



Introduction

- The school welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, gender identity (and as relevant, pregnancy/maternity, and in relation to employment; age and marriage/civil partnership). These are known as **protected characteristics**.
- The school welcomes its duties under the Education Inspections Act 2006 to promote community cohesion and will act on all opportunities to do so.
- This policy takes account of the DfE guidance and advice for schools published in May 2014: *The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities*
- The school recognises that these duties and intentions 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.

Guiding Principles: The school is guided by nine **principles**:

Principle 1: We believe all learners are of equal value

This applies to current and potential learners, and their parents/carers (Named Equality Advocate for each characteristic)

- whether or not they are disabled (The Equality Act 2010 defines disability as when a person has “a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities”) (Elizabeth Alldred)
- whatever their ethnicity, culture, national origin or national status (Aidan Blowers)
- whatever their sex (gender) (Rachel Purnell)
- whatever their gender identify (Chris Dutton)
- whatever their religious or non-religious affiliation or faith background (Adam Watkin)
- whatever their sexual orientation (Rebecca Overfield)

Principle 2: We recognise and respect difference

Treating people equally (Principle 1) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of prejudice that people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- sex (gender), so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual orientation
- gender identity

(and as relevant, pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:



- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- mutual respect and good relations between all gender identities and an absence of sexual, homophobic, and gender identity based harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their sex (gender) and sexual orientation
- Whatever their gender identify

(and as relevant, in respect of pregnancy/maternity, age and marriage/civil partnership).

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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 in relation to:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- sexual orientation
- gender identify

(and as relevant, in respect of pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by an activity are consulted and involved in the design of new policies, and in the review of existing ones. As appropriate, we consult and involve groups and individuals in relation to disability, religion/belief, sexual orientation, sex (gender), gender identify, ethnicity.

Principle 7: We aspire to making a contribution to society

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity
- age



Principle 8: We base our practices on sound evidence and information

We adopt an evidence-based approach when making decisions in all matters relating to greater equality in relation to protected characteristics of disability, religion/belief, sexual orientation, sex (gender), gender identity, ethnicity.

Principle 9: We set objectives and measure progress against them

We formulate and publish **at least every four years**, specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to disability, religion/belief, sexual orientation, sex (gender), gender identity, ethnicity. The identified objectives take into account national and local priorities and issues, as appropriate.

- We recognise that the actions resulting from a policy statement such as this are what make a difference
- We revisit our equalities objectives annually within the framework of the overall school development plan and processes of ongoing self-evaluation
- We keep our equality objectives under review and, as part of the annual policy review, report annually on progress towards achieving them

Implementation

The curriculum: We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the relevant principles set out in this policy.

Ethos and organisation: We ensure the relevant principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- students' progress, attainment and achievement
- students' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudice around disability and special educational needs
- prejudice around racism and xenophobia, including that directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and that that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudice reflecting sexism and homophobia
- prejudice relating to gender identity issues

We record and keep a log of all prejudice-related incidents, and, where appropriate, seek the support of other agencies (including the Local Authority and Police) in addressing these incidents, and in providing support and suggesting resources to raise awareness and combat prejudice.



Roles and Responsibilities

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
- The Community and Ethos sub-committee has a watching brief regarding the implementation of this policy
- The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination
- The Senior Leadership Team have day-to-day responsibility for co-ordinating implementation of the policy
- All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the relevant guiding principles outlined above
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work

Information and resources

- The school ensures that the content of this policy is known to all staff, governors and, as appropriate, to all students, parents/carers
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail

Religious observance

The school respects the religious beliefs and practice of all staff, students and parents/carers, and complies with reasonable requests relating to religious observance and practice.

Staff development and training

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.

Breaches of the policy

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

Monitoring and evaluation

- We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender



St Laurence School
Policy on Equalities



Equalities Objectives January 2019 – January 2023	
Objective 1	To promote student well-being by increasing understanding of the mental health issues facing young people and employing strategies that have a positive impact.
We have chosen this objective because:	This objective supports principles 5 and 7 and is directly linked to a key strand of our school development plan 2018-19- objective 2B. Nationally, there is an increasing understanding of the negative and long term impact of social, emotional and mental health difficulties on the educational attainment of young people. It is well documented that individuals identifying as LGBT are at greater risk of mental health problems and more likely to develop a mental health illness and also that adolescent boys are at greater risk of suicide. We recognise this national picture in our own context and are committed to playing our part in preventing mental health difficulties that may start in adolescence but have a greater impact in adult life.
To achieve this objective we plan to:	<ul style="list-style-type: none"> ▪ Ensure that all staff are aware of key changes to the Keeping Children Safe in Education 2018 document ▪ Encourage students to access help and promote ways of doing so ▪ Make effective use of Breathing Space ▪ Embed daily Breathing Time effectively ▪ 1 day of INSET 2019 focused on student well-being ▪ Introduce the <i>Boys in Mind</i> project ▪ Focus CPLD in T5 and T6 on student mental health ▪ Introduce a peer mentoring scheme ▪ Introduce a range of strategies to reduce exam and assessment stress and anxiety ▪ Develop students’ understanding of mental health through the curriculum (PSHE, Tutorial +wider curriculum) and use this to embed key messages – e.g. “it’s OK not to be OK” ▪ Achieve Wiltshire’s Healthy School status ▪ Review the school’s Challenge Programme and LOTC Policy
To monitor and assess progress we will:	Regularly review the planned actions to achieve this objective as part of our ongoing evaluation of the SDP and in relation to objective 2B in particular.
Progress January 2020	There has been significant progress with the planned actions. The student wellbeing strategy was launched in February 2019 via a whole school PD day that focussed on providing all staff with techniques and resources to support student mental health and wellbeing as well as introducing the Boys in Mind/Girls Mind Too strategy, an ongoing project that is engaging students in producing films to raise awareness of mental health and to combat the stigma attached. Staff, students and parents have been provided with clearer sign posting of additional services and support routes via promotion in school and through the website. We have invested in training in a number of areas to support our work in this area: some key staff have accessed the Mental Health First Aid introduction and we plan to extend this training more widely across the pastoral team in 2019-20. Members of the pastoral team have received the Kidscape Mentoring training and we will be recruiting and training peer mentors during 2019-2020.

Approval: Community and Ethos
Review: January 2021



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	<p>All staff have received Anti-Bullying training as part of the further development of our Anti-Bullying Provision which is a focus of our SDP 2019-20 and the Anti-Bullying Policy has been reviewed to bring it line with best practice and advice from the Anti-Bullying Alliance. Information evenings for parents of Y10 and Y11 students were well attended and these offered information about how best to support their children. Additional workshops, run by Mighty Girls, were held for Form students. We have completed the Healthy Schools audit and will submit our application in 2020. Breathing Space was well attended during July 2019 by students on request every day and generated many thoughtful reflections, comments and prayers. The developments of Breathing Time, largely led and driven by the Head of SMSC, are ongoing and were endorsed by the Diocese Adviser in September 2019. Heads of House have been very active in helping shape the practice and in monitoring and reinforcing expectations with tutors. The LOTC Action Plan 2019-2020 has been agreed with County advisor Gary Burn and will focus on mapping the LOTC offer from each department, identifying the breadth and depth of curriculum and enrichment trips, examining barriers to students accessing LOTC opportunities. We started our work with the Youth Adventure Trust for this first time this year and 6 identified students followed the programme with successful outcomes. There is ongoing, continued review of our Challenge Programme and we have recruited large numbers for the Bronze Award in particular.</p>
Progress January 2021	
Progress January 2022	
Progress January 2023	

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Review: January 2021



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Equalities Objectives January 2019 – January 2023	
Objective 2	To ensure that the narrative expressing our Christian vision is inclusive for those of all faiths and no faith.
We have chosen this objective because:	This objective supports principles 2, 3 and 7 and is directly linked to a key strand of our school development plan 2018-19 - objective 1B. As a Church school, we have a clear, distinctive Christian vision which underpins all aspects of school life. We are also proud to be fully inclusive and comprehensive, welcoming students and staff of all faiths and none. We are in the process of developing the narrative expressing our Christian vision and recognise the importance of ensuring that this articulates our ethos in a way that does not exclude key elements of our community.
To achieve this objective we plan to:	<ul style="list-style-type: none"> ▪ Set up SLT secondment on SIAMS preparation, in particular the development of the narrative expressing our Christian vision ▪ Establish 'St Laurence' narrative and identify what parts of St Laurence's story aligns with our school ethos/values ▪ Establish how parts of the St Laurence story also align with key aspects of SIAMS framework ▪ Presenting the St Laurence story, linking to ethos and values, to students and staff, governors and parents
To monitor and assess progress we will:	Regularly review the planned actions to achieve this objective as part of our ongoing evaluation of the SDP and in relation to objective 1B in particular.
Progress January 2020	All of the above actions have been completed. The SLT secondment was successful in leading to a narrative underpinning our Christian vision, focussing on the idea of "people as our treasure"; this has been adopted by Governors and explored with staff and students. All staff teams have written their own expression of this vision as it relates to their work in school. We have completed the process of aligning this vision with our school ethos / values and the SIAMS framework and are continually collating evidence towards the different strands of the framework. This is also summarised in our updated SIAMS SEF. The St Laurence story has been presented to students in Collective Worship and we continue to make links to it with them; It has been presented to staff and Governors and incorporated into their work, as stated above. We have shared the story and vision with parents in Connect and the parent-Carer bulletin and have linked it to our current 40 th anniversary as a school.
Progress January 2021	
Progress January 2022	
Progress January 2023	

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Equalities Objectives January 2019 – January 2023	
Objective 3	To narrow the gap between the progress and achievement of disadvantaged students and the rest of the cohort in the GCSE exams of summer 2019 and beyond.
We have chosen this objective because:	This objective supports principles 1 and 5 and is directly linked to a key strand of our school development plan 2018-19 - objective 3A. We are committed to maximising the achievement, progress and wider development of disadvantaged students and narrowing the gap between these students and the rest of the cohort. We recognise that improving the outcomes for disadvantaged young people can have a significant impact on their life chances and embrace our role in bringing greater equity in outcomes for young people who may be at a disadvantage as a result of poverty. Our 2018 GCSE figures show a gap between the Attainment 8 outcomes for our pupil premium students at 53.36 and those students who are not pupil premium at 63.62. In addition, the Progress 8 measure of -0.24 for our disadvantaged students was well below the Progress 8 measure of +0.47 for the whole cohort.
To achieve this objective we plan to:	<ul style="list-style-type: none"> ▪ Ensure PP students are supported in their learning and that staff do everything they can to help narrow the gap ▪ Continue to research and liaise with other local schools about narrowing the gap about what they do to support PP students ▪ Identify and monitor any difference between PP and Non PP students ▪ Review PP spending report ▪ Research model examples from Pupil Premium champion schools ▪ Use spending report to inform the Pupil Premium strategy ▪ Investigate PP open bucket and identify key issues ▪ Develop a policy for Disadvantaged Students ▪ Develop model of progress coaching, making early interventions ▪ Continue first day response at AHoH level when PP students are absent from school ▪ Develop proactive ways to ensure attendance at subject consultation meetings by parents and carers of disadvantaged students
To monitor and assess progress we will:	Regularly review the planned actions to achieve this objective as part of our ongoing evaluation of the SDP and in relation to objective 3A in particular.
Progress January 2020	The planned actions have been completed. Our 2019 GCSE headline measures showed a vastly improved outcome for Pupil Premium students +0.22 compared with +0.32 for the whole cohort which shows a considerable reduction in the gap since 2018. There has been a gradual improvement in progress across the Open Bucket Subjects that have benefited all students, including PP students. The FFT subject performance data highlighted no concerns in any subject area. The AHT with responsibility for disadvantaged students has used research from PP Champion Schools, current information from the EEF, attendance at local Disadvantaged Learner Network meetings and a visit to Lydiard Park School, to inform our practice and strategy. There is a systematic approach to identifying students who are at risk of underachieving their potential and particular focus is placed on identifying PP students who may require additional support. We have developed a model of progress coaching, making early interventions. We introduced an additional transition meeting for identified Y6 students and their parents to support the development of a strong home-school relationship from the start of Y7.
Progress January 2021	
Progress January 2022	
Progress January 2023	

Approval: Community and Ethos

Review: January 2021



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