

Equality Information & Objectives Policy for



All Hallows Catholic School

Document Control

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30 Jul 20	V1.0	Approved & Published	D Spare	C Sturges
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Review Schedule:

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Next review date: [July 2027](#)

Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

1. Introduction

In line with our Mission Statement, we believe all people should be treated with love, dignity and respect. Therefore:

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, class and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Key Contacts

Designated Safeguarding Leads (DSL(s) are: dsl@allhallows.net

Mr David Ragg - d.ragg@allhallows.net, Tel: 01252 319211

Deputy DSL(s) are:

Head of Lower School : Mr Rob Antrobus - r.antrobus@allhallows.net

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Head of College : Mrs Melody Esho - m.esho@allhallows.net

Inclusion & Home School Link Officer : Mrs Paula Hart - p.hart@allhallows.net

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Nominated Safeguarding Link Governors : Mrs Helen Stephenson -

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Headteacher : Mr Mark Baines - m.baines@allhallows.net

Chair of Governors : Mr Ian Anderson - i.anderson@governors.allhallows.net

3. Role & Responsibilities

The Governing Body is responsible for ensuring that the School complies with legislation, and that this statement and its related procedures and action plans are implemented.

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 discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- deal with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the principles in section 3.1;
- support students in their class for whom English is an additional language;
- keep up-to-date with equalities legislation relevant to their work.



4. Objectives

4.1. We aim to fulfil our obligations guided by four principles all of which are underpinned by Gospel Values

Principle 1:

All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity.

Principle 2:

We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are; recognised, of gender, so that the different needs and experiences of girls and boys, and women and men, are recognised;
- religion, belief or faith background;
- sexual identity.

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. Our policies, procedures, decisions, words and actions promote:

- positive attitudes towards, good relationships with, and respectful treatment of people with disabilities;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations, whatever the gender and sexual identity, and an absence of any form of harassment.

Principle 4:

We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age;
- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

4.2. The Curriculum

We keep each curriculum subject or area under review to ensure that teaching and learning reflect the principles set out in section 3.1 above.

Creating a learning space where all students feel included, supported and able to participate fully is a priority. To support this, English is used as the primary language of instruction and communication in the classroom, unless specified otherwise. This is to ensure that no student feels left out of conversations, activities or group work. It allows everyone to access the curriculum equally and promotes clear communication among students and staff.

4.3. Ethos and Organisation

We ensure the principles listed in section 3.1 above apply to the full range of our policies and practices, including those that are concerned with:

- students' progress, attainment and achievement
- students' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

4.4. Monitoring and Review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and adjust as appropriate. We collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

4.5. Staff Development and Training

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.

5. Links to Other documents

- Special Education Needs Policy
- School Behaviour Policy
- Admissions policy
- Curriculum Policy
- Learning and Teaching Policy

