



The Federation of Antrobus St Marks and Great Budworth CE (A) Primary School  
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## Equality and Diversity Action Plan 2025

### Our Vision and Aims for Equality and Diversity

We will treat everyone at The Federation fairly, celebrating difference and meeting different needs so that all members of our school community, both Christian and non-Christian, are free to live, learn and enjoy.

The Federation is committed to:

- Tackling discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation
- Advancing equality of opportunity
- Developing the children's potential as unique individuals
- Creating good relations between different groups

### Defining Equality and Diversity

#### Equality

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of our Christian school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

The Equality Act 2010 sets out nine *protected characteristics*: 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**

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

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 where everyone feels, safe, supported and secure.

## **Purpose of the Policy**

This policy sets out The Federation's commitment to promoting equality and diversity.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers by fostering good relationships between different groups and we will not unfairly discriminate on any grounds.

We do this by:

- Providing a curriculum which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.
- Monitoring and reviewing this policy and reporting annually on progress in the information we publish to evidence how we are meeting the requirement of the public sector equality duty.
- We will regularly consider ways in which our teaching and the curriculum provision will support high standards of attainment, promote Christian and British Values, and help all students (regardless of their SMSC), understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- Knowing our children and adapting the curriculum, lessons, planning and activities to best fulfil their individual potential.
- Encouraging children to talk and feel safe and secure to share their feelings, questions and opinions within the Christian school family.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- Using school Buddy system and friendship benches to 'Buddy up' children to ensure they feel happy, safe and secure around school. This Buddy is also someone they can talk to if they have any concerns or worries
- Publishing and reviewing our equality objectives (and reviewing them at least every four years).
- Undertaking other activities and measures as outlined in this policy document, our published information and other relevant documents.

- Providing opportunities for children to celebrate diversity and equality, e.g. Cultural Week, Interfaith Week and curriculum content.
- Embedding Christian and British Values into everyday school life.

The policy applies to:

- School governors
- Staff
- Parents
- Pupils (as appropriate)
- Contractors
- Visitors to the school

### **Roles and Responsibilities**

All members of the school community, governors, staff, pupils, parents, visitors and contractors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination. To promote understanding of this responsibility, The Federation will:

- Ensure governors, staff, parents, and contractors are made fully aware of our equality and diversity policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training / development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

The governing body is responsible for overseeing, agreeing, monitoring and reviewing of our school's equality objectives, and related activity.

### **Breaches of Policy**

The Federation views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Governing Body. This may lead to disciplinary or other appropriate action being taken.

### **Bullying and Diversity incidents**

#### **Pupils**

The Federation believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors and/or contractors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the anti-bullying policy.

#### **Staff and Governors**

CWAC and The Federation view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, may be reported to the police.

### **Diversity Complaints**

The Federation takes seriously all complaints. Where a complaint is related to equality/diversity issues, the school procedure for dealing with to complaints will apply. Complaints should be made to the Chair of Governors or Vice-Chair.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **Headteacher**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

### **Teaching and Support Staff**

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination, dealing fairly and professionally with any prejudice related incidents that may occur.
- Plan and deliver a curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations of success for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work.

### **Visitors**

All visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy.

### **Equal Opportunities for staff**

This section deals with aspects of equal opportunities relating to staff.

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Monitoring and review**

The Federation has specific duties under the Equality Act to publish information about the diversity of our school community and the work we are doing to promote equality. This information can be found on our school website. We will review this information annually.

## The Federation

### Equality Objectives: Action Plan Sept 25-Sept 26

Objective	Action	Who will be involved?	Timescale	Monitoring and Evidence
<p>To closely monitor the impact of SEND provision on progress and amend the provision as appropriate.</p>	<p>MH to update the provision map which targets support to pupils on the SEND register.</p> <p>MH to attend termly pupil progress meetings with class teachers, TAs and LW to assess the impact of intervention programmes and SEN support. Involve other agencies as appropriate where support is not having the required impact.</p>	<p>M Hathaway, SENDCO</p> <p>SEND governor</p> <p>Teaching staff involvement in pupil progress meetings</p>	<p>Termly</p>	<p>Pupil progress meetings with class teachers, TAs and headteacher</p> <p>SENDCO termly meeting with the SEND governors using the same format as Pupil Premium tracking</p> <p>Report to Curriculum Committee termly</p> <p>Pupil progress</p>
<p>To involve the health and safety representatives in assessing the accessibility of the building for children and adults with disabilities.</p>	<p>Termly walk around the school and grounds as part of the Health and Safety Risk Assessments noting potential difficulties for children and adults with disabilities.</p>	<p>Richard Elias (Health and Safety Governor)</p> <p>Rhian Perry, Caretaker and H &amp; S adviser</p>	<p>At the beginning of each term.</p>	<p>Regular report to the Buildings Committee</p> <p>Annual Health and Safety audit carried out by CWAC.</p>
<p>To develop the <i>No Outsiders</i> work to school embedding an inclusive culture</p>	<p>Purchase further resources, staff planning and picture books to deliver the concepts to the pupils.</p>	<p>All staff</p> <p>KH to lead</p>	<p>Block of lessons delivered half term</p>	<p>Evidence of <i>No Outsiders</i> lessons being taught evidenced through learning walks</p>

	<p>Discuss the approach with governors</p> <p>Review the school's equality and diversity policy</p> <p>Introduce the concept and resources to parents</p> <p>Liaise with local NEP cluster schools to develop collaborative learning for staff</p> <p>Introduce the books and lesson plans to the children</p> <p>Introduce the use of the equality pictures to promote discussion in worship</p>			<p>Displays throughout school</p> <p>Consultation with staff, governors and parents</p> <p>Use of equality pictures in regular applicable worship</p> <p><i>No Outsiders</i> objectives incorporated in to long term curriculum map</p>
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