



**St Edward's
School**

Unity - Achievement - Faith

Equality and Diversity Policy (Including Equality Objectives) 2023-2024

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

On: 15 June 2023

Reviewed and Ratified at the St Edward's Full Governing Body

On: 13th July 2023

Next review date: Summer 2024

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 2022-2023 the target has been to review and extend our policy and provision for tackling sexually harmful behaviour.

Progress includes, but is not limited to:

- a) A review of the procedure for identifying, reporting, recording and responding to incidents of sexism and sexual harassment.
 - Safeguarding team using Dorset Safeguarding Children's Board Harmful Sexual Behaviour toolkit.
 - Range of training provided to staff and supporting teacher toolkit provided, to aid identification and reporting of harmful sexual behaviour.
 - Integrated into PSHE programme to all year groups.

- b) Initiatives aimed at extending our culture of respect already in place through weekly themes and virtues.
 - Mental health lead and DSL attended BCP Virtual School training on creating an environment for inclusive school.
 - DSL attending Trauma Responsive Education course, exploring how to make strategic changes to adapt policy and practice.
 - Increased student participation and leadership of assemblies focussed on inclusivity and diversity.
 - Working with MyTime charity in order to raise the profile of young carers; increasing staff awareness and promoting to students.

- c) Review the support and intervention available for those affected by sexual harassment and extend where needed.
 - Safeguarding team engaged in specialised training.
 - Rigorous pastoral triage including potential referral to School Councillor (who has experience of supporting with sexual trauma) and STARS.
 - Signposting to Brook.
 - Information and links on the website on harmful sexual behaviour.

Equality Targets for 2023-2024

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

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

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.

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.