

Equality Policy 2026

OUR VISION

Our vision is to be a nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated as an individual and no matter what their starting point will achieve their true potential within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and their abilities, ready to go from strength to strength.

Our Values

All Saints' has an ethos built around our core Christian values of Compassion, Koinonia (community) and Love. Our key aims are linked to scripture (See full mission statement), culminating in our strap line of '*Growing Stronger Together in God's Love.*'

Compassion	Be kind and compassionate to one another, learning from our mistakes and forgiving others for theirs.
Koinonia (community)	Value and celebrate diversity, welcoming families from all faiths and backgrounds.
Love	The love within our school is one of family and friendship, enabling each child to grow and flourish.

Part of our All Saints' vision is **to be a nurturing and inclusive school** and as a result, we are committed to providing our pupils with a broad, balanced and aspirational curriculum, which is accessible to all.

As a Church of England school, we understand the **love** of God is boundless. We recognise the unique individuality of each person, *valued as one of God's children*, allowing them to **flourish no matter what their starting point and achieve their true potential within a safe and secure environment**, taking into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

We aim to foster a sense of **community** and belonging- 'every one of us is needed and valued and each person is important to the whole'. We aim to develop a culture of **inclusion** and **diversity** in which success is celebrated and all those connected to the school feel proud of their identity and able to participate fully in school life. We will tackle discrimination by the positive promotion of equality and the creation of an environment which champions respect for all.

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. The protected characteristics are:
 1. Age
 2. Disability
 3. Gender reassignment
 4. Marriage or civil partnership
 5. Pregnancy and maternity
 6. Race
 7. Religion or belief
 8. Sex
 9. Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values: Koinonia, Compassion and Love.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

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/carers
- 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 Warren Anadachee. They will:

- Meet with the designated member of staff and pupils' for equality 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 report back to governors

The designated members of staff for equality, Hannah Clarke and Esther Sey, will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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. 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 governor. They liaise regarding any issues and make senior leaders and governors 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- 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 (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:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing
- 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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
- Making pupils aware of our behaviour and anti-bullying policies
- Holding collective worships/assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worships/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 at collective worships/assemblies, 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, we have arranged of ambassadors (including Inclusion ambassadors) 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
- 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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 disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – Feb 2026-2030

Objectives:

To develop an inclusive curriculum and worship life that provides every child with ‘windows, mirrors and doors’—enabling pupils to see themselves reflected, understand others’ experiences and step into new opportunities—while nurturing spiritual development, belonging and respect for all identities.

Why this works

- Eliminating discrimination: Ensures representation (“mirrors”), reduces stereotyping (“windows”), removes barriers (“doors”).
- Advancing equality of opportunity: Opens access to new experiences (doors), academic and cultural visibility, and spiritual growth.
- Fostering good relations: Builds empathy, understanding, respect, and community cohesion—core parts of both spirituality and inclusion.

Measurable indicators

- Curriculum audit shows improved representation of cultures, abilities, SEND, gender, faith backgrounds.
- Collective worship includes inclusive reflection practices accessible to all.
- Pupil voice surveys show increased sense of belonging and being “seen” in school life.
- Participation data shows broader involvement in clubs, leadership or enrichment from all groups.

To ensure that disadvantaged pupils (including those eligible for Pupil Premium, EAL learners, and pupils with SEND) have full access to high-quality learning, enrichment activities, and pastoral support, through targeted strategies, so that gaps in attainment, participation, and wellbeing are reduced.

How this links to equality and inclusion

- Eliminate discrimination: Identifies groups at risk of disadvantage and targets support where needed.
- Advance equality of opportunity: Ensures equitable access to curriculum, extracurricular activities, pastoral care, and leadership opportunities.
- Foster good relations: Promotes inclusion within the whole-school community and builds a sense of belonging.

Measurable outcomes

- Attainment and progress: Track disadvantaged pupils’ performance against their peers annually.
- Participation in school life: Monitor club, trip, and leadership involvement.
- Pastoral support engagement: Record take-up of mentoring, counselling, or wellbeing interventions.

- Termly reports by Inclusion Lead on impact of targeted interventions.

9. Monitoring arrangements

The headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

School-specific equality objectives will be reviewed by head teacher at least every 4 years.

This document will be reviewed by headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Positive Behaviour policy