Child as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life

These opportunities are likely to include all or some of the following, dependent on our current priorities:

- preparation for entry to the school and transition
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment
- test arrangements
- behaviour management approaches and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

The roles and responsibilities within our school community

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the school improvement plan
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years
- The schools current named governor is Zoe Doye.

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors/contractors are engaged in the development of and review of the Equality Policy
- oversee the effective implementation of the policy including communicating with staff parents/carers, pupils/students and visitors/contractors about the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the ADP

Our school staff will:

- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support and regularly review the Equality Policy
- make known any queries or training requirements.

Our pupils/students will:

- be actively encouraged to be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- be encouraged to actively support the Policy
- be involved in producing a simplified version of this policy that can be displayed in classrooms and communal areas, such as reception, hallways and canteens

Our parents/carers will:

- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- be encouraged to support the Policy

How we developed our Policy - Using information

We have used data and other information about our school.

Attendance data tells us that certain groups are less likely to have good attendance. These groups are in general pupils who are or have been in receipt of or are currently receiving free school meals and pupils with SEND. It is important to understand if there are barriers to regular attendance for these pupil groups. Lower than average attendance can increase the educational and social gap between these pupils and their peers which it is important to address.

Pupils with EAL have strong attendance in our school although the size of the cohort is lower than average.

Our end of Key Stage assessments during 2024/25 suggested that the performance of disadvantaged pupils was broadly in line or better than the national average for **all** pupils. This means that disadvantaged pupils at All Saints perform on par with all pupils across the country if not better.

This table demonstrates All Saints PPG and SEND attainment compared nationally.

Subject	National	National PPG	All Saints PPG	National SEND	All Saints SEND
Reading	75%	63%	78%	42%	51%
Writing	72%	59%	67%	32%	25%
Maths	74%	61%	67%	40%	25%
RWM Combined	62%	47%	67%	24%	13%

During the 4 years pupils spend at All Saints disadvantage gaps are evident and the curriculum planning and the focus on high quality teaching and learning are constantly reviewed and evaluated to keep a clear focus on

mitigating and narrowing these gaps over time. For this reason a clear focus on the attainment of pupils in these group will remain a focus for the duration of the plan.

Parent and Pupil Voice

The parents of some children with SEND were unsure whether the school provided the support they needed to succeed. No parents disagreed to say that the school did not support their child but a group of parents felt that they did not know. This is an area of communication and further investigation which the plan will seek to address. Parents also indicated through parent voice that they felt the school could offer access to more clubs for their child. Surveys of parent opinion also showed that some parents felt that the school could still improve in its ability to support their child's wider personal development.

Proactively, the school uses its Personal Development curriculum, worship and class discussion time to ensure that children have the opportunity to understand differences, stereotyping and prejudice in a range of contexts. Books and resources are chosen to broaden children's cultural understanding and to highlight the contributions of individuals and groups at risk of marginalisation. Representation is considered in all subjects to ensure that individuals from different races, genders and vulnerabilities are not overlooked but celebrated. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender. We will continue to track this and where issues occur support further education through our Personal Development lessons and specific sessions such as class worship.

Ofsted inspectors visit us regularly and report on how we are actively promoting equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between different groups of children and learners, as well as how we are promoting British values and preventing radicalisation and extremism, preparing pupils to respect others and contribute to wider society and life in Britain.

"Playtimes are sociable and harmonious occasions, with pupils from all year groups playing well together. Bullying is rare and, if it does occur, pupils are confident that it will be dealt with swiftly and effectively." Ofsted 2023

"Leaders have created a culture of high ambition where all pupils progress through the planned curriculum and learn well. Leaders have developed a broad and interesting curriculum for all, including for those pupils with special educational needs and/or disabilities." Ofsted 2023

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Purchasing

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority and our Academy Trust on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed purchase affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we

make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupil to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice-based bullying. These will be logged on our electronic systems so that there is a chronology for incidents, actions and responses which can be seen by relevant staff. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. Where patterns of behaviour identify a trend a curriculum response to this can be considered and implemented to ensure that pupils are supported in developing their understanding of sensitive issues further.

Implementation, monitoring and reviewing

This policy was published on date of publication. It will be actively promoted and disseminated via the school website and the policy and objectives will sit together.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and our equality data. We will analyse whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

EQUALITY OBJECTIVES: 2024 - 2028

Using the views of pupils/students, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years.

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
Equality of Opportunity	Other/ Disability	Reduce the level of persistent absence of pupils, including those pupils who come from disadvantaged backgrounds and those with SEND.	Improve the attendance of vulnerable pupils so that the gap in their attendance to other pupils is narrowed.	Pupils in receipt of Pupil Premium allocation and pupils receiving SEND support.	Utilise a range of data mechanisms to evaluate and monitor the attendance of vulnerable groups. Allocate staff at administrative and Senior Leadership level to engage with parents following agreed attendance strategy to improve levels of persistent absence.	Senior Leadership Team and Governors	Sept 2024 – July 2028	See ADP
Equality of Opportunity	Other/ Disability	To increase the number of PP pupils and those with SEND who are working at an age appropriate expectation so that they can access a well-rounded education.	End of Year 3-6 outcomes for Age Related Expectations and Greater Depth to be at or above national averages indicated for all groups including PP and SEND.	Pupils in receipt of Pupil Premium allocation and pupils receiving SEND support.	Quality First teaching, regular data monitoring, evaluation and provision planning to ensure pupils are supported in making good or better progress.	Senior Leadership Team, Governors and Teaching staff.	Sept 2024 – July 2028	See ADP
Equality of Opportunity	Other/ Disability	Support parents in understanding how provision supports the SEND needs of their specific child	Parents to understand how the school is able to support their child with their SEND needs. Parents to develop a greater understanding of what the school reasonably and practicably does to support their child's learning.	Pupils on the SEND register	Ensure teachers are fully aware of and reference pupils ANP's as part of all parent consultations. Ensure parents with pupils on the SEND register are attending reviews and booking SEND meetings as part of the schools parent consultation evenings when needed. Share provision plans with parents.	Senior Leadership Team, Governors and Teaching staff.	Sept 2025 – July 2028	

Advance equality of opportunity	Other/ Disability/ Race	Build upon children's oracy skills acquired from DR to develop pupil's functional oracy across the curriculum.	Provide all pupils regardless of ability, background or race with the language scaffolds needed to develop effective oracy. Plan a progressive oracy curriculum which overtime enables pupils to speak confidently, articulate their ideas well and use their language as a tool for learning.	Pupils in receipt of Pupil Premium allocation and pupils receiving SEND support and pupils for whom English is an additional language.	Train staff further in understanding Oracy so that they can develop and implement a progressive and cohesive curriculum for oracy across subjects.	Senior Leadership Team, Governors and Teaching staff.	Jan 2025 – July 2027	See ADP
All aims of duty	All protected characteristics	To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life, including SEND pupils/students	Increase the diversity of pupils/students involved in the decision-making processes of the school, including SEND pupils/students.	Minority, marginalised and vulnerable pupils/students, including SEND pupils/students	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school. Actively encourage and facilitate vulnerable groups participation, e.g. making use of communication tools that might help some students' voice to be heard e.g. SEND.	SLT, teacher with responsibility of school council	Sept 2026 – July 2028	
All aims of duty	All protected characteristics	School council to work with their classes to write an equalities charter for the school.	Involve the children in understanding the central importance of equality and equity in the life of the school.	Minority, marginalised and vulnerable pupils/students, including SEND pupils/students	Create a charter which is child friendly and which can be shared with parents and visitors.	School council leads, Class teachers, School Council, All Pupils.	June 2025- December 2025	

All aims of duty	All protected characteristics	Encourage and extend strategies to support disadvantaged pupils consistently benefitting from the enrichment work of the school by encouraging a better up take of enrichment activities.	To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life.	Minority, marginalised and vulnerable pupils/students, including SEND pupils/students	<p>Identify which groups are under-represented at enrichment activities such as clubs.</p> <p>Actively encourage and facilitate vulnerable groups participation, e.g. using stakeholder and pupil voice to understand what the barriers to attendance for particular groups may be and how these can be minimised.</p>	Senior Leadership Team, Governors and Teaching staff.	Jan 2025 – July 2027	
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