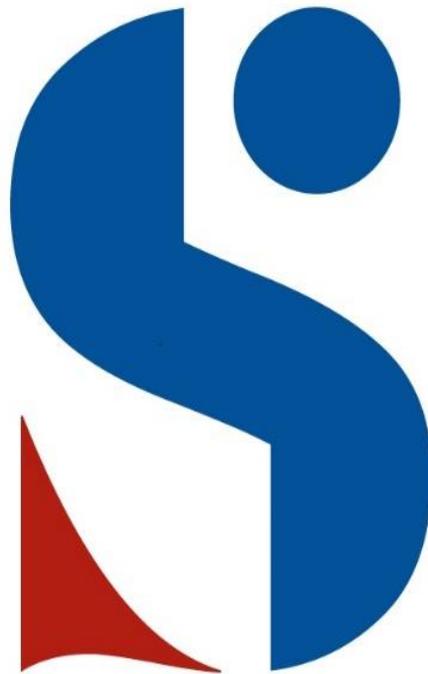


# Stepney All Saints School

We Learn Together | We Pray Together | We Achieve Together



## Public Sector Equality Duty Statement

**Committee:**

**To be reviewed annually, last review**

**To be reviewed by Governors:**

**Member of SMT responsible for policy:**

P & C

Sept 2021

Sept 2022

Paul Woods

## Public Sector Equality Duty Statement (Updated Sept 2021)

### Mission Statement

Our vision is underpinned by the Bible, 'do unto others as you would have them do unto you' Luke 6:31 and as such one of our main aims is to ensure "respect for all" throughout the school so that:

- everyone feels valued
- everyone feels cared for
- there is a climate of forgiveness
- tolerance is promoted
- everyone is enabled to be confident and independent in their learning.

We hope that everyone feels invited to take part in prayer and worship. Our aim is to promote confidence, high aspiration, high academic achievement.

### Action Plan

Our action plan covers a four-year period from September 2017 and is published as part of the school's duties under the Public Sector Equality Duty (2011). It integrates our statutory duties in relation to those with protected characteristics, as defined by the Equality Act (2010) which covers:

- Age
- Race
- Sex
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnerships

The duties cover staff, students, governors and people using the services of the school such as parents.

### Compliance with the Equality Act 2010

Examples of the work to ensure we meet our equality duty at Stepney All Saints Secondary School.

- The school has a diverse workforce and an equality statement is included on all vacancy adverts.
- The school provides training to all staff to outline the requirements of the Equality Act 2010 and the school's Public Sector Equality Duties.
- Information is provided to the Local Authority about workforce diversity as part of the School Census.
- The school monitors student attendance, punctuality and performance using a variety of methods including:
  - tracking of individual pupil's progress
  - tracking of groups e.g. pupil premium
  - ASP (Analyse School Performance)
- Students, parents and staff are surveyed. Recommendations from these surveys feed into action planning.
- Lessons incorporate British values. The school is committed to ensuring that our students grow into adults ready and willing to take their place in society as responsible and caring citizens. The guiding principles of our focus on British values are that:
  - all individuals are of equal value
  - similarities and differences, whether individual or group characteristics, are recognised, respected and celebrated
  - we foster positive relationships and a shared sense of cohesion and belonging
  - we treat all candidates and staff equally in recruitment, retention and development
  - we work to reduce and remove inequalities and barriers that exist
  - we actively respect and promote the rule of law and democratic processes.
- PSHE / Citizenship lessons include equality topics, including racism and discrimination based on faith or sexuality.
- The school's policies are reviewed to make sure that they comply with the Equality Act 2010.
- CPD covers areas relating to our public-sector equality duty including training on areas ranging from managing medical needs to gendered behaviour.
- Daily prayer and assemblies cover equality issues e.g. gender equality, LGBTQ, well-being, etc.
- The school has an active Equality Group. Students run initiatives and promote equality within the

community.

### **Objectives**

Our equality objectives for 2020-21 are as follows:

- to further develop the work on the whole school curriculum strategy ensuring that it is fair, unbiased and representative of the whole school community.
- to ensure that our enrichment offer enables all members of the school community to flourish
- to ensure that our inclusion practices enable all members of the school community to flourish
- to develop partnerships further to ensure students and families are supported in providing opportunities to promote good mental health and emotional wellbeing awareness
- to ensure that the Governing Body promotes equality, diversity and inclusion at board level in an active way.

### **Monitoring**

Half-yearly monitoring by Governors reporting to the P&C Committee and then to the Full Governing Body. The monitoring and reporting will include:

Preparation and publication of specific and measurable quality objectives.

Information and evidence to demonstrate how the school is complying with its equality duty.