



St. Giles’ School Equalities & Diversity policy

10th July 2025

Document control

SGS staff lead on policy : SH		Date of next review: Summer 2026
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1	See updates in blue	Various



Mission Statement

At St Giles we are passionate about learning. Our school community includes and values everyone, working together to achieve in a supportive, caring and professional way. Our enthusiasm and positive energy makes St Giles a truly happy and vibrant place to be.

LEGAL FRAMEWORK

- We welcome our duties under the Equality Act 2010 to eliminate discrimination and advance equality within the organisation, the workforce, and society. The Act provides legal protections for groups that are at risk of discrimination or marginalisation throughout their lives. The Act lists the relevant groups and categorises them as 'Protected Characteristics'. These are listed below.
- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties 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

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender or gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) 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 barrier and disadvantage which 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
- Gender, so that the different needs and experiences of women and girls and men and boys, [Trans, gender-non binary young people and adults](#), are recognised
- Religion, belief or faith background
- Sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Our policies, procedures and activities [will](#) promote a,

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive [attitude toward diversity interaction](#), good relations and dialogue between groups [with protected characteristics and all other forms of diversity such](#) as ethnicity, culture, religious or non-religious practices, traveller communities, national origin or national status, and an absence of prejudice-related bullying, [differential treatment, and verbal or physical abuse or violence](#).

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We [value and promote fair recruitment practices](#), policies and procedures that benefit all employees and potential employees, [as well as in considerations of](#) promotion, and in continuing professional development:

- Whether disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy, maternity, [adoption, family leave, etc.](#)

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 between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men.
- [Carers](#)
- [Age.](#)

Principle 6: We value the voices of all our community including those from marginalised groups and consult across our school.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Students voice through our school Council Class Reps
- Staff voice through our staff voice working party Reps
- Equity and diversity working party
- Disabled and non-disabled people
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys.
- People of differing sexual orientations.

Principle 7: **Society as a whole should benefit**

We intend [for](#) our policies and activities [to](#) benefit society as a whole, both locally and nationally, by fostering greater [inclusion](#), [positive representation](#), social cohesion, and greater participation in public life of:

- Disabled and non-disabled people
- A wide range of people from differing ethnic, cultural and religious and non-religious backgrounds
- People of differing sexual orientations
- [For carers](#)
- [For people of all ages.](#)

Principle 8: **We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality

Principle 9: **Objectives**

We formulate and publish 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). Every five years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue – [One of our core objectives is focused on Inclusion and must have an outcome focused on promotion of E&D.](#) We keep our equality objectives under review and report annually on progress towards achieving them.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

ETHOS AND ORGANISATION

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' 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
- [sickness absence and discretionary leave to ensure that reasonable adjustments are in place to support all staff if appropriate](#)
- 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

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are
- Directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and that which is directed at ~~against~~ gender-non-binary, travellers, migrants, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia, [transphobia](#), etc.
- [Other Prejudices e.g. ageism, etc.](#)

Guidance [is also provided](#) in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and actioned – [reported for students on CPOMs and reported for Adults on the Croydon LA form](#).

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

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.

A member of the governing body has a watching brief regarding the implementation of this policy.

The headteacher is responsible for implementing the policy [and](#) for ensuring that all staff are aware of their responsibilities and are given appropriate training and support as part of annual school training and for taking appropriate action in any cases of unlawful discrimination.

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 principles 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

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and 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

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice [following discretionary policy](#).

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, language, religious affiliation and [sex and gender](#).

This Policy has been approved by the Governing Body of St Giles School at the meeting on

Signed: 

Chair of Governors

Signed: 

Headteacher S. Hehir

Date for next Review: July 2026

Deleted[Emma Turner]: NovOct 2024

