

**SESAT Equality Information and Objectives
Leasowes Primary School**

Date Approved: September 2025	Print Name: Matthew Rowell
Date to be Reviewed: September 2027	Signed: Matthew Rowell

1. Aims

SESAT seeks to ensure that no member of our schools community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers the nine protected characteristics of:

- **Sex**
- **Age**
- **Race**
- **Disability**
- **Religion or belief**
- **Sexual orientation**
- **Gender reassignment**
- **Pregnancy or maternity**
- **Marriage and civil partnership**

Equality and Diversity is more than just meeting legal obligations or targets. It makes a difference to the lives of the people we serve, treating all people with dignity and respect and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our schools. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues. We are proud Rights Respecting Schools where every child feels valued, heard and empowered, and where the principles of the United Nations Convention on the Rights of the Child are actively promoted and upheld across our school community.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

2. The Legal Framework

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination
- Fostering good relationships
- Advancing equality of opportunity

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation

- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

3. Guiding Principles

At SESAT, we fully endorse and accept the following principles:

- **All learners are of equal value**
All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.
- **Relevant differences are recognised**
Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.
- **We foster positive attitudes, relationships and a shared sense of belonging**
Policies and programmes promote positive attitudes and interaction, mutual respect and good relations, an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.
- **Staff recruitment, retention and development**
Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.
- **Current inequalities and barriers are addressed and reduced**
In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.
- **Policy development involves widespread consultation and involvement**
People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers.
- **Society as a whole benefits**
Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

5. Aims to Eradicate Discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly

- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness
- Challenging bias in order to move the conversation forward

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

5. Dealing with Prejudice and Celebrating Diversity

SESAT do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others
- Celebratory of cultural diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behaviour

SESAT employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly

SESAT employees will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example
- Seek training if they need to improve their knowledge in a particular area

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days
- Inviting guest speakers to talk to pupils about diversity
- Incorporating lessons about diversity into the curriculum

6. Equality and dignit in the Workplace

We do not discriminate against staff with regard to their:

- Age
- Disability
- Gender reassignment
- Marital or civil partner status
- Pregnancy or maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal or any other disciplinary action.

6. Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

7. Fostering Good Relations

SESAT aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- SESAT schools are proud to be Rights Respecting Schools, committed to upholding and promoting the rights of every child as outlined in the United Nations Convention on the Rights of the Child (UNCRC). We actively foster a school culture where children's rights are understood, respected and realised in everyday practice. Through our curriculum, ethos, and community engagement, we empower pupils to know their rights and to respect the rights of others.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Junior Leadership Team is from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

8. School Equality Objectives

Annual equality objectives are identified at Leasowes Primary School with a clear focus on outcome rather than process.

- To continue to reduce prejudice and increase understanding of equality and diversity through direct teaching across the curriculum and continually improving resources
- Monitor and address disparities in achievement between pupil groups, including those with SEND, EAL or from disadvantaged backgrounds

10. Closing Statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

The School Equality Policy should be read in conjunction with and not limited to:

- School Accessibility Plan

- Behaviour Policy
- Safeguarding Policy
- Applicable Risk Assessments
- LGBTQ+ Policy
- Curriculum Policy