



Salvatorian  
College

# EQUAL OPPORTUNITIES POLICY

*"So in Christ Jesus you are all children of God through faith, for all of you who were baptized into Christ have clothed yourselves with Christ. There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus."*

*Galatians 3:26-29*

Updated	Reviewed by	Approved date	Next review due
17/06/2025	Full Governing Board		Jordan Term 2025
28/06/2023	Full Governing Board	Easter Term 2023	Easter Term 2024
17/06/2021	Resources & Audit	17/06/2021	

As a Catholic school, our commitment to the Gospel compels us to stand at the forefront of justice, equality and harmony. We foster a secure and trusting environment where every individual is treated with dignity, respect and compassion. Our diverse community of pupils, staff and families is united through our shared mission to live in faith and mutual understanding. In all our work, we seek to promote inclusion and challenge any form of inequality.

The Governing Body is committed to ensuring that St Thomas More Catholic School offers an inclusive and enriching education for every pupil, regardless of ethnicity, culture, gender, faith, disability or background. Our staff must uphold these principles through their teaching, interactions and professional conduct.

Teachers, curriculum leaders and support staff:

- Ensure lessons include and engage all pupils through inclusive questioning and management strategies;
- Use resources that reflect diverse cultures and perspectives;
- Actively challenge stereotypes and promote critical thinking;
- Reflect on their own assumptions and strive for unbiased practice.

### **Leadership Duties**

The Head of School and senior leaders must:

- Monitor exclusion, behaviour and attendance data to identify trends and tackle disparities;
- Take prompt action against harassment, bullying or discrimination;
- Use data to evaluate and meet the needs of different groups;
- Offer CP and training to promote inclusive practice and support a diverse Catholic ethos.

### **Legal Framework**

In accordance with Equality Act of 2010, Salvatorian College recognizes the following, 'protected characteristics':

- age
- disability
- gender reassignment
- marital/civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

We are committed to eliminating unlawful discrimination, advancing equality of opportunity, and fostering good relations within our school community.

Any incident of unlawful discrimination will be logged in the RSHI register kept by the Behaviour lead and responded to in line with our behaviour policy.

## Examples of the School's Approach to Promoting Equality

Examples	Steps the School has Taken
Teaching and Learning:	Continuing Professional Development Programme focused on inclusive classroom practice.
Admissions and Transition:	SENCO transition meeting; individual casework; interpreter support.
Access to Work Experience and Placement:	Inclusive placements; support for pupils with disabilities.
Careers Guidance:	Targeted support for underrepresented groups.
Fostering Good Relations	Case studies.
Wellbeing	Mentoring, anti-bullying week, refugee awareness.
Student voice	Representative school council; subject debates and student leadership.
Positive imagery	Displays and website content reflect school diversity.
Community Links	Language schools, disability groups, evening support.
Faith and Worship	Dedicated chapel, inclusive religious education.
Accessibility	Exam adjustments; building redesign for mobility.
Parental Engagement	Target-setting reviews; home-school liaison.

The school's response to fostering good relations between people (those who share a protected characteristic and those who do not)

### 1. Close attainment gaps between disadvantaged pupils and their peers

Target 1: By July 2026, reduce the Progress 8 gap between pupil premium students and the whole Cohort year on year

Target 2: Increase the percentage of SEND pupils achieving a Grade 4 or above in English and Maths GCSEs by July 26 (following July 25 results).

### 2. Improve representation and inclusion across school life

Target 1: By July 2026, monitor the percentage of student leadership roles (e.g. prefects, school council reps) held by pupils from ethnic minority backgrounds, SEND, or disadvantaged groups to establish a baseline and observe any under-representation.

Target 2: By the July 2026, to review and diversify the KS3 and KS4 curriculum in English, History, and PSHE to ensure content reflects voices and perspectives from a range of ethnic, cultural, and social backgrounds.

### 3. Promote a culture of respect and understanding

Target 1: Deliver termly equality, diversity, and inclusion (EDI) to all staff (including non-teaching), with an emphasis for classroom-based staff on focussing on inclusive classroom practices, starting September 2025.

Target 2: Reduce reported incidents of discriminatory language or behaviour by July 2026, through strengthened behaviour policy, awareness campaigns, and student-led peer education.

We have circulated guidance to staff, which has been externally validated, and which is mindful of Catholic social teaching.

Our Equality Objectives (for 2023 through to 2024, to be reviewed 2025)

1. To conduct an equality impact assessment for serious behaviour sanctions such as suspensions or permanent exclusions to ensure that these significant decisions company with the general Public Sector Equality Duty.

To achieve this objective, we will introduce a proforma template to be completed for any serious sanction analysing the impact of the decision on the individual according to protect characteristics.

2. To reduce incidences of sexist, racist and homophobic language by students.

To achieve this objective, we will ensure records are kept and monitored by pastoral staff, and that relevant pastoral intervention is conducted with individuals concerned, along with mediation where necessary, and coupled with appropriate sanctions according to our behaviour policy.

**This policy will be reviewed every four years or earlier in response to legislative or contextual changes.**

**Signed:**

**A Bryant – Head of School**

