



## Section 3.5 Equality Policy (Public Sector Equality Duty)

### Our vision and values

St. Saviour's & St. Olave's School, whose ethics are based on Christian teaching, is proud of its culturally and socially diverse community. Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. We seek to create an environment where everyone can flourish in a loving and hospitable community.

Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity. We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of our differences.

### 1. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations in respect of the nine protected characteristics:

1. age
2. disability
3. gender identity
4. marriage and civil partnership
5. pregnancy and maternity
6. race
7. religion or belief
8. sex
9. sexual orientation

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. Guiding principles

Our approach to equality aligns with our core values of being compassionate, reflective, inclusive, supportive and transformative. These values help everyone in our community to live out our Christian vision. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of language which in any respect could be construed as racist, disablist and homophobic, bi-phobic or transphobic.



### **3. Development of the policy**

This policy follows the template provided by the Church of England Education Office as part of its report, 'Valuing All God's Children' (2017). We regularly seek to consult different stakeholders about their views, including students, parents, staff and governors.

### **4. Links to other policies, practice and documentation**

We ensure that the principles listed above apply to all of our policies and practice, including those which are concerned with:

- Pupils' progress and attainment
- Administration of examinations
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- PSHCE provision
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act is, where relevant, included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

### **5. Our objectives**

*To eliminate discrimination, harassment and victimisation*

We meet our legal duty and live out our guiding principles listed above by opposing prejudice and prejudice related bullying, taking account of equality in respect of the way the school provides facilities and services, taking account of equality in respect of all policies (including but not limited to attendance, student behaviour, SEND, staff recruitment), actively promoting equality and diversity and creating an environment of dignity and respect. Our approach is made clear in the rules which form the centre of our behaviour blueprint – 'Respect our ethos; Respect your learning; Respect our environment'.



### *To advance equality of opportunity between different groups*

We meet our legal duty and live out our guiding principles listed above by being alert to the potential impact of any negative, prejudicial language or behaviour by particular pupils or groups of pupils. Inclusion has a high profile in the school and we hold half-termly inclusion meetings for each year group, led by the Deputy Headteacher. Our three-year trend for examination outcomes shows a small gap in progress between our students who qualify for Free-School Meal (FSM) and those who do not; this gap is significantly smaller than the national average and we continue to work hard to eliminate it.

### *To foster good relations*

We meet our legal duty and live out our guiding principles listed above by preparing pupils to live well together, respecting diversity and equality, challenging discrimination and prejudice and listening to and treating others with dignity and respect. Student leaders represent the diverse cohort of our school and we provide a wide range of opportunities for leadership development. We hold regular events (for our students and for the local community) to celebrate our diverse and inclusive culture; these are often led by our students and help to promote cultural awareness and our inclusive values.

For the last two years we have had as one of our whole-school school development objectives the goal of becoming an anti-racist school; this was in response to the wave of international protests at racial injustice which deeply affected our local community. We have also engaged external facilitators for our pastoral teams and whole staff to educate our community on issues related to transgender students. This was in response to some of our students recently identifying as transgender or non-binary.

## **Our Equality Objectives for 2021-22**

1. Narrow or eliminate the gap between students who receive the pupil premium and their peers, using the funding available this year to meet their needs.
2. Change our uniform policy to ensure that students and families feel that this is an inclusive school for all.
3. Continue our work to become an anti-racist school by providing development for all staff in what this means for our curriculum, policies, practice and school culture
- 4.

## **6. Disseminating the policy**

This policy and any other relevant documentation is available on our school website or on request, in accordance with GDPR regulations.

## 7. Roles and responsibilities

The governing body has oversight of the policy, delegating its implementation to the Headteacher, who provides governors with reports and updates as appropriate. The table below outlines roles and responsibilities within school.

	Headteacher	SLT	Teaching staff	Support staff	Parents & Carers	Pupils
monitor the enforcement of the policy and report any breaches	•	•	•	•		
ensure that the policy informs appropriate training, decisions, procedures and policies		•				
oversee the discriminatory behaviour log	•					
ensure the objectives in this policy are adhered to in all areas of practice and professional conduct		•	•	•		
look for opportunities to develop understanding of equality within our community		•	•	•		
treat all members of the community with respect and dignity	•	•	•	•	•	•
celebrate and support difference and equality	•	•	•	•	•	•

## 8. Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and within groups or teams. INSET days, twilight and Teaching and Learning sessions are opportunities for development; issues related to equality feature in meeting agendas and are linked, when appropriate, to the priorities listed in our School Development Plan.

## 9. Breaches of the policy

Breaches of this policy will be dealt with in the same way in which breaches of other school policies are dealt with, as determined by the Headteacher and governing body.



## **10. Monitoring and evaluation**

Monitoring the implementation and effectiveness of the equality policy is undertaken in the following ways:

- All reports of discriminatory behaviour are logged centrally
- Parents, staff and students are consulted and surveyed for their views
- Student achievement is analysed for different groups (e.g. SEND, ethnicity, pupil premium)
- Recruitment processes are monitored in terms of recording key information related to diversity and equality
- Our complaints procedure is clear and readily available; the governing body is notified of any complaint and our response
- Any changes to policy and procedure or strategy will be assessed for impact on equality and diversity

**Reviewed March 2022**