



**Single Equalities Policy**

**Reviewed March 2026**

## **Vision Statement**

**“We shine like stars to achieve and make a difference in the world, knowing that with God, all things are possible.”**

## **School Equality Statement**

What we do:

- Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.
- Use Collective Worship as an opportunity to celebrate festivals of a range of cultures and countries.
- Use RE to explore a range of different faiths religious festivals.
- Use events like World Cup, Olympics, WW1 and WW2 as an opportunity to explore other cultures.

### **1. OVERVIEW**

- This policy reflects the Single Equality Act 2010 and SEND regulations 2014, which harmonise and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity and Gender.
- The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school’s approach in ensuring equality for all.

### **2. SCHOOL OBJECTIVES**

- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.
- To further develop the school’s role in promoting community cohesion – maintaining the school at the heart of the community.
- To ensure that pupils and parents are fully involved in the provision made by the school.

- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.
- To promote effective transition into and from the school.

### **3. GOOD PRACTICE**

- We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
- We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe and is able to enjoy and achieve in their learning experience and can contribute to the wider community.
- We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to our school governors and the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

### **4. STRATEGIES**

- Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that the teaching and learning takes account of this policy.
- The diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

### **5. OUTCOMES**

- This policy will play an important part in the educational development of individual pupils.
- It will ensure that all pupils are treated equally and as favourably as others.

- The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.
- We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Equality Act 2010

## **6. EQUALITY OBJECTIVE**

- The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of school data and other evidence.
- Our equality objectives focus on those areas where we have agreed to take action to improve equality and recognise disadvantages.
- We will regularly review the progress we are making to meet our equality objectives.