

# EQUALITY AND DIVERSITY STATEMENT AND OBJECTIVES



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| <b>Headteacher</b><br><b>Sam Brunt</b>     | <b>Signature</b><br><i>S Brunt</i>   |
| <b>Chairperson</b><br><b>Peter Ananicz</b> | <b>Signature</b><br><i>P Ananicz</i> |

**Date ratified:** January 2024  
**Review date:** January 2026 (or earlier if considered necessary)

**Our Vision: To be guided by God's wisdom, to embrace challenge and to strive to achieve our best, enjoying all that we do together.**

## **Introduction**

The Governing Body of St Augustine's CE (VA) Junior School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics).

The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status.

This statement covers all individuals working at all levels and grades, including senior managers, employees, trainees, part-time and fixed-term employees, volunteers, casual workers, agency staff and governors (collectively referred to as staff in this document).

## **Who is responsible?**

The Governing Body has ultimate responsibility for effective implementation and will review practice frequently, to ensure it remains commensurate with the law and best practice. The head teacher will oversee implementation on a day to day basis.

The governors of the Personnel and Curriculum committee are responsible for monitoring the implementation of all equal opportunities practice and procedures and reporting on the progress made in achieving equalities targets to the Governing Body. The Head Teacher has overall delegated responsibility for coordinating the day to day operation of the practices and procedures with the Senior Leadership Team. All school leaders set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the expectations and promote our aims and objectives with regard to equal opportunities.

The Senior Leadership Team are responsible for ensuring that all staff perform their duties in a lawful manner and that proper training and support is provided. All members of staff are personally responsible for ensuring that they adhere to the school expectations and promote our aims and objectives with regard to equal opportunities. In certain circumstances the Governing Body could be held to be vicariously liable for actions of their staff. Staff should be aware that they may be personally liable if they are found to have discriminated against another person whilst in School or on School-related business.

## **Scope and Purpose**

This document applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.

We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities.

Staff training needs will be identified through regular performance management. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit.

## **Disability discrimination**

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.

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If you experience difficulties at work because of your disability, you should speak to your line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your line manager may wish to consult with you and your medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.

We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants at a substantial disadvantage compared to other staff. Where reasonable, we will take steps to improve access for disabled staff.

## Complaints

Any member of staff may pursue a grievance relating to their employment via the Grievance Procedure.

## Objectives:

| EQUALITY OBJECTIVE   | ACTIONS  |
|--|--|
| <b>To celebrate diversity</b>  | <ul style="list-style-type: none"> <li>-Topic curriculum and themed days planned to include opportunities to celebrate diversity</li> <li>-Collective Worship themes to reflect this.</li> <li>-PSHE lessons “diversity and communities”</li> </ul>  |
| <b>To increase awareness of pupil and parent voice and participation for protected groups</b>                        | <ul style="list-style-type: none"> <li>-Questionnaires to vulnerable groups (parents and children)</li> </ul>  |
| <b>To ensure that the attainment and progress of key groups (GENDER,PP, SEND, EAL, “Any other white background”)</b> | <ul style="list-style-type: none"> <li>-Termly analysis of key group data</li> <li>-Appropriate strategies and effective support in place to address disparities in the attainment and progress of key groups in order to narrow gap.</li> <li>-Termly pupil progress meetings include focus on key groups.</li> <li>-Impact of intervention programmes monitored and actions put in place to maintain and promote progress</li> </ul> |
| <b>To ensure equality of access to extra-curricular activities by all minority and vulnerable groups.</b>            | <ul style="list-style-type: none"> <li>-Analyse uptake of extra-curricular activities by key groups</li> <li>- Promote/invite/encourage participation (use of PP funding)</li> <li>-Enrolment to Children’s University</li> </ul>  |
| <b>To increase access to information about, and communication with, our school</b>                                   | <ul style="list-style-type: none"> <li>-Parent questionnaires annually</li> <li>-Opportunities planned for parents to engage with school, including information evenings, workshops, collective worships, assemblies and performances</li> </ul>   |

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