



Equality Policy, Information and Objectives Policy

'For the Lord your God is God of gods and Lord of lords, the great, the mighty, and awesome God, who is not partial and takes no bribe'
Deuteronomy 10:17

Introduction

On 1 October 2010, the Equality Act 2010 consolidated and replaced all existing Equality Legislation, such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

At Saint Cecilia's Church of England School, we have due regard for our duties under the Equality Act 2010. Through the delivery of this policy, we will ensure that we eliminate discrimination, advance equality of opportunity for all, and foster good relationships amongst everyone in the school community.

Policy statement and guiding principles

Saint Cecilia's Church of England School is a proudly Christian school that values the uniqueness of every person, made in the image of God and loved unconditionally by God. Faith, Service, Courage, Justice, Hope, Love, Reconciliation and Community, are at the heart of Saint Cecilia's; firmly rooted in the school's ethos and relationships.

Each person in their unique differences should be able to flourish and thrive, irrespective of physical appearance, sex, race, religion, ethnicity, socio-economic background, academic ability, disability or sexual orientation.

Our Christian values and faith lead us to fulfil this by:

- Treating all those within the school community (e.g. pupils, staff, governors, and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconception and prejudices.

- Encouraging everyone in our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues opening and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

The school actively seeks to challenge discrimination and promote an anti-bullying stance, which makes clear the unacceptability of racist, sexist, homophobic, transphobic and disablist bullying and language.

We ensure the principles above apply to policy and practice including those that are concerned with:

- Admissions arrangements
- Anti-bullying policy
- Behaviour policy
- Child Protection policy
- Pupil progress, attainment and achievement
- SEND policy
- Staff recruitment, retention and professional development
- Staff Well-Being
- RSE policy

Legal Framework

As a school we understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against, and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership (for employees)

- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

In order to meet the general duties, listed above, the law, requires schools to carry out some specific duties, to demonstrate how we meet the general duties (known as the school's Public Sector Equality Duty or PSED). The public sector equality duty (PSED) requires schools to prepare and publish equality objectives at least once every four years.

The PSED has three main elements. In carrying out their functions, public bodies are required to have due regard (defined as giving "relevant and proportionate consideration" to the duty) to the need to:

- Eliminate discrimination and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it.

For Saint Cecilia's, this means that:

- Decision makers must be fully aware of the duty regard when making a decision or taking action and must assess whether it may have implications for people with protected characteristics.
- The development of policy should consider equality implications before and at the time they are developed, not as an afterthought, and should be kept under review on an agreed schedule.
- The PSED should be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind.

Roles and Responsibilities

Promoting equality and raising the achievement of all pupils and students is the responsibility of the whole school staff.

The equality policy will be included in induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as Child Protection and Behaviour policies form part of the induction process.

Governors will support the Headteacher and Leadership team in identifying and understanding equality barriers, agree the equality policy and monitor and assess its impact annually. One member of the Governing Body will have specific responsibility for monitoring the policy, acting as the designated governor on equality.

The Headteacher will support governors as above, ensure staff are aware of the policy and understand their role and responsibilities in relation to it, assess and monitor the impact of the policy and will report outcomes to the Governing Body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Headteacher will ensure the additional resources are used appropriately, targeted on the basis of need and outcomes monitored.

The Senior Leadership Team will support the Headteacher and Governors as above, ensure fair treatment and access to provision and opportunity, and ensure staff are aware of their responsibility to record, report and respond appropriately to equality related incidents. The Headteacher will ensure staff receive appropriate training and professional development opportunities to deliver equality.

Staff will familiarise themselves with the policy and know what their responsibilities are in ensuring that it is implemented. Teachers will know the implications of the policy for their planning, teaching and learning strategies, as well as for behavioural issues.

Pupils will be made aware of how the equality policy applies to them. They will learn to treat each other with respect and have the confidence to report incidents to adults.

Parents/Carers will be encouraged to participate fully in implementing the equality policy within the school – particularly reinforcing its ethos at home. Parents will be invited to comment on aspects of the equality policy, and will be updated on progress towards objectives, as published on the school website.

Monitoring, Assessment and Reviewing the policy

The school will monitor the impact of the policy on pupils, students, staff and parents. In particular, we will monitor the impact of policies on attainment levels of pupils and students.

To monitor pupil and students' attainment, the school will collect information about pupil and students' performance and progress, analyse it and use it to examine trends. To help interpret this information, the school will monitor other areas that could have an adverse impact on pupils' attainment, such as:

- Exclusion
- Bullying
- Curriculum, Teaching and Learning (including language and cultural needs) and provision for pupils and students with SEND and Higher attaining pupils and students
- Sanctions and Rewards
- Membership of the Governing Body
- Parental engagement
- Community Partnerships
- Support, Advice and Guidance

Monitoring information will help the school measure progress towards meeting equality objectives. In particular, it will help the school:

- Highlight differences between groups of pupils and students
- Question why those differences exist and test hypothesis
- Review the effectiveness of current actions and strategies
- Decide what further action might be necessary to meet particular needs and to improve performance of pupils and students – which might include positive action, but never positive discrimination
- Rethink the priorities in relevant strategic plans

Breach of the policy

All people in the school community have a duty to report any action which constitutes, or could be deemed to constitute, a breach of the equality policy – in the first instance to the Headteacher and or a member of the Senior Leadership team. It will be for the Headteacher in consultation with other relevant staff, to decide on an appropriate response to any breach of the policy, depending on the circumstances and seriousness. This will be done in line with other school policies, as determined by the Headteacher and Governing Body.

Making the policy available

The equality policy, information and objectives will be made widely available both within the school community and in the wider community so that all governors, staff, pupils and students, and parents and carers are aware of it and its contents. This will be done by:

- Formally adopting the policy at a Full Governing Body meeting and recording it in the minutes.
- Including the policy in new staff induction and the staff handbook
- Discussing equality issues with pupils and students, and making sure they know what it means
- Publishing the policy on the school’s website and making it available to parents and carers upon request

Equality objectives (2021 – 2025)

The Senior Leadership Team and Governing Body have identified five Equality Objective that reflect the school’s mission statement to ‘Glorify God through outstanding and enjoyable education’ for all pupils and students, and the aim to be a school that has a Great Curriculum, ensures Great Learning, promotes Great Professionalism and seeks Great Partnerships. These objectives align with the vision, aims and mission of Saint Cecilia’s (including SIAMs development), and will be reviewed every 4 years. The actions towards these objectives will be reviewed annually.

Equality Objectives	How will Saint Cecilia’s Church of England School meet the aims of the Equality Objectives over the next 4 years?			
	2021-2022	2022-2023	2023-2024	2024-2025
To ensure pupils and students in all identified groups make good progress; especially pupils and students from disadvantaged backgrounds, those with Special Educational Needs and Disabilities, higher attainers, LAC and	<ul style="list-style-type: none"> • All staff have a performance appraisal objective linked to the progress of pupils and students – specifically pupil and student groups. • TIG and CPD programme support the development of ‘Expert Teaching’. 	<ul style="list-style-type: none"> • All staff have PA objective linked to pupil and student progress – specifically PP, SEND and Black pupils and students. • Curriculum and pedagogical development to support the Great curriculum. TIG and CPD programme – pillars of practice 	<ul style="list-style-type: none"> • All staff have PA objective linked to pupil and student progress – specifically PP, SEND and Black pupils and students. • TIG and CPD programme - pillars of practice extended to include subject specific professional development and literacy across all pillars. 	

<p>pupils and students from different ethnic groups.</p> <p>Great Links:</p> <ul style="list-style-type: none"> • Great Curriculum • Great Learning <p>SIAMs Links:</p> <ul style="list-style-type: none"> • IQ1 – school’s theologically rooted vision and enables the community to flourish. 	<ul style="list-style-type: none"> • Pupil Premium Review and revised strategy for DAS 	<ul style="list-style-type: none"> • Pupil Premium strategy – phase 2 – awareness/strategies. PP champions to explore whole school strategies to improving outcomes and opportunity 	<ul style="list-style-type: none"> • Pupil Premium strategy- phase 2/3- awareness, strategies, and impact. PP champions to focus on bringing achievement, family engagement and wider curriculum engagement of PP in line with their peers. • More able & exceptionally able learners – broadening provision across the curriculum. • Reconfiguration of the Bethany Centre (SEND area) to support access of SEND pupils to the curriculum and secure their emotional health and well-being. 	
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2021-22 Review

- All teaching staff objectives linked to progress of pupil identified pupil groups. Progress towards objectives reviewed in Feb/March 2022 and final review in October 2022. 2022 P8 0.2 P8 in English, Mathematics, Languages and Humanities significantly above national. A8 55.1 Attainment in English, Maths and EBacc significantly above national. P8 pupils with EHCP 0.17; SEN K -0.09; PP -0.54; Black Caribbean -1.05; Black African -0.09
- Expert Teaching programme delivered by TIG across inset day, twilight session, and collaborative learning projects.
- External review of PP provision undertaken. PP strategy reviewed and new strategy established. Project 30 PP strategy launched, aimed at bringing outcomes for PP in line with their peers.

2022-23 Review

- All teaching staff objectives linked to progress of pupil identified pupil groups. Progress towards objectives reviewed in Feb/March 2023 and final review in October 2023. 2023 GCSE P8 0.08; P8 in English 0.33, Mathematics 0.00, EBacc 0.25; above or at national. A8 52.5; Attainment in English 11.6, Maths 10.4; EBacc 15.09 at or above national. P8 pupils with EHCP 0.04; SEN K 0.28; PP -0.74; Black Caribbean -0.28; Black African -0.73
- Teacher Innovation Group (TIG) supported whole school professional development across inset day, twilight sessions and teacher rounds. Focus on 5 pillars – marking & feedback, homework, retention, revision, and adaptation. Key Stage 3 curriculum development of schemes of work in Year7 to embed the pillars into teaching and learning.
- Continuation of Project 30 PP strategy into phase 2 (awareness and strategies) and the establishment of a PP working Party. PP strategy published on the website. Intentional monitoring of PP includes mentor check ins, extra-curricular analysis, attendance, and punctuality discussions in Year teams. Pupil Premium P8 -0/77; A8 40.37. The data above shows that over the last 3 years, more Pupil Premium pupils have achieved a 4+ or 5+ in English and Maths than the previous year. 20% increase in the number of Pupil Premium pupils achieving a 99-55 in Combined Science compared to Autumn assessments. 50% increase in the number of Pupil Premium pupils achieving a positive P8 in English compared to Autumn assessments. 14% increase in Pupil Premium pupils achieving a 9-7 in Maths compared to Autumn assessments.

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<p>To support the education and personal development of vulnerable pupils and students.</p> <p>Great Links:</p> <ul style="list-style-type: none"> • Great Professionalism <p>SIAMs Links</p> <ul style="list-style-type: none"> • IQ4 – culture where pupils and adults are treated well. 	<ul style="list-style-type: none"> • DSLs establishing a Pupil & Student Inclusion Panel • DSLs leading a safeguarding strategy and wellbeing page on the school website • Embed chaplaincy provision into the wider pastoral system 	<ul style="list-style-type: none"> • DSLs establishing a Pupil & Student Inclusion Panel • DSLs leading a safeguarding strategy and wellbeing page on the school website. • Extend chaplaincy team provision towards more targeted support – girls in Year 9 and after school provision in Key Stage 3 	<ul style="list-style-type: none"> • Continuation of whole school attendance strategy - making connections between attendance and achievement. • Further extension of chaplaincy team provision to include early intervention mentoring in Key Stage 3 and support for the wider school community (including parents) • Widening of Inclusion team to include careers officer and advisor support 	
<p><u>2021-22 Review</u></p> <ul style="list-style-type: none"> • Separate inclusion panels established for Key Stage 3 and Key Stage 4, meeting each half term. Panels include Year Leader, DSL, safeguarding and welfare co-ordinator, school chaplain and Head of Pupil Support. Focus on joined up support for most vulnerable. • Safety Strategy developed in response to Ofsted review of sexual abuse in schools. Key messages included: staying safe; reporting concerns; ongoing promotion of Upstanders through the behaviour policy; appropriate conduct promoted via Christian ethos; consent and the law. Engaged with the CPS for support in responding to and teaching about harmful behaviour. CPOMs – established use to record and ensure appropriate action and support. • School Chaplain (also a trained mentor) – delivering solutions focussed 6-week mentoring programme to pupils identified by Year Leaders. <p><u>2022-23 Review</u></p> <ul style="list-style-type: none"> • Well-being page on the website signposts support in and beyond school. • Safeguarding and welfare officer embedded into the pastoral support system. • Safeguarding Review – processes and systems were effective against KCSIE 2023. • Ofsted – safeguarding procedures are effective – June 2023 				

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	2021-2022	2022-2023	2023-2024	2024-2025
<p>To monitor, support and promote the involvement of all groups of pupils and students in the extra-curricular life of the school, including leadership and student voice opportunities; especially pupils and students from disadvantaged backgrounds and those with special educational needs and disabilities.</p> <p>Great Links:</p> <ul style="list-style-type: none"> • Great Curriculum <p>SIAMs Links:</p> <ul style="list-style-type: none"> • IQ5 – an active culture of justice and responsibility. 	<ul style="list-style-type: none"> • SIAMs development 'Courageous advocacy' via environmental champions, wellbeing mentors, pupil Community Slice group • Curriculum content review to enhance diversity – pupil voice. • Trips and Visits – promote participation amongst disadvantaged pupils and students 	<ul style="list-style-type: none"> • RSE policy review by Personal Development and PSHE lead. • Curriculum content, teaching and learning review to enhance diversity – pupil voice during QA windows. • Greater participation in Duke of Edinburgh by disadvantaged pupils and students. • Ensure the extracurricular programme is accessible to pupils and students with physical disabilities. 	<ul style="list-style-type: none"> • Make explicit a school wider definition of spiritual development – fruits of the spirit – and seeing that worked out across the curriculum as well as holistically across the school. • Empowering pupils to use their voice as they reflect and evaluate their learning and progress through pupil progress activities. • Broaden the extracurricular programme with activities targeted towards more able and exceptionally able learners, but open to all. 	
<p><u>2021-22 Review</u></p> <ul style="list-style-type: none"> • Post pandemic re-establishment of pupil and student leadership group. Wellbeing champions, Buddy mentors, Prefects and House leadership. Review of school council, reformed into Junior Leadership Team with representatives across all year groups and pupil groups. Percentages of pupils in leadership roles currently are: 60% male/40% female; 25% DAS; 2% LAC; 18% SEND; 21% Black pupils. • Ongoing curriculum review and development to include greater representation. For example, Languages (development of resources to highlight culture) and Science (Science Heroes embedded into curriculum) 				

- Survey of pupil engagement in extracurricular activities, trips, and visits. Trips procedure and processes developed to highlight inclusion of PP. Engagement and participation of PP prioritised as part of Project 30 – PP strategy. Participation of PP in extracurricular events compares favourably with their peers. PP 53% and non-PP 50%.

2022-23 Review

- Quality assurance included pupil voice to help triangulate emerging issues observed in learning walks and progress data.
- All pupil voice groups included approx. a mix of PP, SEND, Black Caribbean and Black African pupils.
- JLT, Sixth Form mentor teams, Buddy mentors and other prefects maintained their diversity.
- 2023 – 51% of pupils and students participated in extracurricular events. 43% of PP attended clubs, trips and visits compared to 54% of their peers. 44% of pupils with SEND attended clubs, trips and visits compared with 54% of their peers. Pupils in Years 9 and 10 had the highest percentage of attendance at clubs, trips and visits reflecting the significant number of pupils participating in Duke of Edinburgh Silver and Bronze awards. (provisional data)

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<p>To reduce the incidence of the use of racist, sexist, homophobic or extremist language by pupils and students in the school, through the promotion of our Christian faith and British values.</p> <p>Great Links:</p> <ul style="list-style-type: none"> • Great Curriculum • Great Partnerships <p>SIAMs Links:</p> <ul style="list-style-type: none"> • IQ4 – a culture where pupils and adults are treated well. • IQ3 – collective worship. 	<ul style="list-style-type: none"> • PSHE, RSE and Collective Worship as a vehicle for educating, developing understanding, challenging myths, stereotypes, misconception, and prejudices in all its forms and towards all groups. • Safeguarding and pastoral teams support LGBTQ+ pupils and students and their families, in a nurturing, loving and caring way; drawing on trained and resourced local support from experts. • The development of a whole school strategy (approach) to address racial inequality 	<ul style="list-style-type: none"> • PSHE, RSE and Collective Worship as a vehicle for educating, developing understanding, challenging myths, stereotypes, misconception, and prejudices in all its forms and towards all groups. • Safeguarding and pastoral teams support LGBTQ+ pupils and students and their families, in a nurturing, loving and caring way; drawing on trained and resourced local support from experts. • Staff training on unconscious bias. • Review of recruitment process to minimise unconscious bias. • Continuous review of governor skills to maintain diversity. • Intentionally drawing on expertise in the Black community to support provision, events, and activities 	<ul style="list-style-type: none"> • Intentional monitoring and reporting to governors of racist, sexist, homophobic and extremist language. • Review of recruitment process to minimise unconscious bias. • Intentionally drawing on expertise in the Black community to support provision, events, and activities • RS Table-top discussion launch in the parent newsletter to encourage parents and pupils to engage in challenging discussion related to equalities. 	

2021-22 Review

- RSE policy developed and embedded (check faith committee minutes). Continued review of PSHE and assemblies to include challenge myths, misconceptions and prejudice.
- Support for LGBT pupils and families. Direct engagement with Spectre and Free2B to support young people and their families.
- Addressing racial inequality strategy – Leadership (establishing a more diverse governing body). Voice and Belonging (pupil, staff and parent focus groups about the lived experience of the Black community). Curriculum (greater representation). Community (positive engagement with the Black community through speakers, representation at events etc.)

2022-23 Review

- Saint Cecilia's have a PSHE, RSE and Collective worship programme that is responsive to global and national issues and contextual factors affecting the school. For example, Consent and Andrew Tait and Misogyny.
- Addressing issues of racial inequality by sharing the lived experience of Black staff, pupils and parents with staff, leaders and governors. Unconscious bias training for all staff and exploration of strategies to acknowledge and address unconscious bias.
- Prevent training for all staff.
- Black voice included across a variety of school events and opportunities. For example, careers, progression to university and Celebration Evening.
- 2022-23 data remains low - bullying - 0.0981% (19 separate incidents); disablist remarks/incidents – 0%; racist remarks/incidents – 0.0362% (7 separate incident); homophobic remarks/incidents – 0%

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	2021-2022	2022-2023	2023-2024	2024-2025
<p>To ensure Governance is reflective of the diverse school community at Saint Cecilia's.</p> <p>Great Links:</p> <ul style="list-style-type: none"> • Great Partnership <p>SIAMS Link:</p> <ul style="list-style-type: none"> • IQ1 – school's theologically rooted vision enables the community to flourish. 	<ul style="list-style-type: none"> • Governor recruitment considers the desire for the governing body to remain a diverse, whilst fulfilling the articles of association. • Governors (including the Headteacher) to undertake appropriate training on equalities 	<ul style="list-style-type: none"> • Continuous review of governor skills to maintain diversity. • Governing Body to undertake training on equalities. 	<ul style="list-style-type: none"> • Continuous review of governor skills to maintain diversity and ensure training is relevant. For example, SIAMs • Governing Body to undertake training on equalities. 	
<p><u>2021-22 Review</u></p> <ul style="list-style-type: none"> • Governor review and skills audit undertaken to target skills gap when recruiting new governors. • Greater representation of women and BAME than previous years (pre-2021-22) • Link governor for Equalities established to review, critique and challenge policy and practice. • Headteacher undertook training in Equalities via the National College. <p><u>2022-23 Review</u></p> <ul style="list-style-type: none"> • Governors undertook extensive training related to Ofsted. • Review of governors' skills and intentional recruitment has maintained a skilled and diverse governing body. 				

Action	Committee	Date
Review and Approve	Full Governing Body	Spring 2024
Next Review	Full Governing Body	Spring 2026

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