

St Thomas' C of E VA Primary School



School Equality & Diversity Policy

Date Agreed	Review date	Changes
September 2016	March 2019	No changes
March 2019	February 2022	School context rewritten to reflect context of split site
February 2022	February 2025	No changes
March 2025	March 2028	

Signed:

Chair of Governors

Date: 27.03.25

1. Context

St Thomas' CE VA Primary School is a school currently expanding into three forms of entry throughout. We are arranged across two sites, Infant and Junior with a 15 minute walk between. The school is located in Heaton Chapel and Heaton Moor having a diverse catchment. Children, staff and parents at St Thomas' CE come from many backgrounds and contexts and the whole community works hard to establish a friendly and outgoing school

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Stockport Diversity and Equality Policy and Comprehensive Equality Scheme
- Equality Act 2010
- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Mental Capacity Act 2005.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

2. Aims and Values

Our school ethos states:

At St Thomas' CE we aim to provide a learning environment tailored to the needs of our children and to support them in developing a love of learning for life. We believe in providing a culture of challenge and opportunity and high standards for all our learners enabling them to acquire the skills necessary to flourish.

The Christian character of our school contributes to the academic achievement, personal development and wellbeing of all our learners regardless of their experience or background.

We support our children in developing social skills, working and playing individually and collaboratively, growing in confidence and celebrating their achievements together. Care and concern for the well-being of others is encouraged and recognised. Children are taught to value one another, showing consideration for the needs and views of others.

We encourage children to be active and to learn what is needed to remain healthy and safe-physically, emotionally and spiritually in a rapidly changing world.

As a faith school we actively seek to promote the teachings of Jesus, upholding the principles of justice and compassion. We aim to show respect to others and uphold the rights and responsibilities of all regardless of race, religion, age or need.

Together with our parents, churches and wider community we aim for children to succeed in body, mind, heart and spirit.

At St Thomas' CE Primary School, we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

At St Thomas' CE Primary School we seek to

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We aim to:

- provide a secure environment in which all our children can flourish and achieve
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (disability, gender, race, sexual orientation, religion or belief, gender reassignment and pregnancy/maternity)
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims and, in line with our mission statement, we will;

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others.
- ensure that all reasonable adjustments are made to ensure equality of opportunity.

3. Leadership, Management and Governance

St Thomas' CE VA Primary School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;

- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

The Headteacher

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- produce report on progress for governors.

Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality, and good relations and not discriminate on the grounds of any protected characteristics;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

4. Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability and a race equality policy, we at St Thomas' CE Primary School are considering all aspects of diversity and equality in this comprehensive policy.

All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.

There will be review of the impact of all policies and procedures on equality and diversity to address any areas of inequality, e.g. achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group, access to the curriculum and to information will be reviewed regularly to ensure that no children or families are disadvantaged by the systems set up for these purposes.

Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils/cohorts.

Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked. The resulting data are analysed in respect of gender, race, ability or additional needs, looked-after status.

In addition to monitoring, to rule out any potential disadvantage, quality assurance procedures ensure that the school meets its duty to promote diversity positively. (e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)

The data collected are used to inform further school planning, target-setting and decision-making.

The impact of school policies on all aspects of access, admission and exclusion data will be considered.

Signed: Chair of Governors

Date: