

## Equality Policy and Objectives

<b>Committee Name:</b>	Achievement and Standards Committee
<b>Date of Approval:</b>	November 2023
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<b>Person responsible:</b>	Head Teacher

*‘Together we live and grow in the love of Jesus Christ.’*

St Saviour's C. of E. Primary School was founded by and is part of the London Diocesan Board for Schools (LDBS). The school is to be conducted as a Church of England school in accordance with Canon Law and the teachings of the Anglican Church and in accordance with the Diocese of London. At all times, the school is to serve as a witness for the Christian Faith in Our Lord Jesus Christ.

We aim to cater for children as individuals, appreciate their needs and enable them to be as roundly educated as possible in order to flourish in their everyday life in a multi-faith and multi-cultural world. We will oppose all forms of racism and sexism and stress our lesson: “Always treat others as you would like them to treat you” (Matthew 7 xii NEB).

At St. Saviour's, we see all members of the school community as special, unique individuals who are created in God's image who deserve to be treated with respect without any form of discrimination. Through the children's behaviour we expect the children to follow the school's vision of ‘Together we live and grow in the love of Jesus Christ.’ They can achieve this by thinking about and using our school values (the Fruit of the Spirit) to guide them.

### Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- ❖ Ensure equal opportunities for all staff and pupils regardless of race, faith, gender, sexual orientation, academic ability, physical ability or social background.
- ❖ Provide and develop an environment free from social, religious, sexual, racial, cultural or physical discrimination, and other conduct which is prohibited by the Equality Act 2010.
- ❖ Foster an environment of respect for all members of the school community in which different cultural and faith backgrounds enrich the school for all.
- ❖ Encourage a strong feeling of school identity where all members of the school community are responsible for the feelings of everybody else in a positive way.

This document enables St Saviour's to meet the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### **Rationale**

Equal opportunity for all underpins the whole life and ethos of our school and is the responsibility of the whole school community. This is especially true as a church school within an inner city environment. Our Vision 'Together we live and grow in the love of Jesus Christ' enables us to work together as a whole community. Our school values guide us towards this vision.

Equal opportunities are reflected throughout the organisation of the school and must be actively addressed in both the taught and implicit curriculum as well as openly demonstrated amongst staff, parents and governors.

All staff, governors, parents/carers and pupils are fully welcome and are encouraged to participate in the life of the school regardless of their race, faith, ethnicity, any disability, their gender, sexuality or socio-economic background. Each group has specific needs that need to be actively planned for so their contribution to the school can be the fullest that it can.

Systems are constantly under review in the light of changes that are taking place both locally and nationally so that we can provide the best service possible.

### **The Protected Characteristics:**

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

### **Our school is committed to equality both as an employer and a service-provider:**

- Everyone is treated fairly and with respect.
- We do all we can to ensure our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that every child has individual needs which must be nurtured and supported in order for them to reach their true potential.
- We endeavour to make sure people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council, PTA, Local Parish and Community.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for

equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

- We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

**Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010

**Advance equality of opportunity** between people who share a protected characteristic and people who do not share it

**Foster good relations** between people who share a protected characteristic and people who do not share it.

The school also has two “specific duties”. The purpose of the specific duties is to help public bodies fulfil their obligations under the general duty. They are designed to be flexible, light-touch and proportionate rather than being bureaucratic or a “tick-box” exercise. The emphasis is on transparency - making information available so that the school’s local community can see how the school is advancing equality in line with the PSED, and what objectives it is using to make this happen.

The specific duties require schools:

- (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- (b) to prepare and publish equality objectives.

### **Roles and responsibilities**

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school’s principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult

- keep up-to-date with equalities legislation relevant to their work. We will provide training and guidance on equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting each school year

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in this document.

### **Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. All staff receive annual training on the Equality Act and this document is shared with them.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

St. Saviour's has been praised for its unstinting belief in inclusion and we have had many successes particularly in catering for pupils with specific needs so that they can fully access the curriculum and the life of the school. We recognise and harness the diversity that exists within our school community to ensure that all have the opportunity to respond to the high expectations, challenges and excitement of the curriculum and everyday life of the school.

We have excellent systems in place for children who are vulnerable or have special needs as well as a well-developed policy for the teaching of children with EAL and high attainers.

Our full range of after school activities ensures that children with different talents, interests and abilities can be stretched outside the normal curriculum and our excellent parent/teacher relationships ensure that we can meet the needs of individual parents wherever necessary.

Inclusion of different faiths is also of great importance ensuring that the spiritual needs of children from different religious backgrounds and for those with no faith are met.

We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

We make reasonable, appropriate and flexible adjustment for pupils with a disability.

There is guidance in the Anti-bullying Policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

## **Advancing equality of opportunity**

**As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:**

- Closely monitoring data on absence from school for evidence of over-representation of different groups and take action promptly to address any negative trends that may materialise.
- Supporting our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society.
- Supporting disabled learners by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Work in partnership with parents and carers to identify children who have a disability through our pupil admissions meetings
- Collect, analyse and use data in relation to attendance and exclusions of different groups
- Avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able"
- Use a range of teaching strategies that ensures we meet the needs of all pupils and provide support to pupils at risk of underachieving
- Be alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example: - disabled and non-disabled people - people of different ethnic, cultural and religious backgrounds - girls and boys
- Implement an Accessibility Plan

## **Fostering good relations and promoting community cohesion**

At St. Saviour's, we aim to foster good relations between those who share a protected characteristic and those who do not share it. Here are some examples of what we do:

- The school is outstanding at promoting the spiritual, moral, social and culture development of all pupils, as was recognised by both Ofsted in 2008 and Diocesan inspections in 2014 and 2019.
- We ensure that the curriculum has positive images of disabled people. Pupils and visitors are fully included in all aspects of school life- regardless of any disability.
- The curriculum makes robust provision for the teaching of other faiths across the school.
- We ensure that the curriculum has positive images of people from a range of ethnic backgrounds. The RE programme of study is diverse and includes trips to a variety of religious places of worship.
- Ethnic diversity is celebrated during our weekly Thursday assemblies. International Week is a very popular annual event, which encourages families to come into school and share traditional meals, stories and dancing.
- We hold a World Faiths Day every year which focuses on either different aspects of the Christian religion, for example heroes in the Bible, similarities between Christianity and other world faiths etc or major celebrations of other World Faiths. In 2022, we focused on Ubuntu and had visits from representatives of the Jewish, Muslim and Hindu faiths.
- The school sponsors a child through World Vision and three different animals through World Wildlife Fund. Our Charities Committee work hard to ensure this is visible around school.
- Through a variety of projects and fun days, the children support a range of other charities to promote their understanding of the wider world (The Passage, OXFAM, Red Nose Day, the Air Ambulance, and support for international disasters).
- We ensure that the curriculum has positive images of people, male and female. Parents and carers are invited in to come in and talk to the children during book week, Science Week, Maths Week, Black History Month.
- 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. If external speakers are invited into school, children are encouraged to ask questions and meet with them for workshops after an assembly.
- 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. We also help to fundraise for local charities at different times during the year such as The Passage.
- Encouraging and implementing initiatives to deal with potential tensions between different groups of pupils within the school. For example, our school council has representatives 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. We also work with parents to promote knowledge and understanding of different cultures
- We have begun to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- We include the contribution of different cultures to world history and that promote positive images of people

- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically on the Trip Checklist.

The school also uses an Equality Impact template to guide discussions around policies (see appendix).

### **Equality objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

#### **❖ Equality objective 1:**

Ensure all vulnerable children are provided with at least equal opportunities to represent the school in the wide range of activities which take place each year.

#### **❖ Equality objective 2:**

Review the number of vulnerable children who attend after school clubs (evaluate ability to pay for these families).

#### **❖ Equality objective 3:**

Ensure that anti-racism is a key driver in all aspects of school life, including the curriculum, strategic planning and everyday interactions between pupils, staff and parents.

### **Equal opportunities for staff**

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

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

If we have more than 150 employees, we are required to publish information about them. The school currently has approximately 35 employees and therefore does not deem this to be necessary.

### **Monitoring arrangements**

The Standards and Achievement Committee will update the equality information we publish, described above, at least every year.

This document will be reviewed by the Standards and Achievement Committee at least every 4 years.

### **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Behaviour policy
- SEND policy
- Anti-bullying
- Admissions
- Exclusions



## Appendix

### **Equality impact assessment template**

The DfE guidance, '[The Equality Act 2010 and schools](#)', states that schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

An equality impact assessment (EIA) is a process that can be used to analyse an organisation's policies and practices to promote equality, remove barriers to equality and prevent discrimination. Whilst it is not a statutory requirement under the Equality Act 2010 to undertake an EIA, doing so can support school leaders and governing boards in their equality responsibilities in the following ways:

- Making evidence-based decisions
- Making the decision-making process transparent
- Demonstrating that school leaders and the governing board understand their responsibilities for equality

Through rigorous analysis of policy and process, any intended or unintended discrimination can be identified, and a plan created to address these issues. It is not the responsibility of the governing board to undertake an EIA, but to decide if analysis through an EIA would support the governing board in its duties under the Equality Act 2010.

The following template will support school leaders to undertake a robust EIA through analysis of the positive, negative or neutral impact of a policy or process on an individual's or group's protected characteristics. It may be used to guide discussions, or may be completed in writing.

### Equality impact assessment (EIA)

<b>Name of person completing the EIA:</b>	
<b>Role of person completing the EIA:</b>	
<b>Date EIA completed:</b>	
<b>Contributors to the EIA:</b>	[Provide the name and role of any person/s contributing to the EIA.]

Policy or process information					
<b>Name of policy or process:</b>					
<b>Purpose and intended aim of the policy or process:</b>					
<b>Who is the policy or process intended for? [Tick all that apply.]</b>	<b>Pupils</b>	<b>Employees</b>	<b>Governors/ Trustees</b>	<b>Volunteers</b>	<b>Visitors</b>
<b>Status of the policy or process:</b>	<b>New policy or process</b>			<b>Existing policy or process</b>	
<b>Date policy or process was last reviewed:</b>					
<b>Name of person responsible for the policy or process and its review:</b>					

Analysis				
Protected characteristic group	Impact analysis			Explanation of impact analysis
	Positive impact identified	Neutral impact identified	Negative impact identified	
<b>Age:</b>				

<b>Disability:</b>				
<b>Sex:</b>				
<b>Gender reassignment:</b>				
<b>Race:</b>				
<b>Religion or belief:</b>				
<b>Sexual orientation:</b>				
<b>Marriage or civil partnership:</b>				
<b>Pregnancy and maternity:</b>				

Evaluation and decision making	
<b>Consultation and stakeholder engagement:</b>	[Include details of any consultation process or engagement with relevant stakeholders. Indicate if consultation or engagement was internal or external.]
<b>Evidence used to support the decision-making process and final decision:</b>	[Provide details of any evidence used to support the final decision made, e.g. research, surveys or verbal feedback.]

<b>Final decision:</b>	<p>[Once an EIA has been completed, if indirect or direct discrimination has been identified, then there are three options to be considered:</p> <ul style="list-style-type: none"> <li>• Removal of the policy or process.</li> <li>• Adaptation of the policy or process to remove the indirect or direct discrimination.</li> <li>• Continue without action.</li> </ul> <p>Record the decision made following completion of the EIA.]</p>
<b>Explanation of the final decision:</b>	<p>[Provide a clear explanation for the decision reached. If the decision is made to continue with the policy or process without any action and discrimination has been identified, then the responsible body would be expected to be able to clearly justify that decision.]</p>
<b>Monitoring arrangements:</b>	<p>[Detail how the outcome of the EIA will be monitored, including frequency of monitoring and any required consultation or stakeholder engagement.]</p>
<b>Arrangements for communicating the outcome of the EIA:</b>	<p>[Explain how the outcome of the EIA will be shared and with whom, e.g. all relevant stakeholder groups.]</p>

<b>Date EIA ratified by the responsible body:</b>	
<b>Date of review:</b>	

