



## 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.



Some of the ways in which this is demonstrated are set out below.

### **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	
<b>Objective 1</b>	<b>To promote student well-being by increasing understanding of the mental health issues facing young people and employing strategies that have a positive impact.</b>
We have chosen this objective because:	<b>This objective supports principles 5 and 7 and is directly linked to key strands of our school development plan: 2018-19 objective 2B; 2019-21 objective 3B;</b> 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:	Ensure that there are specific actions to support the development of this priority in each iteration of the School Development Plan 2019-23.
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 specified objectives in particular.
Progress January 2020	<p>There has been significant progress with the planned actions in the 2019-20 SDP. 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 Peer Mentoring training and we will be recruiting and training peer mentors during 2019-2020.</p> <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 6 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 practices 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>

Approval: Community and Ethos  
Review: January 2022



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Progress January 2021	<p>The impact of the pandemic on school life in the last 10 months has created the need for a flexible and responsive approach to our planned actions. The enforced school closures and social distancing measures, including the rearranging of our school into year group bubbles has meant that some of our plans have had to be paused. This has particularly affected the peer mentoring scheme and obtaining the Wiltshire Healthy School status. In the case of both, the preparatory work has all been done and, in the latter, Wiltshire have paused applications as a result of the national lockdown. The 'BIM/GMT strategy enabled St Laurence students to produce their own film which is now part of the resources to support other young people on the BIM/GMT website. The PSHE curriculum plans and the tutorial programme continue to drive a whole school focus on mental health and wellbeing via remote learning, live and online and face to face teaching. We have maintained excellent contact and continued pastoral support throughout school or bubble closures. We continue to update mental health and wellbeing resources on our website and maintain a flexible approach meeting the needs of our students.</p> <p>There has been further ongoing development of the school's anti-bullying approach through completion of planned actions in the Anti-Bullying Strategy and Action Plan. The All Together Programme was completed during 2020 and an audit of our work against the 40 indicators showed significant progress with 90% of the indicators evidenced as GREEN (c.f. 33% at the start of the programme), 8% evidenced as AMBER (c.f. 48% at the start of the programme) and 3% evidenced as RED (c.f. 20% at the start of the programme). The success of this work can be measured in the award of the All Together SILVER award which recognises the work that we have undertaken in this important area.</p> <p>We have invested in training for key staff to support their confidence and practice in dealing with a range of mental health and well-being issues: all key pastoral and behaviour support staff have now attended the full day Mental Health First Aid (for students) Training and the Anti-Bullying Alliance CPLD online training to support their work in school; all AHOH and some members of the Behaviour Team, engaged in a full day of training to with Girls on Board, training aimed at developing understanding of the particular issues involved in girls' friendships and relationships as teenagers as well as developing strategies to empower girls to unpick and solve their own friendship issues.</p>
Progress January 2022	
Progress January 2023	

Approval: Community and Ethos  
Review: January 2022



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<b>Equalities Objectives January 2019 – January 2023</b>	
<b>Objective 2</b>	<b>To ensure that the narrative expressing our Christian vision is inclusive for those of all faiths and no faith.</b>
We have chosen this objective because:	<b>This objective supports principles 2, 3 and 7 and is directly linked to key strands of our school development plan: 2018-19 objective 1B; 2019-21 objective 1A;</b> 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:	Ensure that there are specific actions to support the development of this priority in each iteration of the School Development Plan 2019-23.
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 specified objectives in particular.
Progress January 2020	All of the above actions in the 2019-20 SDP 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 <sup>th</sup> anniversary as a school.
Progress January 2021	The Head of SMSC has presented to the governors’ Standards Committee regarding SIAMS and how the school’s Christian vision informs our school’s practice. All department TDPs continue to review the extent to which stakeholders can articulate the how the School’s Christian vision underpins their practice. The School’s new staff induction programme now includes a session on what it means to be a Church School, which includes training on the school’s Christian vision and how this might underpin teacher’s practice. All tutors have received CPLD on the aims of CW and the Head of SMSC has provided additional one to one support sessions for tutors where needed. The Head of SMSC has developed a model for student led collective worship which aims to challenge prejudice and discrimination and is currently run by the head students. The vision is now shared on the school website and linked clearly to the School’s ethos. During lockdown, our Christian Vision allowed all us to celebrate the acts of courageous advocacy within the community and the linked Collective Worship slides were shared with stakeholders.
Progress January 2022	
Progress January 2023	

Approval: Community and Ethos  
Review: January 2022



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Equalities Objectives January 2019 – January 2023

<b>Objective 3</b>	<b>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.</b>
We have chosen this objective because:	<b>This objective supports principles 1 and 5 and is directly linked to key strands of our school development plan: 2018-19 objective 3A; 2019-21 objective 2B</b> 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:	Ensure that there are specific actions to support the development of this priority in each iteration of the School Development Plan 2019-23.
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 specified objectives in particular.
Progress January 2020	The planned actions in the 2019-20 SDP 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	Last year's GCSE outcomes dipped for Pupil Premium students. 65.2% of PP students achieved a 4+ in English (IG of 82.6%) and 52.2% in Maths (IG of 60.9%). One of the main reasons for this was a lack of evidence for some PP students at the point of school closure, and the government instruction to accept no further student submission of work. This influenced rank orders when completing the CAGs, not just in the core subjects, but in option subjects, too. This year there has been a focus on ensuring more rigorous data is collected and that gaps in PP students' assessments are identified and opportunities provided, particularly with mock exams, to ensure work is completed.  Our current internal tracking data shows that there is a gap appearing between KS4 PP and non-PP over the past year. In Y10, non-PP students are working closer to their A8 indicator than PP students are. In the T3 report the gap was -12.94 compared to an indicated gap of -8.15. The same data in the Y11 T2 report showed a gap of -7.67 compared to a target of 4.59. Increased amounts of intervention have been afforded to Yr11 so far this year through the use of the catch up funding. A coherent strategy which links external provision through TUTE alongside our out of PE intervention has seen an increased number of PP students being offered core intervention. Within Yr10, an earlier than intended switch to progress coaching for the year group will enable those PP students of concern to receive early support to progress by focussing on their learning behaviours.

Approval: Community and Ethos  
Review: January 2022



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	<p>Following a full return to school in September, we have ensured that, during all subsequent year group bubble closures and the recent full lockdown, a full timetable of live and online teaching has been provided for all students. All pupil premium students have individual contact made with them and their families to assess what technology they have available and whether there are any barriers to them accessing their lessons. Students who are not able to access are provided with the necessary technology. During lockdown, pupil premium students are prioritised to receive mentoring with their tutor to check wellbeing and engagement with lessons. All students are RAG rated to receive additional contact from the pastoral team during any school closure so that appropriate support can be provided.</p>
Progress January 2022	
Progress January 2023	