



## **Equality, Diversity and Justice Strategy**

Thrive in the gift of life John 10:10: 'I came that they may have life and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

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# 1. Introduction

1.1 We are an inclusive school where every child in our care really does matter.

Our mission statement is “**Learning, growing, achieving and caring together within our Christian family**”.

1.2 We achieve this through our school vision which is to ‘**Thrive in the Gift of Life**’ (John 10:10: ‘**I came that they may have life and have it abundantly**’) where we wish for each child to realise their full potential by providing them with a broad and balanced creative curriculum that:

- promotes spiritual, moral and social growth
- promotes understanding of the fast changing, diverse world in which we live
- encourages intellectual and physical development
- promotes our Christian Faith in action
- promotes mutual respect and responsibility

1.3 At, Farington Moss St. Paul’s, we recognise that equality, diversity and justice are key principles for creating a safe, secure and inclusive learning environment where children will thrive and be given the opportunity to fulfil their potential.

1.4 Our Equality, Diversity and Justice Strategy will build upon what we have already accomplished as a school and acknowledges our commitment to achieve even more as part of a journey to create a culture that seeks to value everyone within our school and wider community.

1.5 Our ambition as a school is to become fully inclusive of all individual’s needs within our school community. This strategy will set out how we will achieve this, recognising that this will be done over time as part of our journey to understand the current barriers to learning, teaching and participation and identify solutions to minimise and remove these.

1.6 We will evaluate our progress of the implementation of this strategy by identifying, collecting and studying quantitative and qualitative data and we will endeavour to make reasonable adjustments based upon our findings.

## 2. National policy/ Legal framework

2.1 The <sup>1</sup>**‘From Lament to Action’** report identified that racism exists in the Church of England and called for action from every person in every school to root it out. The report also made a number of recommendations for school leaders to ensure that the curriculum promotes equity and racial justice.

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<sup>1</sup> [‘From Lament to Action’](#)

- 2.2 Rev. Sarah Gill, the Bishop's Adviser on UK Minoritised Ethnic (UKME) issues said: "The Diocese of Blackburn is committed to promote and exercise Racial Justice in its call to serve humanity in the footsteps of Jesus Christ".
- 2.3 As a Church of England primary school, Farington Moss St. Paul's leaders welcome this call for action and will set out our aim and ambitions of ensuring our curriculum promotes equity and racial justice.
- 2.4 <sup>2</sup>**The Equality Act 2010** prohibit schools from discriminating against, harassing or victimising:
- prospective pupils (in relation to admissions arrangements).
  - pupils at the school (including those absent or temporarily excluded).
  - in some limited circumstances former pupils (in respect of conduct closely associated with their former relationship with the school).
- 2.5 We welcome our duties under the Equality Act, (2010) to eliminate discrimination, advance equality of opportunity and foster good relations in relation to protected characteristics listed in the act.
- 2.6 Avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life.
- 2.7 We also recognise that these duties reflect international human rights standards as expressed in the **UN Convention on the Rights of the Child**<sup>3</sup>, the **UN Convention on the Rights of People with Disabilities**<sup>4</sup>, and the **Human Rights Act 1998**<sup>5</sup>.

## 3. Definitions

### 3.1 Equality

Treating individuals equally 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 understand the barrier's and disadvantage which individuals may face, in relation to protected characteristics.

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<sup>2</sup> [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

<sup>3</sup> [UN Convention on the Rights of the Child](#)

<sup>4</sup> [UN Convention on the Rights of People with Disabilities](#)

<sup>5</sup> [the Human Rights Act 1998](#)

We see all members of our school community as equal and have due regard to the protected characteristics of:

- age
- disability
- ethnicity, culture, national origin or national status
- marriage and civil partnership
- gender or gender identity
- religion or belief
- sexual identity
- pregnancy and maternity

### **3.2 Diversity**

Diversity is about recognising the value of difference. At its core, it involves valuing everyone as an individual and recognises that everyone is unique, with different needs, values and beliefs.

### **3.3 Justice**

Justice, in its broadest sense, is the concept that individuals are to be treated in a manner that is equitable and fair.

### **3.4 Inclusion**

Inclusion is about ensuring we get the best from everyone. It is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

### **3.5 Trauma**

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being (OHID, 2022<sup>6</sup>).

### **3.6 Trauma Informed**

Being trauma informed aims to increase awareness of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships. It aims to improve accessibility by creating culturally sensitive and safe environments by removing stereotypes and biases, valuing traditional cultural connections and incorporating policies and processes that are responsive to the cultural needs of individuals.

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<sup>6</sup> [Working definition of trauma-informed practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/working-definition-of-trauma-informed-practice)

## Special Educational Needs and/or Disabilities (SEND)

The <sup>7</sup>SEND code of practice states that “a child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made”.

For pupils of compulsory school age, this means that they will have significantly greater difficulty in learning than the majority of their peers or have a disability that prevents or hinders them from making use of the facilities generally provided for their peers in mainstream settings.

Four broad areas of need are identified in the SEND code of practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Many children who have SEND may have a disability under the Equality Act 2010. This states that a person has a disability if they have ‘a physical or mental impairment that has a “substantial” and “long-term” negative effect’ on their ability to carry out normal daily activities. For these pupils, ‘reasonable adjustments’ must be made to ensure that they are not at a substantial disadvantage.

## 4. Links to other policies and documentation

We aim to ensure that all our policies are fully inclusive and supportive of a welcoming culture of diversity and justice for all; this is evidenced in our practices and procedures including those that are concerned with:

- [Anti-Bullying Policy](#)
- [Attendance Policy](#)
- [Positive Behaviour Policy](#)
- [Complaints Policy](#)
- [Child Protection and Safeguarding Policy](#)
- [Single Equalities Policy](#)
- [Inclusion Policy](#)
- [Parent Code of Conduct Policy](#)

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<sup>7</sup> [Department for Education and Department of Health and Social Care, June 2014](#)

## 5. Our Vision- Why Equality, Diversity and Justice matters to us

- 5.1 Here at Farington Moss St. Paul's, we recognise the value of diversity and strive to promote a culture of inclusion in which all pupils, staff and members of the school and local community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics.
- 5.2 We are committed to an ethos and culture in our school for all pupils, where we focus on the well-being and progress of all our children and where all members of our school community are of equal worth.
- 5.3 We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development.
- 5.4 As a school community, we recognise the need to champion equality and ensure inclusion for all pupils in the full life of our school; where appropriate, making necessary reasonable adjustments to enable everyone's participation.
- 5.5 We believe that education (both formal and informal learning) is fundamental to equality of opportunity. It prepares children for life and is a powerful influence on access to and advancement in employment. All children should be able to learn and develop fully in a truly diverse and inclusive environment.
- 5.6 We are about to embark on a journey of becoming 'trauma aware, right through to being trauma informed (see **Appendix 1**). Being trauma-informed will increase our awareness of how trauma can negatively impact on children's development and life chances and will support us to improve the accessibility and quality of education by creating a culturally sensitive and safe environment to develop trusting relationships with our whole school community, where we will seek to see beyond a child's presenting behaviour and ask, 'What does this child need?' rather than 'What is wrong with this child?'.
- 5.7 There are many benefits of adopting a trauma-informed approach in school, including improved wellbeing and educational experience for pupils. We understand that traumatic experiences result in feelings of helplessness which can limit ability to function at an optimal level over time. Becoming trauma informed will support pupils to feel more comfortable in our school environment which we hope will improve their overall wellbeing and educational outcomes.
- 5.8 Benefits we hope to measure by becoming trauma informed:
- **Improved attendance-** when pupils feel safe and supported at school, they are more likely to attend regularly. This is especially important for pupils who have experienced trauma, as trauma can often lead to school avoidance. <sup>8</sup>Data from the Department for

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<sup>8</sup> [Pupil attendance in schools, Week 29 2024 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

Education highlights that pupils with identified SEND have higher rates of absence than those with unidentified SEND needs. By providing the necessary individual support, pupils can develop stronger connections with their teachers and peers, leading to more regular attendance and optimal learning outcomes.

- **Improved educational outcomes-** when pupils feel supported at school, they are more likely to engage in their learning and achieve improved results.
- **Improved behaviour-** when pupils feel safe, valued and supported they are more likely to behave positively. A focus on social-emotional learning supports pupils to engage in lessons and build positive relationships.
- **A safe and supportive learning environment-** being trauma informed can help create a positive culture where everyone feels safe physically, psychologically, emotionally and socially. This environment seeks to foster a positive culture characterised by positive relationships built on trust and mutual respect amongst the school community.
- **Improved cultural, historical and gender sensitivity-** being trauma informed will promote the recognition and respect of the diverse experiences and identities of pupils, while understanding the impact of historical and cultural contexts.
- **Empowerment and choice** – a trauma informed approach seeks to empower pupils and families to make choices about their learning and participation, providing alternative choices for pupils who don't feel ready to participate and making accommodations for pupils with individual needs. This inclusive environment cultivates a sense of teamwork and collaboration, allowing the whole school community to thrive in the gift of life together.

## 6. Roles and responsibilities

6.1 The governing body is responsible for ensuring that our school complies with legislation, and that this strategy and related policies and action plans are implemented.

6.2 The headteacher and senior leadership team are responsible for implementing this strategy; 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.

6.3 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 this strategy
- keep up to date with legislation and best practice relevant to their work.

6.4 Pupils are expected to:

- positively engage with each other and to live out the Christian ethos of the school.

6.5 Parents, carers and visitors:

- will be informed of the school's policies and procedures with regard to equality, diversity and justice and are expected to be active partners in supporting the school.

## 7. Our approach

7.1 Throughout this strategy, and the wider practices within our school community we seek to empower our children to embrace equality, diversity, justice and challenge discrimination. We do this by equipping our Governors and staff to fulfil their legal responsibilities, ensure that our safeguarding procedures are comprehensive and inclusive and enable robust monitoring of our progress as a school.

## 8. Our aim and ambitions

### Our Aim

It is our aim to ensure that all our pupils and their families feel valued and supported by ensuring that equality, diversity and justice is central to all of our policies, practices and is evident in everyday school life.

### Our Ambitions

1. Create and maintain a culture that welcomes diversity, justice and promotes equal opportunities for all, where children are encouraged to thrive and reach their full potential.
2. Design and deliver a broad and balanced curriculum, that provides opportunities for all pupils, using specialist programmes and dedicated resources to support pupils individual needs.



## 9. What we will do and how we will do it

| Ambition 1: create and maintain a culture that welcomes diversity, justice and promotes equal opportunities for all, where children are encouraged to thrive and reach their full potential |                                                                                                                                                                                |                                                                                                                                      |                                                                                                     |                                                                                                                                                                   |                                                                                                                                                                                                                                                                          |
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| We will ensure that the school's Christian values, underpin everything that we do.                                                                                                          | We will encourage and promote children and families to engage in learning and school life, across all activities including regular attendance to ensure equity of opportunity. | We will identify, reduce and remove inequalities and barriers that currently exist to children's access to learning and development. | We will ensure that our policies and procedures promote equality, diversity, justice and inclusion. | We will monitor and analyse pupil achievement by race, gender and SEND and act on any trends or patterns in the data that requires additional support for pupils. | We will embark on a journey to become Trauma Informed, where we will strive to understand what trauma is and how it impacts on individuals and what measure we need to take to build trusting relationships to create an environment that is safe for children to learn. |

**Ambition 2: design and deliver a broad and balanced curriculum, that provides opportunities for all pupils, using specialist and dedicated resources to support pupils individual needs.**

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| We will review our school facilities to ensure they are suitable to deliver an inclusive curriculum that meets individual needs. | We will ensure that all staff receive appropriate training and opportunities for professional development. | We will deliver a programme of worship to promote and embed the Christian ethos of equality, diversity and justice to support the development of positive relationships within the school and local community. | We will offer enrichment activities such as external visitors and educational trips to encourage positive relations and dialogue between different groups and communities |
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## 10. Monitoring and evaluation

We will collect, study and use quantitative and qualitative data relating to the implementation of this strategy, and make adjustments based upon our findings as appropriate.

In particular we will collect, analyse and use data in relation to pupil admissions, achievement, behaviour and attendance in the following categories:

- Gender
- SEND
- Ethnicity
- Nationality
- Pupil Premium

## 11. Staff development and training

We will ensure that all staff receive appropriate training and opportunities for professional development to be able to achieve our ambitions within this strategy.

# 12. Next Steps (Future)

## Appendix 1



