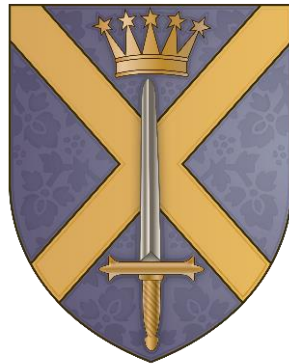


All Saints C of E (VA) Primary School, Datchworth



Equality & Diversity Policy

Reviewed and approved by:

Curriculum & Standards

Date of review:

29th September 2026

School's date for next review:

Sept 2027

School Vision

'Walking together, discovering life'
The Road to Emmaus (Luke 24: 13-35)

In our school, we aim to:

- Be a school community which supports one another on the journey of discovery and learning, where each child feels safe, valued and known.
- Provide an inspiring Christian environment in which our values shape each member and are evident in the life of the school, as well as in their actions and advocacy in the world.
- Invite children and staff to gain from the wisdom of Christian teaching and worship whilst being respectful of those of other faiths and none.
- Foster the development of an enquiring attitude towards learning and, through stimulating opportunities, encourage children, whatever their ability, to be the best that they can be.
- Encourage a love and care of creation, our neighbours near and far, and value our strong links with All Saints Church.

Equality Statement

Legal Duties:

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

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

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

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In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents including those occurring online, will be recorded, investigated and addressed promptly.

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

The school complies with the Public Sector Equality Duty (PSED) by having due regard to the need to:

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

Our Ethos/mission

We believe ours is a happy, caring school in which each and every member of the school community is valued and respected by every other member. Our belief in treating one another with kindness and consideration is underpinned by our Christian values and permeates throughout every aspect of school life.

We believe children learn best in a calm, purposeful atmosphere and we believe in creating a stimulating, organised learning environment in which every child is encouraged to realise his or her potential. We believe in setting high standards in every aspect of school life, for example, presentation of work, dress, manners, speech, attitudes to others and work. The endeavours of all children are valued, and achievements are celebrated and shared.

This policy should be read alongside the school's Accessibility Plan, which sets out how the school will improve access to education, the physical environment and information for disabled pupils

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to

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	be treated. Design and deliver an inclusive curriculum. Ensure that they are aware of their responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that they are aware of their responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality & Diversity Policy and our published equality information and equality objectives by publishing them on our school web site: <http://datchworth.herts.sch.uk/>

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

The Governing Body will receive periodic reports on equality objectives, pupil outcomes, attendance, behaviour, exclusions and prejudice-related incidents to monitor the impact of this policy.

Every year, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Related Policies

- Safeguarding and Child Protection
- Behaviour Policy
- Anti-Bullying Policy
- SEND Information Report
- Accessibility Plan
- Staff Code of Conduct
- Recruitment and Selection Policy
- RSHE Policy

Date of review and approval by Curriculum & Standards Committee on behalf of the Governing Body: 29th September 2026

Date to review in the future: September 2027

Equality & Diversity Objectives

Date: September 2024 – July 2027

Objective	Actions	Timescale	Person responsible	Success Criteria
Objective 1: To promote a respect for diversity within the school community.	Maintain an accurate record of the diversity within the school community. Deliver a curriculum which promotes positive attitudes and relationships, and a shared sense of belonging for all groups. Monitor the performance and progress of groups compared to whole school and national levels. Enhance pupil exposure to diversity through visits, trips and within the curriculum and worship Enhance teaching which enables pupils to understand fairness, discrimination, inclusion, equality and respect for others.	Year 1 (2024-2025): - Monitor discriminatory or prejudicial behaviour termly and annually - Implement actions to reduce any inequalities or prejudices and promote increasing positive relationships within the school community. - Ensure that curriculum development enables pupils to see and explore diversity - Increase the number and age-range of inputs to support pupils to understand discrimination and white privilege - Increase visits and trips which support pupils to see diversity - Evaluate pupil performance to ensure that pupils from marginal groups perform as well as their peers Year 2 (2025-2026): - Develop all areas as above to develop a strategic annual plan Year 3 (2026-2027): - Evaluate the strategic annual plan – is it meeting the school's needs? What is working well and what needs to be developed? Identify steps to act on	Governors Head Teacher Class Teachers SEN Co-ordinator Support Staff Pupils Parents	All children feel happy and safe at school. Pupil Voice reveals that children feel accepted and part of the school community. Curriculum planning intentionally increases pupil exposure to diversity Pupils are provided with increased opportunities to understand discrimination and white privilege Children representing marginal groups perform as well as their peers.

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		findings.		
Objective 2: To identify any pupils/staff who may be experiencing issues with their Mental Health and wellbeing and ensure appropriate provision and support.	Identify children/staff who may be displaying anxiety of any mental health issues. Consider if any issues may have arisen as a result any discriminatory or prejudicial behaviour. Attempt to identify any root cause and seek support to address needs. Seek advice from professional agencies and offer appropriate support.	Year 1 (2024-2025): - Find out from staff if there are aspects of school life or within the control of the school that cause negative impacts on mental health. - Find out from pupils if there are aspects of school life or within the control of the school that cause negative impacts on mental health. Year 2 (2025-2026): - Develop a strategic plan to address the mental health and wellbeing of both pupils and staff. - Advertise mechanisms and facilitate access to supportive strategies. Year 3 (2026-2027): - Evaluate the success of mental health strategy on pupils in the short and longer term. What works well? What could be done to support improvements?	Governors Head Teacher Class Teachers SEN Co-ordinator Support staff Pupils & parents	All children/staff feel happy and safe at school. Pupil Voice reveals that children feel able to cope and in control of their emotions. Children/Staff who have been experiencing anxiety or mental health issues are able to identify improvements in their wellbeing since the school has offered support.

Date: September 2025

Objective	Actions	Achievements	Impact	What next?
Objective 1: To promote a respect for diversity within the school community.	Maintain an accurate record of the diversity within the school community. Deliver a curriculum which promotes positive attitudes and relationships, and a shared sense of belonging for all groups. Monitor the performance and progress of groups compared to whole school and national levels. Enhance pupil exposure to diversity through visits, trips and within the curriculum and worship Enhance teaching which enables pupils to reflect on discrimination and white privilege	Year 1 (2024-2025): Collective worship for autumn term has been planned to include use of books which promote diversity with teachers encouraged to reshare these books/similar stories in class. These have also been shared with parents through the weekly notices. e.g. Linked to Paralympics – The Girl Who Figured It Out, Splash, Family diversity - Remixed, Different cultures and religions - Our Story starts in Africa, The History of We. Use of Racial Justice Collective Worship resources from St Alban's Diocese as the basis for worship led by both pupils and staff. Relationship already developed with Knightsfield School for the Deaf has been planned to continue to develop. Year 11 sports leaders working with Year 4 in PE session in October. Drumming is Fun whole school workshop in June 2025 focused on African drumming and culture. Faith visit booked for Summer 2025 was cancelled by the organisation and will need to be re-booked.	Children of all ethnicities and backgrounds feel equally happy and safe at school. Pupil Voice reveals that children feel accepted and part of the school community. Children representing marginal groups perform as well as their peers, and in many cases better. Children are beginning to see themselves as global citizens.	School Development Priority 4 2025-26 to focus on extension of resources which explicitly widen diversity. Development of global citizenship through action e.g. link to Fairtrade Identify and invite into school a wider range of visitors. Re-book faith tours for 2025-26

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The Road to Emmaus (Luke 24: 13-35)

		Year 2 (2025-2026):		
Objective 2: To identify any pupils/staff who may be experiencing issues with their Mental Health and wellbeing and ensure appropriate provision and support.	Identify children/staff who may be displaying anxiety of any mental health issues. Consider if any issues may have arisen as a result any discriminatory or prejudicial behaviour. Attempt to identify any root cause and seek support to address needs. Seek advice from professional agencies and offer appropriate support.	Year 1 (September 2024-2025): - Stevenage Sporting Futures Mindful Mats has been booked for Year 1 to support pupils to develop skills in tuning into their body and helping to relax. Additional events booked where relevant e.g. Year 4 session on stress - Discussion with a trained children's yoga teacher to identify if yoga can be introduced more widely to pupils. - MHPRO Senior Mental Health Lead Training completed February 2025. - SENCo more active participation in DSPL network enabling better signposting to resources and events. - Development of the resources section on the website to better signpost current and general training to parents.	Pupils have started to develop strategies to feel able to cope and in control of their emotions. Identification of a wider range of external support agencies. Greater access to signposted resources/activities	Continued participation in Stevenage Sporting Futures and bookings on relevant training and sessions for children. Identification of a plan to develop this possibly linked to Children's Mental Health Week? Develop custom groups on Arbor to enable signposting to be targeted. Continue to develop the school website to enable effective signposting to parents. Development of monthly coffee mornings for parents.

Date published: September 2025

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Equality & Diversity Objectives Review

Date: September 2026

Objective	Actions	Achievements	Impact	What next?
Objective 1: To promote a respect for diversity within the school community.	Maintain an accurate record of the diversity within the school community. Deliver a curriculum which promotes positive attitudes and relationships, and a shared sense of belonging for all groups. Monitor the performance and progress of groups compared to whole school and national levels. Enhance pupil exposure to diversity through visits, trips and within the curriculum and worship Enhance teaching which enables pupils to reflect on discrimination and white privilege	Year 2 (2025-2026): - Continued development of curriculum resources to ensure pupils encounter a wider range of cultures, faiths, backgrounds and experiences across the curriculum. - Diversity themes embedded through collective worship, Religious Education and class discussions. - Visitors, educational visits and learning experiences enhanced pupils' understanding of different communities and perspectives. - Monitoring of vulnerable and minority groups showed pupils continued to make good progress and participate fully in school life. - Opportunities for pupil leadership, charitable action and global citizenship were further developed.	- Pupil voice indicates that children feel safe, respected and valued within the school community. - Pupils demonstrate increasing understanding of diversity, inclusion and respect for others. - There have been very few incidents of discriminatory or prejudicial language, and those that occurred were addressed promptly and effectively. - Children show confidence in discussing similarities and differences between people and recognise the importance of treating everyone fairly.	- Continue to diversify curriculum resources and texts to ensure representation across all year groups. - Develop opportunities for pupils to engage with communities beyond the local area. - Further strengthen pupil understanding of equality, protected characteristics and active citizenship through curriculum and worship. - Continue monitoring outcomes and participation of groups to ensure equality of opportunity. - Rebook the Faith trip that was not done last year.

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The Road to Emmaus (Luke 24: 13-35)

Objective 2: To identify any pupils/staff who may be experiencing issues with their Mental Health and wellbeing and ensure appropriate provision and support.	Identify children/staff who may be displaying anxiety of any mental health issues. Consider if any issues may have arisen as a result any discriminatory or prejudicial behaviour. Attempt to identify any root cause and seek support to address needs. Seek advice from professional agencies and offer appropriate support.	Year 2 (2025-2026): - Continued promotion of positive mental health through curriculum opportunities, pastoral support and wellbeing initiatives. - Staff and pupils were provided with signposting to appropriate support and resources. - Regular monitoring systems enabled early identification of wellbeing concerns. - Strong partnerships with external agencies enabled appropriate advice, intervention and support when required. All Saints have signed up to receive support from the Metal Health Support Team- the school will have a support worker in September who works with individual children and families.	- Children report that they know who they can talk to if they have concerns about their wellbeing. - Staff wellbeing has remained a focus and support mechanisms are well established. - Early intervention has enabled pupils experiencing emotional or mental health difficulties to receive appropriate support. - Families are increasingly aware of available support and routes for accessing further help. - A positive culture of openness around mental health and wellbeing continues to develop across the school community.	- Continue to develop the school's strategic approach to wellbeing for both pupils and staff. - Increase opportunities for pupil leadership linked to wellbeing and peer support. - Further promote the use of external support services and resources for families. - Review the impact of current wellbeing initiatives and identify priorities for the next equality objectives cycle.
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