Equalities Policy, Information

& Action Plan

Approved by:	Headteacher		Date: 16th June
Last Reviewed on:	8th June 2020		2021
Last Reviewed on:	16th June 2021	HT and school council to insure policy was fit for current context & social justice.	
Next Review on:	June 2023		

Contents

St Saviour's aims to be an inclusive organisation. This policy has been created to comply with and promote the objectives stated within the Equality Act 2010.

Our Vision, Principles & Values

To provide an excellent education that enables every child to flourish as a child of God. "Our desire is not that others might be relieved while you are hard pressed, but that there might be equality. At the present time your plenty will supply what they need, so that in turn their plenty will supply what you need. "The one who gathered much did not have too much, and the one who gathered little did not have too little." -2 Corinthians 8:13-15

A person who can truly be described as educated does not have a vast bank of knowledge; they have the ability to use that knowledge for their own good and for the good of humanity. The development of a strong spiritual and moral framework based on Christian values is an essential part of the education that we offer.

Our values of Care like Jesus, Respect God the Father and Inspire the Spirit is the ways we help children grow and flourish so that they are productive citizens. The two great commandments given by Jesus underwrite the life of the school, they are to 'love God' and to 'love your neighbour as yourself'. Both of these instructions should be evident in the whole life of the school, in the relationships between all members of the school community, pupils, staff and parents, and also in the consideration of equalities.

Our Aims

To be a place of excellence, that is safe, happy, and a caring community where both pupils and staff thrive.

To help all individuals irrespective of their race, gender, faith or disability to acquire the knowledge, skills and wisdom needed to navigate and achieve in a rapidly changing world.

To promote the Christian faith whilst developing an understanding of and respect for the diversity and plurality of human existence.

To encourage an enjoyment of life-long learning, curiosity, and creativity. To provide a curriculum that is inspiring, progressive, broad and balanced promoting equality and social justice.

To foster virtues of hope, honesty, friendship, fellowship, endurance and reverence. To pursue kindness, justice, peace and reconciliation for all.

To promote a love of the natural world, within and beyond the school grounds. To appreciate the fragility of life, develop resilience and sustainability in ourselves, relationships and our natural world.

To promote healthy lifestyles to pupils and their families, including ethical, pro-social, emotional, mental health and wellbeing.

To practice Christian fellowship and communion, recognising that school, family and community all contribute to educate a child. We encourage positive parental partnerships and engagement, and promote our partnerships within our local community of Poplar, and beyond.

Statement

St Saviour's School and Governors and the St Saviour's workforce are committed to ensure equal opportunities for all to prevent all forms of racial, cultural and social discrimination.

The school is committed to monitoring and promoting the achievement of all ethnic, cultural and social groups as described in this policy. School will monitor incidents and respond quickly and effectively. We want a school where all souls thrive.

We will continue to be vigilant in all aspects of school life which may hurt of disadvantage any member of the St Saviours's school community. St Saviour's will not tolerate any form of bullying or harassment. School condemns racism, will not accept it in any form and will challenge any racist incident as emphasised by the Race Retaliations (Amendments) Act 2000.

St Saviour's school will work within the provision of the law and will do its best to comply with the '*Learning For All: Standards for Racial Equality in Schools*'[1].

Educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, disability, attainment and background. It pays particular attention to the provision made for and the achievement of Different Groups of students within a school[2].

The protected characteristics outlined under Section 4 of the Equality Act 2010 are:
- Age;
- Disability;

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[1] Commission for Racial Equality, Learning For All: Standards for Racial Equality in Schools, 2000, available at http://dera.ioe.ac.uk/9918/1/learning_for_all_standards_for_racial_equality.pdf Based upon the guidance in Ofsted, School inspection handbook, April 2018, available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/699810/School

- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex; and
- Sexual orientation.

And in this policy, the term Different Groups may include the following:
- Heritage and faith groups, travellers, asylum seekers and refugees;
- Students who need support to learn English as an Additional Language ('EAL');
- Students with Special Educational Needs and / or Disabilities ('SEND');
- Most able and talented pupils; (HA)
- Looked after children ('LAC');
- Other children, such as those with long term sickness, or young carers, or those belonging to families under stress; and / or
- Any child who is at risk of disaffection and exclusion.

Priorities for education at St Saviour's
Guiding principles
1. Every human being is made in the image of God and is therefore of equal value.
2. Diversity is respected and celebrated:
   a. Where necessary, adjustments will be made so that barriers to learning are removed;
   b. Experiences of prejudice will be recognised;
   c. The different needs of boys and girls will be accepted and accommodated; and
   d. Social deprivation will not be a barrier to learning.

3. All members of the community will work towards having positive relationships and a shared sense of belonging and:
   a. Take pride in being part of St Saviour's;
   b. Have zero tolerance of harassment, of any kind whatsoever; and
   c. Have mutual respect for each other.

Recruitment of St Saviour's workforce will not discriminate, save that as a Church of England Voluntary Aided School, St Saviour's reserves the right to appoint, when required, a practicing Christian (as defined by the Churches Together in Britain & Ireland[3]), **or** a person who actively supports the Christian ethos.

[3] A practising Christian as per the definition of Church Together in Britain & Ireland would be an individual who is a member of the congregation of a Christian church recognised as a 'member church' by Churches Together in Britain & Ireland, more information available at https://ctbi.org.uk/member-churches/

Teaching materials

St. Saviour's will take every opportunity to promote positive images of all ages, disabilities, genders, family makeup, pregnancy, cultures, races, and creeds in teaching aids and displays. Teachers will monitor materials to counteract any stereotyping.

Teaching and learning

St Saviour's will ensure that its staff are able to convey material regardless of culture. St Saviour's teachers have high expectations of achievement and make equal demands on all children.

St Saviour's staff will observe for evidence of exclusion of certain people, taking into account all protected characteristics including pupils' cultural background, linguistic needs and any disabilities.

St Saviour's will provide teaching materials with adequate differentiation, taking into account of strategies and targets.

St Saviour's will make adequate provisions for the most able and talented pupils.

Visits and visitors

St Saviour's undertakes to ensure that:
- The visits made by pupils are varied and relevant;
- The visitors are all positive role models for the pupils; and
- All speakers are briefed on possible and potential equal opportunities issues.

St Saviour's Workforce

St Saviour's workforce should always:
- Treat all pupils and staff with respect as individuals;
- Avoid pre-judging groups and / or individuals;
- Avoid patronising or bullying behaviour;
- Be vigilant to observe instances of discriminatory behaviour between pupils and stop them by following the appropriate procedures, as contained within the school's Behaviour and Anti-Bullying Policy adopted procedures for dealing with racist and homophobic incidents;
- Observe possible biases in their own behaviour (i.e. expecting different standards from different groups of pupils); and
- Undertake regular equality training.

Monitoring and evaluating the progress that each pupil makes

St Saviour's will:
- Use Analyse School Performance, IDSR other reputable data providers (such as Fischer Family Trust, etc.) and its own data to address the following concerns:
  - Are all pupils achieving as much as they can and deriving the maximum benefit, according to individual needs?
  - If not, which groups of pupils are not achieving as much as they can, and what are the reasons for this?
  - What reasons can the school provide for the differences noted in the data in relation to achievement, teaching and learning and access to curricular opportunities?
  - What action can the school take to address the issues?
- Use the results of all analyses to provide detailed reports to Governors and the school workforce through various channels, such as training days, staff meetings, etc. All issues identified as a result will become a focus for the whole school development and training programme.

Identifying pupils who may be missing out and / or are difficult to engage

St Saviour's will ensure that:
- The Special Educational Needs Coordinator ('SENDCo') will monitor the progress of pupils with SEND and coordinate appropriate training for staff and provision for these pupils.
- Attendance of pupils is monitored to see if there are any patterns.

It arranges a booster programme for those pupils who have below average attainment in Literacy and / or Numeracy.

Promotion of tolerance and understanding in a diverse society

St Saviour's will make equality a reality by placing a responsibility on everyone to ensure that all individuals, regardless of age, race, religion, family, or disability, have the same opportunities and respect.

St Saviour's will make every effort to ensure that it is not affected by institutional racism, as defined by the MacPherson Report[4]:

"**6.34** "Institutional Racism" consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people."

Furthermore, the MacPherson Report[5] elaborated that:

"**6.17** Unwitting racism can arise because of lack of understanding, ignorance or mistaken beliefs. It can arise from well intentioned but patronising words or actions. It can arise from unfamiliarity with the behaviour or cultural traditions of people or families from minority ethnic communities."

In order to not be affected by institutional racism, the school will:
- Value cultural diversity;
- Aim to prevent racism, and ensure appropriate records are kept and all incidents are properly investigated and responsible individuals' future conduct is monitored;
- Commit to enabling staff to access equalities training;
- Monitor pupil exclusion data; and
- Monitor achievements by ethnicity and gender.

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[4] The Stephen Lawrence Inquiry; Report of an Inquiry by Sir William MacPherson of Cluny; Presented to the Parliament by the Secretary of State for the Home Department by Command of Her Majesty; February 1999; Paragraph 6.34; available at
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf
[5] The Stephen Lawrence Inquiry; Report of an Inquiry by Sir William MacPherson of Cluny; Presented to the Parliament by the Secretary of State for the Home Department by Command of Her Majesty; February 1999; Paragraph 6.17; available at
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf

Part 1: Information about the pupil population

Number of pupils on roll at the school: **240**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person
has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act 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.'

Number of physically disabled children/people: **3**

There are pupils at our school with different types of disabilities and these include:

- **Down Syndrome**
- **Cerebral Palsy (spastic diplegia)**
- **Visual impairment**

There are pupils at our school with a **hidden disability such as dyslexia, dyspraxia, dysgraphia, autism, ADHD**. This number exceeds 25 pupils currently whilst the true number may be higher as a lot of pupils are still waiting assessment.

Ethnicity

Category	Number	Percentage
White British	110	46
White Other	2	0.8
Black Ghanaian	12	5
Black Nigerian	10	4
Black Caribbean	4	1.7
Indian	2	0.8
Pakistani	2	0.8
Bangladeshi	27	11.3
Mixed White Caribbean	20	8.3
Mixed White Black African	11	4.5
Any other mixed	4	1.7
Chinese	3	1.3
Mongolian	1	0.4
Vietnamese	5	2
Turkish	1	0.4
Lithuanian	2	0.8
Eastern European	5	2
Not stated	20	8.3

Religion and belief in numbers

Christian	94	Muslim	25
No Religion	11	Hindu	2
Not specified	53	Jewish	1
Other	4	Buddhist	1
Anglican	38	Roman Catholic	14

Sensitive information on some pupils with protected characteristics

Some information in relationship to protected characteristics, we regard as sensitive.

Please contact member of teaching staff with responsibility for equality issues mentioned above if you want more information.

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income households

	Total	Percentage of school population
Number of pupils currently eligible for free school meals	75	31.3%

Pupil with Special Educational Needs and/or Disabilities (SEND)

	Number of pupils	Percentage (%) of school population
No Special Education Need	140	58.3%
SEN support	92	38.3%
Education Health Care Plan (EHCP)	9	3.8%

Pupil with English as an additional language (EAL)

	Total	Percentage of school population
Number of pupils who speak English as an additional language	69	29%

Looked after children

St Saviour's, like many schools in the borough, have looked after children on roll at various times. Currently we have 1 LAC pupil and 7 children subject to a special guardianship order.

Other vulnerable groups

St Saviour's, like many schools in the borough, have children on the child protection register on roll at various times. We currently have no children on a Child Protection (CP).
We have 6 children at CIN level and 4 at TAC level. The children at CIN all have a designated social worker. Core group meetings take place each term and an annual case conference takes place. The inclusion leader and/or Head attend these meetings. The children at TAC are being supported by the schools pastoral and safeguarding team and have termly meetings.

Information on staff characteristics

Ethnicity

Category	Number	Percentage
White British	14	47.6
White Other	4	13.6
Black	1	3.4
Black Caribbean	2	6.8
Bangladeshi	4	13.6
Mixed White Caribbean	3	10.2
Mixed White Asian	1	3.4
Irish	5	17

Religion and belief in numbers

Christian	23	Muslim	4
No Religion	3	Hindu	0
Not specified	0	Jewish	1
Other	0	Buddhist	1
Anglican	12	Roman Catholic	10

Staff with disabilities, whether visible or hidden   is 5

Equality Action Plan

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.
Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Impact/Success Criteria/Outcomes	Monitoring & evaluation
All pupils have equal access to the curriculum. All children regardless of their race, gender and disability are supported in their learning. No groups of pupils underachieve.	Data Analysis Internal Tracking Systems Work/planning scrutiny Lesson Observations

Tasks/Actions
- To ensure that the curriculum is relevant to the whole school population.   - To build upon the existing programme of events, trips and visitors .   - Staff to receive appropriate training to support children with specific needs.   - Where necessary children with specific needs are to have a care plan and risk assessment in place.   - Ensure that the physical environment meets the needs of all pupils.   - Pupil data to be evaluated to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions are to be put in place to ensure gap is closed.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement
Objective 6: To review the curriculum stories ensuring representation for pupils of all protected characteristics so that we can all share and learn through stories.

Impact/Success Criteria/Outcomes	Monitoring & evaluation
All pupils have equal access to the curriculum. All Parents have equal access to all aspects of school support. All children regardless of their race, gender and disability are supported in accessing and engaging with all activities .	Data Analysis Internal Tracking Systems Enrichment programme analysis Parent Workshop and events analysis

Tasks/Actions
- To ensure that the curriculum is relevant to the whole academy population   - To build upon the existing programme of events, trips and visitors   - To provide a balanced parent workshop programme.   - Review timetable of events for parents, to ensure activities are offered at times that are accessible to all.   - Staff to receive appropriate training to support children and parents with specific needs.   - Ensure that the physical environment meets the needs of all pupils and parents   - Pupil data to be evaluated to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions are to be put in place to ensure gap is closed.   - Homework policy reviewed regularly. Home learning to be accessible to all parents and pupils.   - All pupils have equal opportunities to be elected for leadership roles on the School Council.   - To review termly the After School Club offer and ensure all groups of pupils have equal access and engagement.

Objective 4: To endeavor to ensure that the staff cohort and representation of staff in leadership and teaching roles is reflective of the local community and pupil cohort.

Impact/Success Criteria/Outcomes	Monitoring & evaluation
Applicants from all ethnic backgrounds are encouraged to apply for teaching and leadership positions. Ensure that Leadership and teaching roles within the school are held by a racial and gender balanced cohort of employees.	Data Analysis / SBM equality data tracking Data Analysis & monitoring / review of pay and benefits Data Analysis and monitoring, ensuring that all advertising encourages a diverse response.

Tasks/Actions

- To ensure that St Saviour's continues to pay close attention to the Safer Recruitment Policy and in particular the equality guidelines contained therein
- To ensure that all new appointment are governed by the guidelines in our Pay Policy, and all positions are benchmarked against these criteria to ensure equal pay for equal work, regardless of protected characteristics or bias.
- To continually and diligently monitor equalities and recruitment data.

Objective 5: To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our community	
Impact/Success Criteria/Outcomes	Monitoring & evaluation
All pupils have equal access to the curriculum. All children regardless of their ethnicity, colour, gender and disability are supported in their learning.	RE scheme of work and analysis Work Scrutiny
Tasks/Actions	

- To build upon the existing programme of events, trips and visitors to promote cultural understanding.
- To continue the CPD for the RE subject leader and all staff
- To work with RE Today to develop the RE curriculum and deeper understanding of Christianity and weave this into the scheme of work.
- To build in links with interfaith groups to increase collaboration and awareness including with young faith leaders
- To continue to celebrate pupils understanding and awareness through displays in the learning enviroments.
- To review the worship plan each term with pupils, staff and governors.

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

Pupil workshops, school council,
pupil voice Parent workshops,
surveys, working parties
Parents' evening termly
Parent workshops annually on aspects of learning and transition
Regular class and whole school
newsletters. School website.
Class parent noticeboards, including community advice and
support. Daily communication board for parents in the
playground.
ParentMail messages

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
11/06/21 16/06/21 28/06/21	Pupil audit	Changed some of the % Agreed on having greater diversity in protagonists in literature.	Changed % Added to the acitons – with ENCO
	Parental audit		
22/06/21	Staff audit	Agreed on focus on employment diversity Agreed on disaggregation	Disaggregated BAME in tracker

Appendix A – Equality Act 2010 Checklist

General questions:

(1) Does your School have a written single Equality Policy?

Your policy should cover the following areas:	*Tick to confirm*
Age	
Sex	
Disability	
Religion / belief	
Race / ethnicity	
Gender reassignment	
Marriage / Civil partnership (family makeup)	
Pregnancy and maternity	
Sexual orientation	

(2) Can you describe one thing the school has done on the following issues, which has contributed to a measurable outcome for pupils?

Issue	Task / Measurable outcome
Sex	
Disability	
Race / ethnicity	
Gender reassignment	
Pregnancy and maternity	
Sexual orientation	
Age	
Religion / belief	
Marriage / civil partnership (family makeup)	

(3) Does your school have an action plan with targets that specifically aim to meet the equality duty?

You action plan should cover the following areas:	Targets set (Tick to confirm)
Age	
Sex	
Disability	
Religion / belief	
Race / ethnicity	
Gender reassignment	
Marriage / Civil partnership (family makeup)	
Pregnancy and maternity	
Sexual orientation	

(4) Is the equality duty included in the School Evaluation and Improvement Plan? (Please tick the relevant box.)

Yes ☐

No ☐

(5) Is the equality duty part of your self-evaluation?

Yes ☐

☐

(6) Have you developed the following? (Please indicate by ticking the relevant boxes.)

(a) Policies?   Yes ☐   No ☐

(b) Schemes?   Yes ☐   No ☐

(c) Action plans?   Yes ☐   No ☐

(d) Targets?   Yes ☐   No ☐

(7) Who was involved in the drawing up of the above documents?

	Tick to confirm
Teaching staff	
Support staff	
LAC Governors	
Pupils	
Parents / Carers	
Other schools	
Local Authority	
LDBS or St Saviour's	
Members of the local community	
Charities / Voluntary organisations	
Trade Unions	
Consultants	

(8) Have you undertaken an Equality Impact Assessment?

Yes ☐

No ☐

(9) Have you reviewed and updated the curriculum and scheme of work to include equalities?

Yes ☐

No ☐

(10) Have you published an annual report to show progress made towards meeting targets?

Yes ☐

No ☐

(11) Have you improved access to the following? (Please indicate by ticking the relevant boxes.)

(a) Mentors   Yes ☐   No ☐

(b) Learning support   Yes ☐   No ☐

(c) Career guidance   Yes ☐   No ☐

(d) Work experience placements Yes ☐   No ☐

In relation to pupils:

(1) Which of the following has impacted positively on gender equality?

	Impact - please tick to confirm
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(2) Which of the following has improved as a result of meeting the equality duty with regard to SEND?

	Impact - please tick to confirm
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	

Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(3) Which of the following has improved as result of meeting the equality duty with regard to race / ethnicity?

	Impact - please tick to confirm
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(4) Which of the following has improved as a result of meeting the equality duty with regard to gender reassignment?

	Impact - please tick to confirm
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(5) Which of the following has improved as a result of meeting the equality duty with regard to sexual orientation?

	Impact - please tick to confirm
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	

Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(6) Which of the following has improved a result of meeting the equality duty with regard to religion or belief?

	Impact - please tick to confirm
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

With regard to the school:

(1) Have you identified priorities for action?

Yes ☐

No ☐

(2) How will you monitor progress?

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(3) Have you collected and evaluated the evidence?

Yes ☐

No ☐

(4) How have you engaged stakeholders?

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(5) Have you any training needs?

Yes ☐

No ☐

If 'yes', then please use the space below to identify such needs:

(6) Are equality issues part of performance management targets for the workforce?

(a) Mentors   Yes ☐   No ☐

(b) Learning support   Yes ☐   No ☐

(c) Career guidance   Yes ☐   No ☐

(7) Why is equality important?

Reason	Please tick to confirm
It is the right thing to do.	
It has a positive impact on pupils.	
It will help us to get a good inspection report.	
Because the law says we have to do it.	
We are already committed as a school.	
To improve lives of our pupils.	
It helps community cohesion.	
Other - (please state)	

(8) What are the barriers to equality?

Reason	Please tick to confirm
Budget / financial issues	
Confusing legislation	
Convincing parents and carers	
Convincing governors	
Convincing staff	
Hard to identify impact	
Too many initiatives	
Need CPD	
Not enough guidance available	
Time issues	
Lower priority than other issues	
Lack of relevance to the school	
Seen as political correctness	
Other - (please state)	

Appendix B – Pupils' Questionnaire

General questions

(1) What are the good points about your school?

The good points about my school are:

(2) How would you describe the pupils in your school?

Characteristic	Description of pupils
Age	
Background	
Ethnicity	
Disability	

(3) How would you describe the area your school is in?

The area my school is in:

(4) (a) What is the best thing about your school?

The best thing about my school is:

(4) (b) Has it always been the best thing?

Yes ☐

No ☐

(5) How can we make your school better?

You can make my school better by:

(6) Is there anything about your school that makes it better than other schools?

Yes ☐

No ☐

We are better than other schools because:

(7) Are there things other schools do that you would like us to do?

Yes ☐

No ☐

Other things I would like my school to do:

(8) Is there anything you would like to change?

I would change:

(9) Is there anything that you think other children would like to change?

Other children might change:

Section 2 – Fairness (Primary school pupils only)

(1) What is 'fairness'?

'Fairness' is:

(2) Is anyone ignored or left out in your school?

Yes ☐

No ☐

(3) (a) Do you learn about treating people fairly in school?

Yes ☐

No ☐

(3) (b) Has it changed how you think about fairness?

Yes ☐

No ☐

(4) (a) Do you think it is important to treat people fairly?

Yes ☐

No ☐

(4) (b) When do you talk about fairness in school?

We talk about fairness in:

Section 3 – The experience at school (All pupils to complete this section)

(1) How are you treated by the grown-ups / staff who work at your school?

We are better than other schools because:

(2) Do they treat you fairly and try and help?

(3) How do grown-ups / staff treat each other?

(4) Do some people get treated differently?

Yes ☐

No ☐

If 'yes', why do you think this happens?

(5) How are you treated by other pupils and how does it make you feel?

(6) (a) Do you think some people get left out of things?

Yes ☐

No ☐

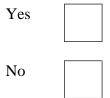(6) (b) Has the school tried to help them?

Yes ☐

No ☐

(7) How are you helped to feel part of the school?

☐

(8) Is everyone able to help in making decisions about the school?

Yes ☐

No ☐

(9) Do you get the opportunity to try things you have not done before?

Yes ☐

No ☐

Appendix C – Racial Incident Report Form

Headteacher's / Deputy Headteacher's [delete as appropriate] signature:

_____

Date of the incident

Date the incident was reported

Name of person to whom the incident was report:
Location of the incident (in the event that the incident occurred outside the Academy):

Ethnicity of Victim / Victims [delete as appropriate] (if more than one, please indicate the number of victims by writing a number the box)

Bangladeshi		Indian		Age(s)	
Black – African		Pakistani		Male	
Black – Caribbean		White		Female	
Black – Other		Unclassified		Faith(s) (if applicable)	
Chinese					
Other		Please Specify:			

Ethnicity of alleged perpetrator / perpetrators [delete as appropriate] (if more than one, please indicate the number of victims by writing a number the box)

Bangladeshi		Indian		Age(s)	
Black – African		Pakistani		Male	
Black – Caribbean		White		Female	
Black – Other		Unclassified		Faith(s) (if applicable)	
Chinese					
Other		Please Specify:			

Nature of incident

Oral

Written

Damage

Assault

Other

If 'other', please provide brief details of the incident:

Brief details of the incident

Action taken

If 'other', please provide brief details of the incident:

Please indicate the individuals involved:

Parents ☐

EWO ☐

Police ☐

Social Worker ☐

Other ☐

If 'other', please provide brief details of the incident:

Appendix D – Guide to completing the ST SAVIOUR'S Racial Incident Report Forms

Purpose

The main purpose of the forms is to record all racial incidents and to monitor occurrence of such incidents. The LAC Governors will be made aware of the incidents via an annual report.

Definition of a racist incident

The ST SAVIOUR'S defines a racial incident as: *"An incident is racist if the (Executive) Headteacher defines it to be so, with the option of appeal to the Chair of the Local Academy Committee in the event of a disagreement."*

Possible examples of racist incidents are:
- Name-calling;
- Comments made against a specific ethnic group or groups;
- Stereotyping;
- Racist comments written in books;
- Physical violence; and / or
- Refusal to work with particular students on racial grounds.

Appendix E – St Saviour's Racial Incident Log as an appendix to the behavior log

Date of incident	Date reported	Location of incident if outside the school	Victim(s) ethnicity	Ethnicity of alleged perpetrator(s)	Nature of incident	Action taken