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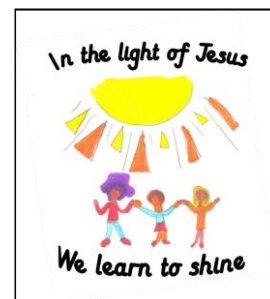
Equality Scheme



'In the light of Jesus, we learn to shine'

Reviewed and Ratified: December 2025

Signed (Chair of Governors) *A Whitney*



SCHOOL EQUALITY SCHEME

1. Policy statement

- a) This policy reflects the Single Equality Act 2010 and has due regard to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
 - Advance equality of opportunity between people who share a protected characteristic and people who don't.
 - Foster good relations across all characteristics - and between people who share a protected characteristic and people who do not.

In accordance with our Mission Statement, '*In the light of Jesus we learn to shine*' we pledge through our Christian ethos, school curriculum, employment practice and management of incidents to:

- respect the equal human rights of all our pupils.
 - educate them about equality; and
 - respect the equal rights of our staff and other members of the school community.
- b) We will continue to analyse equality information and work towards the equality objectives we identify, in relation to the nine protected characteristics:
- disability
 - gender reassignment
 - pregnancy and maternity
 - race
 - religion and belief
 - sex
 - sexual orientation
 - age
 - marriage and civil partnership

The equality information we publish, and the equality objectives show how we address this duty.

The access plan addresses our duty under Section 88 of the Act. See Accessibility Policy.

2. Responsibilities

The Headteacher and Governors are responsible for making sure the school complies with the anti-discrimination provisions of the Equality Act 2010. The specific duties include:

- to publish information to demonstrate how the school is complying with the public sector equality duty.
- to prepare and publish equality objectives which should be reviewed every four years.
- making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school improvement priorities.
- making sure the governors, staff, pupils, and their parents and guardians are aware of equality issues.

- making sure all staff know their responsibilities and receive training and support in carrying these out.
- taking appropriate action in cases of harassment and discrimination, including identity-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.
- visitors and contractors are responsible for following school policy.

All staff are responsible for:

- avoiding unlawful discrimination, harassment and victimisation.
- promoting equality of opportunity in their work.
- fostering good relations between groups.
- dealing with identity-related incidents, whether or not they amount to bullying.
- being able to recognise and tackle bias and stereotyping; and
- taking up relevant professional development opportunities
- 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.
- Staff are trained in using the CPOMs tool to record any concerning incidents linked to discrimination. These are followed up by the SLT.
- Promote and celebrate equality and diversity throughout the year and in particular during our annual DIVERSITY week.
- Promote on-going awareness of equality through day-to-day support and discussion and through implementation of the RSHE and RSE programme of work and policies.

Pupils and Parents are:

- encouraged to use our Open-Door policy to discuss any concerns with staff.
- pupils are encouraged to share and talk openly with staff through the delivery of RE, RSHE, Prayer and Liturgy, Circle Time, Meet and Greet and as/when any problems arise.

Mr Atherton and Mrs Hitchen are responsible for dealing with reports of prejudice related incidents within school and in each Key Stage.

Where a report is about the Headteacher, then Mrs. Whitney (Chair of Governors) will deal with the incident.

Publication of equality information and objectives

Under the Equality Act 2010 we will publish information to demonstrate how we are furthering the three aims of the public sector equality duty.

When setting the objectives, consideration will be given to relevant areas of school life where analysis of data or pupil, staff and parent consultation has highlighted need for improvement.

We take a holistic approach to choosing our equality objectives and this process involves gathering a range of information as follows:

- From data and information collected over time from questionnaires
- Communicating with outside agencies for advice and support
- Communicating formally or informally with parents and carers
- Liaising with network and consortium groups
- Communicating with the diocese

Equality objectives Appendix 1

Objectives: To be REVIEWED 2025	Actions:
To maintain a high focus on the well-being of pupils linked to healthy lifestyles, mental health and spiritual development.	<ul style="list-style-type: none"> • Implement the whole school RSHE and RSE programme of work (see website) • In addition to the scheme, organise annual DIVERSITY week and additional focus days throughout the year to cover topics such as British Values, anti-bullying, e-safety, disability etc. • Continue to implement 'Journey of Love' RSE (Relationships, and Sex Education) scheme of work – as directed by the diocese. • Implement 'No Outsiders' programme and books. • Organise termly 'Stay and Pray' opportunities. • Nurture sessions to be provided for individuals when needed and also through use of the 'Feelings Charts' (e.g. meet and greet) • Life Education caravan (every 2 years) • Appoint and train a Mental Health and Well-Being Officer – Mrs Hitchen • Complete Trauma Informed Training and sustain annual accreditation. • Implement whole school Trauma Informed process. • Promote healthy mental well-being through exploring and celebrating mental health days e.g. Young Minds, World Mental Health Day, using support mechanisms in school such as Trauma Informed Training, peer massage, circle time. • Promote monthly values for pupils to be awarded for showing desired values in and out of class. • Annual parent questionnaire carried out and evaluated for action. • Pupil questionnaires through pupil champion action plans. • Staff and Governor training on the Prevent Strategy (-regularly every 3 years). • Visits and visitors will be carefully planned to promote pupil's mental health and wellbeing: e.g. Motivational and aspirational speakers; other faiths and cultures. E.g., Prags, curriculum linked visitors, residential visits. • To maintain and monitor a wide range of lunchtime and after school clubs (pupil feedback to impact on club provision)
To continue to embed the roles of pupil leaders so that pupil voice remains a high status.	<ul style="list-style-type: none"> • To continue to embed new pupil champions across all subject areas. • Ensure pupils views are well represented and reviewed through holding termly meetings, action plan reviews and sharing of targets including meetings held with Chair of Governors. • Display subject champion information throughout the year and update as necessary. • Enable sharing of information during class meetings and assemblies.
To ensure that there is equality between groups in school where appropriate by analysing data relating to vulnerable groups and share this at termly pupil progress meetings to inform future planning and provision. E.g., EAL, gender, FSM, S.E.N. socio-economic needs	<ul style="list-style-type: none"> • Hold regular pupil progress meetings and meetings with the SENDCO to highlight any further needs to monitor progress and attainment. • Involve TESS team to support individual need. • Provide staff INSET – staff to access internal and external CPD. • Monitor pupil attendance on a half-termly basis (Attendance Officer – Mr Atherton) and intervene where required. Access local authority buy-back support. • On-going monitoring of groups, staff to keep SLT informed of any needs. • Staff to continue to use CPOMS for reporting and recording purposes linked to all incidents. Actions to be completed and monitored by staff.