



**St Edward's
School**

Unity - Achievement - Faith

Equality and Diversity Policy (Including Equality Objectives) 2025-2026

**Reviewed by the Personal Development, Behaviour and
Attitudes Committee**

On: 13th November 2025

Reviewed and Ratified by the Full Governing

On: 4th December 2025

Next review date: Autumn 2026

MAY WE BE ONE

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

St Edward's Mission Statement calls us to be a united and unified community. To be one in dignity means we must recognise both the diversity and the equality of all members of the school community and work to ensure both are recognised, respected and celebrated. As a joint church school this is at the heart of our nature and permeates all aspects of our work. Informed by Gospel values, guided by the School Mission Statement and supported by British values and legislation (specifically the 2010 Equality Act), we are committed to the promotion of equality and respect for diversity.

Through a broad, balanced, inclusive and stretching curriculum, all students are challenged to achieve their full potential, regardless of age, gender, race, religion, sexuality, disability or circumstance.

Key aims in relation to Equality and Diversity

As a school we seek to:

- Create a learning environment in which everyone feels valued and welcome;
- Prepare students for life in a diverse and rapidly changing society;
- Encourage all members of the community to value and celebrate diversity;
- Advance equality of opportunity;
- Foster good relationships through tackling prejudice and promoting understanding;
- Eliminate unlawful discrimination, harassment and victimisation.

To achieve this we:

- Provide a curriculum that teaches students, both explicitly and implicitly, the value of equality and diversity;
- Model inclusivity, respect for equality and celebrate diversity;
- Have high expectations and challenge all students to achieve their best, regardless of their background;
- Take proportionate action to address the disadvantage faced by particular groups of pupils
- Making reasonable adjustments to accommodate the needs of those with disabilities;
- Collect and analyse data in order to ensure all groups are progressing well;
- Set equality objectives and publish equality information regularly;
- Seek opportunities to engage with families, schools, churches and other local community groups to develop a wider understanding of equality and diversity issues in the local area and nationally.

Leadership, management and governance

It is the responsibility of all staff to:

- Promote equality and model good relationships;

- Engage in and promote the social, moral, spiritual and cultural development of all students, explicitly through the curriculum and implicitly through modelling the promotion of equality of opportunity and diversity;
- Monitor progress and identify any groups or students who are at risk of underperformance;
- Contribute to an inclusive curriculum and positive ethos which reflects our diverse society;
- Be vigilant for any type of harassment and bullying;
- Deal effectively with all incidents of prejudice, discrimination, bullying or victimisation;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

It is the responsibility of the headteacher to:

- Implement the policy and its strategies and procedures;
- Set equality objectives and report on these to governors annually;
- Ensure that all staff receive appropriate and relevant continuous professional development;
- Challenge and take appropriate action in any cases of discriminatory practice;
- Respond to any reported incidents of harassment or bullying in line with LA guidance;

It is the responsibility of the Governing Body to:

- Ensure that the School complies with equality legislation;
- Ensure that the School's policy and its procedures and strategies are carried out and evaluated;
- Evaluate the equality objectives at least annually;
- Follow the agreed admissions policy, which is fair and equitable in its treatment of all groups;
- Monitor attendance of staff and students and take appropriate action where necessary;
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy;
- Be pro-active in recruiting high-quality applicants from under-represented groups.

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and Local Authority as required.

Equality Targets

In order to monitor the progress of our work towards equality, the school sets equality targets, which are monitored and evaluated at least annually. For the academic year 2024-2025 the targets for development were:

- a) To secure trauma-informed practice as educational professionals using a case-study approach.
- b) To improve engagement and outcomes for disadvantaged students.
- c) Reduce the gender gap through the implementation of evidence based strategies.

Progress towards these targets includes, but is not limited to:

- a) To secure trauma-informed practice as educational professionals using a case-study approach.
- Training delivered on blocked care and support for staff provided through Trauma Informed Education monthly newsletter.

- Resources shared with parents in response to issues raised in the media (eg Netflix show, Adolescence).
- Linked to Whole school development plan and appraisal. Observations conducted through the year to track and promote trauma informed practice.

b) To improve engagement and outcomes for disadvantaged students.

- Support provided through, external mentoring for an 18-week period, life coaching sessions and additional 1:1 support from pastoral team, including Thrive and Shine.
- Funding or resources uniform, trips and resources.
- A Year 11 intervention package was run through tutor time, this included Maths and English support. Although all students were included in this, careful attention was paid to how best to support disadvantaged students.

Impact has been positive with the attainment gap being reduced from 12 points in 2024 to 6 points (APS) in 2025.

c) Reduce the gender gap through the implementation of evidence-based strategies.

- External whole school training was given in the Autumn Term and revisited throughout the year.
- Evidence based strategies were shared with departments and these were woven into their strategic planning through the course of the year. Progress was monitored through data analysis.
- The small working party was formed to consider how best-practice could be embedded.

In 2024 girls outperformed boys by 3.9 points in relation to Attainment 8. This summer that gap was reduced to 0.45. This was despite an improvement in the performance of girls.

Equality Targets for 2025-2026

For the year ahead the key equality target will be to continue the work currently undertaken with a specific focus on:

- 1) Ensuring High Prior Attaining students make accelerated progress from their starting point
- 2) Continued closing of the attainment and opportunity gap between disadvantaged students and their peers
- 3) Offering an inclusive and diverse extracurricular programme

Policy Planning and Review

This policy has been written in the light of the 2010 Equality Act and in the understanding that this consolidated and extended previous legislation.

The policy will be reviewed annually or earlier should changes to legislation or other factors require it.