



**St Edward's
School**

Unity - Achievement - Faith

Equality and Diversity Policy (Including Equality Objectives) 2024-2025

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

On: 14th November 2024

Next review date: Autumn 2025

SLT is responsible for oversight of this policy's implementation

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 2023-2024 the targets for development were:

- a) Embed trauma-informed practice through training of the neuro-sequential model of education
- b) To ensure that St Edward's celebrates diversity as an inclusive school.
- c) To close the disadvantaged gap through ensuring quality first teaching

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

- a) Embed trauma-informed practice through training of the neuro-sequential model of education
 - Neuro-Sequential Model of Education training given Spring and Summer term
 - ACEs training for staff
 - Senior Lead Mental Health/ AHT has completed Trauma Responsive Education (7-day course)

- Trauma Responsive Practice SharePoint for staff has been built and staff invited
- Trauma Responsive Classroom Toolkit
- Preventing Blocked Care posters for subject departments
- NSME training planned for next year/ appraisal support

b) To ensure that St Edward's celebrates diversity as an inclusive school.

- Mental Health, Wellbeing and awareness days/weeks calendar was publicised and promoted via social media.
- We marked 'Hello Yellow Day' in collaboration with Young Minds (wear something yellow day). We also raised money for Young Minds.
- Mental Health Awareness Week - recognised and promoted in assemblies all week
- Anti-bullying week assemblies led by students and resources shared with all year groups.
- Students included in the review of weekly themes for 23-4 and the planning for 24-25.
- LGBTQ+ support group launched for students

c) To close the disadvantaged gap through ensuring quality first teaching

- We have provided mentoring, extra Maths and extra English to support any of the Disadvantaged Students who were predicted to not fulfil their potential.
- Our Disadvantaged Team oversee the academic progress and pastoral needs of all of the disadvantaged students in the school.
- We have provided support for curriculum trips so that disadvantaged students have been able to attend these.
- We have provided revision resources and materials so that disadvantaged students have the same resources as their peers.

Equality Targets for 2024-2025

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

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

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.