



St. Paul's School

**St. Paul's School EQUALITY, DIVERSITY & INCLUSION POLICY policy**

*Reviewed October 2023*

*Executive*

*SLT & JLT*

*School Council*

*Prefects*

**Mission Statement**

*St Paul's provides a high quality British and Brazilian holistic education, for the personal and academic development of pupils and students, within a framework of a caring, inclusive, and united community. We share the core values of Aspiration, Adventure, Resilience, Responsibility, Inclusion and above all, Kindness.*



## St. Paul's School

### 1. Introduction

St Paul's is committed to equality, diversity and inclusion.

We recognise the value of diverse environments and strive to promote a culture in which all pupils, staff and members of the school community are welcomed and supported to fulfil their potential, regardless of their background or personal characteristics.

We oppose all forms of unlawful and unfair treatment, embarrassment, discrimination, bullying and harassment. As a school community, we recognise the need to champion equality, diversity and ensure inclusion for all pupils in the full life of our school; where necessary, providing adjustments to enable everyone's participation.

St Paul's believes that education (both formal and informal learning) is fundamental to equality of opportunity. It prepares young people for life and is a powerful influence on access to and advancement in employment. All young people should be able to learn and develop fully in a truly equitable, diverse and inclusive environment.

### 2. Equality, Diversity and Inclusion – School Policies

Through this policy, and the wider practices within St Paul's we aim to educate our pupils to embrace equality, diversity, inclusion and challenge discrimination. We equip our Governors and staff to fulfil their legal responsibilities, ensure that our school's safeguarding procedures are comprehensive and enable robust monitoring of our progress as a school.

We comply with the UK Equality Act of 2010 and applicable Brazilian legislation against discrimination or embarrassment against an individual because of the protected characteristics of age, disability, gender reassignment, civil status, marriage and civil partnership, pregnancy & maternity, race, colour, ethnicity, origin, religion or belief, political position, sexual orientation, or any other expression of individual or collective freedom.

Equality, diversity and inclusion are central to all our policies; we strive to maintain an ethos that welcomes diversity and promotes equal opportunities for all, ensuring all our pupils and their families feel valued and supported and making sure that equality, diversity and inclusion is evident in everyday school life. The following policies incorporate active support of equality, diversity and inclusion:

- Admissions Policy
- Anti-bullying Policy
- Behaviour Policy (Senior and Junior)
- Curriculum Policy



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- E-safety and online behaviour policy
- Language Policy
- Personal, Social, Health and Economic Education (PSHE) & Relationships and Sex Education (RSE) Policy
- Safeguarding & Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy

Any arising incident will be dealt with by the appropriate policy.

### **3. Aims of the policy and School ethos**

St Paul's aims to embed a culture of kindness, respect and tolerance throughout its community. Our environment should be free from discrimination, embarrassment, harassment or victimisation, where all members of our community are treated with dignity and respect. In support of this, we:

- Acknowledge that discrimination exists and must be addressed through developing understanding as to how it manifests;
- Empower pupils and staff to speak out against injustice and prejudice;
- Tackle discrimination in all its forms and foster good relationships between individuals;
- Acknowledge and address where systems of discrimination and/or disadvantage overlap;
- Promote equality of opportunity for all members of the School community;
- Comply with the School's equality obligations under British and Brazilian law;
- Provide a learning environment where all feel valued and have a sense of belonging;
- Prepare pupils for life in an equitable, diverse, inclusive society in which everyone can take their place, locally, regionally, nationally and globally;
- Include and value the contribution of all families to the community and our understanding of equality, diversity and inclusion;
- Encourage anyone who feels that they have been subject to discrimination, or anyone who has been a victim of harassment, abuse, or threatening behaviour, to raise their concerns in the knowledge that they will be listened to and believed and that corrective measures will be implemented to improve their individual situation, following our school policies.

### **4. Reasonable Adjustments**

St Paul's seeks to make its practices, policies, facilities, curriculum and benefits accessible to all in line with the UK Equalities Act 2010 and applicable Brazilian Law, including the Rights of Persons with Disabilities Law, the Brazilian Law of Inclusion, the



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National Policy for the Protection of Persons with Autistic Spectrum Disorder amongst other laws.

In striving to be an all-ability and inclusive environment, the school is committed to making reasonable adjustments in support of the needs of pupils and staff. There may be instances where participation in school would require going beyond reasonable adjustment, where what best serves the pupil causes a disproportionate burden on the School. In such cases, decisions are subject to approval of the School Leadership and in accordance with Brazilian law with particular reference to the Convention on the Right of Persons with Disabilities and by Brazilian Inclusion Law.

The factors that the school will take into consideration when defining reasonable adjustments may be but are not limited to the following factors:

- The extent to which special educational provision will be provided to a disabled pupil under Part 3 of the Children and Families Act of 2014 and Brazilian Law
- The resources of the school and the availability of financial and other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a pupil with disability
- The practicability of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils

There might be instances where, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. Health and safety issues must not be used inappropriately to avoid making a reasonable adjustment. St Paul's will undertake full risk assessment surrounding the admission or employment of any individual with protected characteristics prior to confirming admission or making an offer of employment.

### **5. Academic Pathways**

St Paul's is an inclusive school academically and we are ready to make a range of adaptations to our curricula in the Junior and Senior school to meet the needs of our pupils. However, the school reserves the right to assess pupils' academic and learning progress regularly. Where it is clear that an individual is not able to access the full curriculum, the school will explore a range of pathways with the family of the child. This



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may result in a reduction of the full school programme or possibly the recommendation for a family to move a pupil to a school which better serves the needs of the child. This will normally take place through the *Conselho de Classe* based on the school's *Regimento Interno*.

### 6. Transgender Individuals

Whilst this policy is intended to encompass all aspects of inclusion, given the sensitive nature of issues relating to transgender individuals (whether pupils or staff) in relation to social name, uniform, changing facilities, toilets and residential trips, this policy includes specific guidelines in support of people who wish to take or have taken steps to present themselves in a gender different to that assigned at birth, regardless of any gender reassignment procedure. Gender reassignment is a personal process rather than a medical one.

Under the Equality Act of 2010 and Brazilian law, it is unlawful to treat pupils and staff less favourably because of their gender identity, which is according to this policy, a protected characteristic. This policy covers every pupil and staff member, regardless of having been through any stage of the process of gender reassignment, whether that has been begun or is complete. St Paul's will respond supportively to pupils and staff questioning their sexual identity. The school will work in cooperation with families and specialists to support pupils, and staff members.

Consideration will be given on a case-by-case basis requests made by a pupil who is identifying as transgender. This includes change of name and pronoun, changes to school uniform and access to appropriate toilet and changing facilities. It also applies to sleeping arrangements on school trips. As a matter of fairness, respect and inclusion, staff are expected to ensure that the correct gender, name and pronouns are used to address transgender people. However, it is recognised that if a mistake is made, all measures will be adopted by the school as soon as possible to correct the failure.

*Confidentiality:* St Paul's will respect the confidentiality of all staff and pupils. The school will not reveal information without prior agreement of the individual. Where this involves pupils under the age of consent, the school will also require parental agreement before sharing any information. If an individual notifies the school of their intention to transition, the school will agree a date from which their gender is changed on all records and their file should reflect their current name and gender. Any material relating to gender status will be stored confidentially. No records should be changed without permission from the staff member or pupil concerned. Where a pupil is under 18, parents must also give permission for the change of records.

### 7. Responsibilities

The **Board of Governors** have overall responsibility to:



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'Promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to the school'

*Every school a good school – the governors' role* (Department of Education NI, August 2019)

The Governors have oversight and a responsibility to ensure the implementation of equality, diversity and inclusion in our school.

The **Headmaster** is responsible for:

- ensuring that policies, procedures and practices are in place to comply with the principles of equality, diversity and inclusion, and with the legislation in force;
- ensuring the school implements policies and practices in line with the principles of equality and inclusion;
- following the relevant procedures and taking action in cases of unfair treatment, discrimination, embarrassment, harassment or bullying;
- ensuring appropriate training and awareness raising is undertaken with staff;
- ensuring that appropriate records are kept of any cases of unfair treatment, discrimination, embarrassment, harassment or bullying.

The **School Senior Management Team** are responsible for:

- putting the school's equality, diversity and inclusion policies and codes into practice;
- making sure that all staff know their responsibilities and receive the support and training necessary to carry them out;
- following the relevant procedures and taking action where necessary, in case of violation of the established policies.

**The School's Pastoral Care and Safeguarding Team** (led by the Deputy Head) will manage the implementation of the policy in partnership with the Headmaster.

**All School Staff** (*teaching and non-teaching*) have a responsibility for the day-to-day operation of this policy and will contribute to an equitable, diverse, inclusive and welcoming environment within the school.

**Pupils/students** are responsible for:

- respecting every person in their language and actions, avoiding discrimination, embarrassment, and any kind and form of aggressions;
- following all the relevant school policies and codes of conduct in line with the principles of equality, and inclusion.



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## 8. How do we promote Equality and Inclusion?

St Paul's promotes equality, diversity and inclusion within our school through the following activities:

- **School/Centre Practices** We celebrate equality, diversity and inclusion across all areas of the school. We ensure that staff, parents and pupils have a clear understanding of the meaning of equality, diversity and inclusion. We evaluate and review all proposed changes to the school in terms of site development, teaching and learning and operation in line with both UK and Brazilian legislation regarding equality, diversity and inclusion.
- **Policies** Annual and bi-annual review of policies are carried out to ensure that all policies align with best practice and legislation as both a British school and in our Brazilian location.
- **Facilities** Design and construction of facilities that support active access to facilities which support equality, diversity and inclusion, e.g. unisex changing and toilet facilities, access routes and ramps, lifts and signage.
- **Curriculum** Subject leaders and heads of department across both Junior and Senior school will review materials, programmes of study and resources to ensure that the curriculum reflects a diverse, authentic and positive portrayal of minority communities and experiences. This includes the teaching of Afro-Brazilian History and Culture in accordance with Brazilian legislation. The Assistant Head of Enrichment will ensure that co-curricular and extra-curricular activities also reflect the school's approach to equality, diversity and inclusion.
- **Training and Communication** Regularly carry out training and orientation concerning proper communication for all staff to ensure understanding of equality, diversity and inclusion, and how to deliver these concepts through both subject-related and PSHE curriculum.

## 9. Monitoring the Success of the Equality and Inclusion Policy

The policy will be monitored via a range of methods:

1. Safeguarding and Leadership Team meetings include Equality, Diversity & Inclusion as an agenda item, with referral to Executive;
2. Executive to report to Governors on the successes and challenges in relation to inclusion;
3. Number of bullying incidents by equality characteristic to be monitored through CPOMS;
4. Number of comments and complaints in relation to equality, diversity and inclusion to be monitored;
5. Record of training / information presented to staff/ pupils to be kept;



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6. Feedback from pupils, staff, parents and the wider community to be sought regularly through surveys.

### **10. Complaints Procedures**

The school has a robust and transparent Complaints procedure. If a complaint is made regarding equality, diversity or inclusion, the Complaints process will be fairly and systematically applied. Access to the Complaints procedure can be found on the school's website [here](#).

### **11. Review cycle of policy**

The School's leadership and safeguarding teams will review and if required, update the Equality, Diversity and Inclusion Policy every two years in line with our school policy review cycle. This will involve integrating any new and relevant UK or Brazilian legislation and approval of the final policy by the Chairman of the Board of Governors.

### **British Schools Overseas (BSO) Standards**

This policy has been written to meet the requirement of Part 3 of the UK Government's BSO standards regarding the promotion of welfare, health and safety for pupils, in particular 3.4.

### **Policy review**

This policy is to be reviewed, at least, annually by the Compliance Committee and leadership of the school and presented to the Board of Governors for final consideration and approval.

Signed:

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Philip Reade, Chairman

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Titus Edge, Headmaster