

EQUALITY POLICY



SEPTEMBER 2025

Approved at committee:

1st October 2025

Adopted & ratified by full governing body:

1st October 2025

EQUALITY POLICY

OUR CHRISTIAN VISION

‘To be the best we can in the sight of God’

Inspired by St Paul’s teaching ‘You are all one in Christ’ (Galatians 3:28)

We aspire for everyone in our school family to be accepted and be accepting, welcoming all. To be a community that treats others equally, with respect and kindness. To be aspirational, having hope and celebrating the value and purpose of our unique abilities. To love learning and to embrace new experiences and challenges with courage and creativity, as we become the best version of ourselves. We want to promote peace. To love and serve our diverse local and global community, making a difference for others.

AIMS

This policy encompasses the aims of the School Development Plan and Every Child Matters legislation.

Our six aims

1. (Standards) To ensure that each child achieves their highest standard and makes good progress in all areas of school life.
2. (Teaching and Learning) To provide pupils with high quality teaching in order to meet each child’s learning needs by means of a broad, balanced curriculum.
3. (Environment) To provide a secure, well resourced, high quality learning environment.
4. (Management) To support the work of the school by effective management of finance, curriculum, administration and personnel.
5. (Ethos) To create a happy, inclusive school culture in which to promote our children’s spiritual, moral, social and cultural development and in which all children feel valued.
6. (Partnership) To promote a mutually supportive learning partnership with governors/parents and to extend children’s skills and interests to the wider community. Parents of children with AEN will be kept informed of their child’s progress as outlined in the policy.

EQUALITY DEFINITION

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors. Relating to the Equality Act (2010) there are nine ‘protected characteristics’ these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Under the general duty schools must exercise ‘due regard’ in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:-

1. Eliminate unlawful discrimination and harassment

2. Advance equality of opportunity
3. Foster good relations between different groups.

DIVERSITY DEFINITION

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. By promoting diversity we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Through promoting a diversity friendly school culture we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community; it is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

THE EQUALITY ACT 2010 AND SCHOOLS

St Thomas' Leesfield School follows The Act and its guidelines which makes it unlawful for the responsible body (governing body) of a school to discriminate against, harass or victimise a pupil or potential:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility, or service or
- By excluding a pupil or subjecting them to any other detriment.

School is aware of 'unlawful behaviour' and understands the four definitions – direct discrimination; indirect discrimination; harassment and victimisation. The detailed explanations have been read and taken into account and are points 1.17 to 1.24 of the Act.

School also uses the Act to ensure that special provisions are made for disabled people. This means that school is allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. Chapter 4 of the Act covers the requirements in detail and school follows these as necessary.

EQUALITY AIMS

- We aim to develop the children's awareness of the diversity of the society in which we live.
- We aim to equip our children, throughout the whole of their school experience, to develop positive attitudes towards a pluralistic society.
- All children and staff, regardless of race, gender or ability should have the opportunity to reach their full potential. We aim to ensure that all children have equal access to the curriculum offered in our school and that all children are given equal opportunities.
- We ensure the school does not discriminate unlawfully against learners, job applicants or staff on the grounds of, gender/sex (including issues of transgender, gender reassignment and maternity or pregnancy), race (including colour,

nationality and ethnic or national origins), disability, sexual orientation, religion and belief, marital/civil partnership status or age (where applicable). These are all protected characteristics.

- To ensure that school follows the law on victimisation in that it is now unlawful to victimise a child for anything done to the Act (Equality Act 2010) by their parent or sibling.
- School will comply with the above act by providing auxiliary aids and services for disabled pupils which are 'reasonable' and comply with the regulations brought into effect on 1 September 2012.
- We aim to make appropriate changes to teaching resources where applicable.
- Access Local Authority Services to improve practice and understanding e.g. EAL provision/guidelines, SEND practice and guidelines etc.
- Supporting children's emotional needs through pastoral care and access to our counsellor (Off The Record) where applicable.
- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society and challenging stereotyping and discrimination.
- Monitoring of this policy will take place annually and will be accessible through the school website or will be made available in an alternative format as requested.

EQUAL OPPORTUNITIES – STATEMENTS OF PRINCIPLE

- Discrimination on the basis of creed, colour, culture, origin, domestic background and ability is unacceptable in our school.
- Every person in school will contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals.
- An objective for our school will be to educate, develop and prepare children, whatever their creed, culture, colour, origin or ability, for life.
- The Headteacher ensures that the school community knows that discrimination is wrong and always unacceptable. This is taught through Collective Worship, assemblies, Christian and Living Values, SMSC, British Values and RSE topics and discussions with staff, children and parents.
- An equal opportunities philosophy will be practised by all staff.
- We promote the principles of fairness and justice for all through the education that we provide in our school especially through our fundamental British Values.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- As a school we take part in the School Linking Project and our partner school is Roundthorn. Through this programme, our children experience a different culture and the real-life integration has a positive impact on learning, understanding and respect for all.

EQUALITY – STATEMENTS OF PRINCIPLES

- We are committed to combating discrimination and harassment by challenging stereotyping and prejudice whenever it occurs.
- We celebrate cultural diversity within our community and show respect for all groups.

- We endeavour to make the school a welcoming place for all groups represented in the community.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- Equality relates to:
 - Race, Religion or Culture
 - SEN or Disability (inc DDA 2010)
 - Appearance or Health Conditions
 - Sexual Orientation
 - Home circumstance
 - Gender
 - General

LEADERSHIP, MANAGEMENT & GOVERNANCE

- The whole school will be proactive in promoting equality, good race relations and in tackling unlawful discrimination. This will be achieved through the intercultural dimensions planned into Collective Worship and lesson planning, through the school ethos in action, and through the wider planned curriculum.
- We will encourage, support and enable all pupils to achieve at St Thomas' Leesfield.
- We will create an environment which respects and values cultural, linguistic and religious differences.
- The Headteacher leads by example to promote an environment where individuals feel valued and therefore belong to a caring, friendly and supportive community.
- The Headteacher and governors are aware that it is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. Applicants are not required to complete a generic health questionnaire as part of the application procedure.
- Admission to the school is the responsibility of the Governing Body in accordance with the foundation of the school and in consultation with the Local Education Authority in line with the Manchester Diocesan Board of Education policy.
- We will ensure that all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian and bi-sexual parents, are not singled out for different and less favourable treatment from that given to other pupils.
- When making decisions, school is aware of the duty to have "due regard" when making a decision or taking an action and will assess whether it may have particular implications for people with particular protected characteristics ie race, disability, sex, age, religion or belief, sexual orientation, pregnancy or maternity and gender reassignment.
- We will ensure that if English is not the first language of parents/carers a translator /interpreter or use of Google Translate will be provided for parents' meetings, or meetings with the Headteacher and/or Governors.

ROLES & RESPONSIBILITIES

- The Governing Body is responsible for:
 - ensuring that the school fulfils its legal responsibilities
 - the policy and its related procedures and strategies are implemented.

- The Headteacher is responsible for:
 - implementing the policy
 - for ensuring that all staff are aware of their responsibilities, are given appropriate training and support
 - taking appropriate action in any case of unlawful discrimination.
 - dealing with reported incidents of racism and harassment and reporting them to the LA on a weekly basis. Reports are categorised as follows:
 - Race, Religion or Culture
 - SEN or Disability
 - Appearance or Health Conditions
 - Sexual Orientation
 - Home circumstance
 - Sexist or Sexual
 - General
 - Report to the Governing Body incidents of discrimination
 - Ensure procedures are reviewed regularly
- All staff are expected to:
 - deal with racist incidents that may occur
 - to know how to identify and challenge cultural bias and stereotyping
 - to incorporate principles of equality and diversity into all aspects of their work
 - deal quickly with any complaints from children and parents as necessary
 - use positive teaching methods
 - use SMSC to focus on values both in class, Collective Worship and assemblies throughout each term
 - continually organise the school in order to minimise opportunities for discrimination
 - Make appropriate changes to teaching resources as needed
 - Supporting children's emotional needs through play therapy, drawing and talking therapy (this may be through our counsellor, Learning Mentor)
 - treat discrimination seriously and strive to eliminate it from our school
 - offer opportunities to discuss the incidents with appropriate adults (e.g. Senior Mid-day Supervisor/Senior Leadership Staff)
 - Use our CPOMS (Child Protection Online Management System) to record incidents and act on any recommendations from the Headteacher after analysis
 - Foster good relations and understanding through our British Values, SMSC and RSE topics
 - Promote our Christian Values through Collective Worship, assemblies, circle time etc including: Peace, Tolerance, Respect and Love
 - Participating in the Community Cohesion/Linking School project (Mayfield - particularly our focus classes of Year 3 and 5) which enables our schools to meet and exchange experiences with children from different backgrounds
- Visitors and contractors will be made aware of and expected to comply with the school's equality policy.
- Parents:
 - Parents have a responsibility to support the school's equality policy and to actively encourage their child to be a positive member of the school.

SANCTIONS

Sanctions follow those outlined in the school's Positive Behaviour Management policy.

LINKS WITH OTHER POLICIES & DOCUMENTS

This policy links with

- Positive Behaviour Management Policy
- Special Educational Needs Policy
- Safeguarding Policy (Child Protection Policy)
- Disability Discrimination/Accessibility Policy (including DDA 2010)
- Data Protection Policy (GDPR)
- Pupil's progress, attainment and assessment, including ethnic monitoring
- Leesfield Curriculum Offer
- RSE Policy
- Staff Recruitment and Professional development
- Community Cohesion Policy
- SMSC and British Values Policy
- School uniform Policy
- Anti-bullying Policy
- Admissions Policy

We always stay up-to-date and follow guidance provided by our Local Authority and the Department for Education & Skills. Examples are:

- Oldham Council -Policy & Procedures for Reporting and Recording Hate Incidents – See Appendix 1
- Department for Education & Skills – Schools' Race Equality Policies - See Appendix 2
- Oldham Council – Revised procedures for Notification of Hate Incidents and Bullying (NOHIB) Briefing Paper August 2009 – See Appendix 3
- The Gender Equality Duty & Schools; Briefing for Oldham Schools July 2007
- The Equality Act 2010 and schools – Departmental Advice May 2014 which we use as a 'consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.'

MONITORING AND REVIEW

The Headteacher monitors procedures in school and the policy is reviewed regularly by Governors – annually unless earlier is deemed necessary.

Headteacher: Mr J Whittaker

Chair of Governors: Mrs Rebecca Ashton

Date approved (committee): 1st October 2025

Date adopted (full governors): 1st October 2025

DATA PROTECTION STATEMENT

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For The Equality Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Written information relating to equality	Name D.O.B. Written information regarding specific children, families, staff or governors	For a fair and consistent approach for Head/Governors in order to review if needed	All staff and governors	Held electronically - CPOMs	Held on File as per legal requirements – see records and management policy

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.