



**Knights Templar Community Church School  
and Nursery**

*Work at it with all your heart*

Head Teacher: Mrs Laura Weaver, BA Hons QTS

# Equality and Diversity Policy

<i>Date Approved by the Governing Board</i>	<i>Review Period</i>	<i>Date to be reviewed</i>
<i>January 2025</i>	<i>Annual</i>	<i>January 2026</i>

## *Equality and Diversity Policy*

### *Introduction*

*As a church school, we believe that everyone should be treated fairly and with respect, with equality of opportunity and positive attitudes. We strive to create a safe, stimulating environment where everyone's spiritual and moral beliefs are nurtured. In approving this agreement, the governors have considered their responsibilities to achieve these aims and the School's Christian foundation.*

*This policy outlines the commitment of the staff and governors of Knights Templar Community Church School to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include: -*

- Learners*
- Teaching staff*
- Support staff*
- Parents/carers*
- Governors*
- Multi-agency staff linked to the staff i.e. SEN services staff, school attendance service*
- Visitors to school*
- Students on placement*

*We believe that equality should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Our key aim is that every member of the school community should feel safe, secure, valued and of equal worth.*

*We are committed to ensuring equality of education and opportunity for all our learners, for their parents/carers, for staff and for all those receiving services from the school, irrespective of their gender, disability, ethnic background or other characteristics. We believe that diversity is a strength – for our school, its community and Britain as a whole – and we work proactively to address inequality and foster positive attitudes to diversity so that all those who learn, teach and visit here are respected and valued.*

*We have adopted seven principles, adapted from those chosen by the DCSF in their Single Equality Scheme. For the full detail of these principles, see Appendix 1.*

*Using this equality policy, the work we carry out to address the specific needs of individuals will be reviewed, outcomes monitored and any necessary changes to our approaches made.*

## **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 the school community; this includes teachers, support staff, cleaning or catering staff employed at the school as well as the children, parents and school governors.

### **Diversity**

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled.

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.

### **Roles and Responsibilities**

All members of the school community, governors, staff, pupils, parents and visitors 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 we will:

- Ensure all stakeholders are aware of our Equality and Diversity Policy
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting and equality and diversity
- Provide training and development opportunities 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

In addition, the School's Governors have responsibility for overseeing, agreeing, monitoring and reviewing the school's equality objectives and related activity.

### **Breaches of Policy**

Knights Templar Community Church School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Head Teacher or where appropriate the governing body. This may lead to disciplinary or other appropriate action being taken.

## **Promoting Equality through the Curriculum**

### **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements. Parents are also encouraged to value their own children's achievements in this light.

### **Curriculum**

We aim to ensure that our curriculum reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.

### **Ethos and Atmosphere**

All members of the school community are instrumental in demonstrating mutual respect between all members of the schools and the wider community.

### **Resources and Materials**

The provision of good quality resources should reflect "the reality of an ethnically, culturally and sexual diverse society;"

### **Appropriate use of Language**

It is important that all members of the school community use appropriate language which does not transmit or confirm stereotypes; does not offend; creates and enhances positive images of particular groups identified at the beginning of this document; ensures the conditions for all people to develop their self-esteem.

### **Provision for Bilingual Pupils**

We undertake to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum.

### **Personal Development and Pastoral Guidance**

All pupils are encouraged to consider the full range of opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race. Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Staff Recruitment and Professional Development**

We undertake to encourage the career development and aspirations of all individuals. All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and

*ensure equality good practice through the recruitment and selection process; National employment policies and procedures are reviewed regularly to check conformity with legislation and impact.*

### ***Harassment and Bullying***

*It is the duty of the school to challenge all types of discriminatory behaviour. The school has a clear, agreed procedure for dealing with incidents such as these.*

### ***Partnerships with Parents/Carers and the Wider Community***

*We aim to work in partnership with parents to help all pupils to achieve their potential.*

*We wish to affirm our continuing commitment to each out to all diverse groups within our immediate community and beyond. All parents/carers and community partners will be encouraged to participate at all levels in the full life of the school including involvement and assessment of the equality policy.*

## **Appendix 1- Key Principles**

### **Principle 1: All learners are of equal value**

All learners and potential learners are of equal value and should benefit from our school's policies, practices and programmes:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- whatever their gender or sexual orientation; and,
- irrespective of other factors such as age, income, family circumstances or where they live.

### **Principle 2: Relevant differences should be recognised**

Treating people equally can mean treating them differently. Different people have different needs and treating them all the same can lead to some people being disadvantaged because their needs are not met. Our policies, practices and programmes must not discriminate, but may be differentiated to take account of differences in life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, culture and religion, so that different cultural backgrounds and experiences of racism are recognised;
- gender and sexual orientation, so that the different needs and experiences of boys and girls, women and men are recognised;
- factors such as age, income, family circumstances or where people live, so that different needs and experiences are recognised.

### **Principle 3: Workforce development**

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- whatever their gender or sexual orientation; and,
- irrespective of other factors such as age, income, family circumstances or where they live.

### **Principle 4: Positive attitudes and relationships should be fostered**

Policies and programmes should promote:

- positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- mutual respect and good relations between boys and girls, women and men, and people of different sexual orientation; and,
- mutual respect and good relations between people from different age groups, with different income or family circumstances or who live in different places.

**Principle 5: Society as a whole should benefit**

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- disabled people;
- people of a wide range of ethnic, cultural and religious backgrounds;
- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people; and,
- people from different age groups, with different income or family circumstances or who live in different places.

**Principle 6: Current inequalities and barriers should be addressed and reduced**

In addition to avoiding or minimising possible negative impacts, our policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- boys and girls, women and men, and people of different sexual orientation; and,
- people from different age groups, with different income or family circumstances or who live in different places.

**Principle 7: Policy development should involve widespread consultation and involvement**

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and be based on principles of transparency and accountability. It is particularly important to involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- disabled people;
- people of minority ethnic, cultural and religious backgrounds;

- *women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people; and,*
- *people who face challenges because of their age group, income, family circumstances or where they live.*

## Appendix 2- Equality Duty Statements

Information our school is publishing to demonstrate that we have due regard to the need to promote equality, as required by the 2010 Equality Act

### 1. Our specific duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

Links to additional information available on our school website are provided. Other information can be obtained by contacting staff, as indicated.

### 2. Our objectives for the period 2024-2027 are:

- Advance equality of opportunity for boys, summer born and pupil premium children by improving the attainment of these groups
- Advance equality of opportunity to increase participation in the extended life of the school by pupils and families who are at present under represented
- Improve attendance rates by working with parents of certain groups of children whose poor attendance has a detrimental impact on their progress
- Foster children's confidence through broadening children's understanding and appreciation of diversity and developing good relations between different cultural groups.

These objectives were chosen as part of the focus on improving attainment for all, with the particular groups chosen showing weaknesses in comparison to other groups from school data.

The staff have also recognised that children's aspirations and confidence are sometimes limited through fear of the unknown and that this has to be addressed by the school through the curriculum and experiences offered.

### 3. Information about what our school does to promote equality

Type of information	Evidence available and how this can be obtained
<b>Data about the school population and differences of outcome</b>	
1. Our school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.	This information is available from the office.

<p>2. Our school has data on its composition broken down by Special Educational Need. We follow DfE guidance on recording disability in addition to Special Educational Need.</p>	<p>This information is available from the office.</p>
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<p>3. Our school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English. The school also uses data and other evidence provided by the Local Authority or available nationally, to help identify inequalities and the needs of particular groups.</p>	<p>This information is gathered termly and is available from the Head Teacher.</p>
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<p>4. Our school uses data and other information on inequalities of outcome and participation when setting itself objectives for achievable and measurable improvements.</p>	<p>Our objectives for the 2024-2027 period are based on the following data and information: attainment, attendance, rewards and sanctions, exclusions, engagement in the extended life of the school, and representation on decision-making groups such as school councils.</p>
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<p><b>Documentation and record-keeping</b></p>	
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<p>5. There are statements of the school's responsibilities under the Equality Act in various school documents, for example our equality policy, the School Development Plan, the prospectus, weekly memos and newsletters, and occasional letters to parents.</p>	<p>Our equality policy is available on our website: <a href="http://www.knightstemplarfirst.co.uk">www.knightstemplarfirst.co.uk</a></p>
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<p>6. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings, and in the minutes of the School Council.</p>	<p>Governing Body reports and minutes of meetings are available in the school office</p>
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<p>7. Before introducing important new policies or measures that may have an impact on equality, the school carefully assesses their potential, positive or negative, and keeps a record of the analysis and judgements which it makes.</p>	<p>If you wish to see records relating to particular decisions, please contact the Head Teacher or the clerk to the governors.</p>
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<b>Responsibilities</b>	
8. A senior member of staff has special responsibility for equalities matters.	If you wish to discuss equality matters please contact the Head Teacher.
9. The Ethos Committee has a watching brief for equalities matters.	If you wish to see records relating to particular decisions, please contact the clerk to governors.

<b>Staffing</b>	
10. The school's programme of staff meetings and continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.	INSET training and staff meetings.
11. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.	We ensure we adhere to Somerset County Council's guidance on equal opportunities and recruitment
12. Our other policies, including our pay policy, uphold good equalities practice.	Our policies are available on our website: <a href="http://www.knightstemplarfirst.co.uk">www.knightstemplarfirst.co.uk</a>

<b>Behaviour and safety</b>	
13. There are clear procedures for dealing with prejudice-related bullying and incidents.	Our procedures for responding to such incidents is available through the clerk to governors.
14. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.	Evidence of this comes from our most recent Ofsted report: <a href="http://www.knightstemplarfirst.co.uk">www.knightstemplarfirst.co.uk</a>  In addition, we have evidence from the parents' questionnaires and pupil questionnaires and circle time discussions.

<b>Curriculum</b>	
15. Focused attention is paid to the needs of specific groups of pupils (for example those who have Special Educational Needs and those who are learning English as an additional language) and there is extra or special provision for certain groups, as appropriate.	If you wish to discuss such support please contact the school's SENCo.
16. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.	Examples of this include: PSHE curriculum, RE curriculum and explicit teaching of British Values.

<p>17. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.</p>	<p>Examples of this include: collective worship, RE Focus days, visits and visitors to the school.</p>
<p>18. In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.</p>	<p>If you wish to discuss equality matters related to curriculum materials please contact the Head Teacher.</p>

### Consultation and involvement

<p>19. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act (which may sometimes involve targeted consultation).</p>	<p>Examples of how we have consulted and involved parents and other people include: Parent questionnaires, parent discussions.</p>
<p>20. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act (which may sometimes involve targeted consultation).</p>	<p>Examples of how we have consulted and involved pupils include: pupil questionnaires, class circle times, interviews.</p>