



St. Paul's School

EQUITY, DIVERSITY & INCLUSION POLICY

Reviewed November 2024

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.



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1. Introduction

St Paul's is committed to equity, 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 discrimination, bullying and harassment. As a school community, we recognise the need to champion equity and ensure inclusion for all pupils in the full life of our school; where appropriate making necessary 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 diverse and inclusive environment.

We are dedicated to eradicating discrimination against any person or group protected by the 2010 Equality Act and ensuring that every member of the St Paul's community feels respected, valued, and supported.

2. Equity, Diversity, and Inclusion – School Policies

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

We comply with Brazilian legislation and the UK Equality Act of 2010 in abiding by laws against discrimination against an individual because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity (including paternity), race (colour, ethnic or national background), religion or belief, sex or sexual orientation and personal identity and honorifics.

For the purpose of this policy, St Paul's defines:

Equity – as the quality of being fair to every individual in our community. This recognises that justice is not necessarily achieved by treating everyone the same (i.e equally). Instead, reasonable adjustments may be applied where appropriate.

Diversity – as recognising people's differences and embracing the strength of those differences.

Inclusion – as a community where all are valued and respected and where none feel marginalised.



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Equity, 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, their families and staff feel valued and supported and making sure that equity and inclusion is evident in everyday school life. The following policies incorporate active support of equity, diversity and inclusion:

- Admissions Policy
- Anti-bullying Policy
- Behaviour Policy (Senior and Junior)
- Curriculum Policy
- E-safety and online behaviour policy
- Language Policy
- PSHE & RSE Policy
- Safeguarding & Child Protection Policy
- 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 equity of opportunity for all members of the School community
- Comply with the School's equity 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 a 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 equity, 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.



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4. 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 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 adjustments as appropriated in support of the needs of pupils and staff, taking into consideration the particular characteristics of the individual concerned and the academic approach adopted by the school. 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 pupil or of other people or would go against the best learning and development strategies developed by the school. Health and safety issues must not be used inappropriately to avoid making a reasonable adjustment.

5. Academic Pathways & PSHE

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 full range of pathways with the family of the child. This may result in a reduction of the full school programme, reduction of hours/flexibility in hours, 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*. The School will also have regard to the guidance "Political impartiality in schools" (February 2022) when devising and delivering the curriculum as it relates to political issues including those connected with transgender and gender identity.

PSHE

PSHE education plays a crucial role in preparing pupils for the diverse world in which they live. The curriculum and schemes of work are updated annually, in line with Brazilian law, statutory guidance on relationships education, RSE (relationship and sex education) and health education; the latest guidance from the PSHE Association and feedback from staff and pupils.

PSHE & RSE are an essential means to educate pupils about all the protected characteristics, such as Anti-Racist Education, Religious tolerance, transgender, gender-fluid and non-binary status and rights are themes which are embedded within the programme in an age-appropriate way, as well as in our work on equity, diversity, and inclusion in the school.

6. Transgender Individuals



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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 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. 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 reassignment, which is a protected characteristic. This policy covers people at all stages of the process of gender reassignment, whether that has been begun or is complete. St Paul's will respond supportively to pupils questioning their sexual identity. The school will work in cooperation with medical and mental health specialists to support pupils.

Consideration will be given on a case-by-case basis to specific requests made by any individual who is transgender, gender-fluid or non-binary. 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.

Despite the fact that each family has the right to its own opinion on the matter, the School expects all students and parents to respect this policy as well as the arrangements made to transgender individuals.

Transphobia and Bullying

In line with our behaviour and safeguarding policies, transphobic incidents will be recorded and dealt with in the same manner as other incidents which are motivated by prejudice, such as racist or homophobic incidents. Our approach will always be to educate pupils to ensure they understand the impact of their behaviour on individual and on the community as a whole. In extreme, recurring cases, aligned with the infringement of the law that these actions reflect, and based on the school's *Regimento Interno*, we may permanently exclude pupils who continue being a Safeguarding concern to others.

Confidentiality: St Paul's will respect the confidentiality of all transgender 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.



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7. Anti-racism

St Paul's recognises its moral and legal duty towards maintaining a learning and working environment free from racial discrimination in all forms, including direct and indirect racism, antisemitism, xenophobia, unconscious bias, and micro-aggressions.

Racism is defined as prejudice, discrimination, or antagonism against individuals based on their membership of a particular racial or ethnic group, often affecting minorities or marginalised groups. Antisemitism refers to hostility and prejudice towards Jewish people, while xenophobia denotes an unreasonable dislike or fear of people from other countries. Unconscious bias, often subtle and unintentional, involves underlying attitudes or stereotypes that individuals may hold about certain groups, which can impact interactions and decisions.

Sanctions for racist behaviour are clear and proportionate to the seriousness of each incident, ranging from restorative sessions that promote understanding, to internal or external suspension, and, in the most severe cases, permanent exclusion or dismissal. When addressing incidents, we consider the context, the impact on those affected, and the wishes of any victims. Our proactive approach includes educational initiatives, such as the PSHE curriculum, themed weeks, and assemblies, to instil values of respect and inclusivity.

8. Responsibilities

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

'Promote equity, 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 overall responsibility to manage the implementation of equity and diversity in our school.

The **Headmaster** is responsible for:

- ensuring policies and procedures are in place to comply with equality legislation;
- ensuring the school implements policies and practices in line with the principles of equity and inclusion;
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying or any violation to this policy, submitting relevant issues to be analysed by the *Conselho de Classe* ;
- ensuring appropriate training and awareness raising is undertaken with staff;
- ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying.



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The **School Senior Management Team (SLT & JLT)** are responsible for:

- putting the school's equity 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.

The School's Pastoral Care and Safeguarding Team (led by the Designated Safeguarding Lead) 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 inclusive and welcoming environment within the school.

Pupils & Parents are responsible for:

- respecting others in their language and actions making every member of the St Paul's community feels respected, valued and supported.
- ensure that no member of the community suffers from: direct discrimination, indirect discriminating, victimisation or harassment
- following all the relevant school policies and codes of conduct in line with the principles of equity and inclusion.

9. Training

St Paul's commits to promote regular training to ensure that staff and board members are well informed of the needs of individuals with protected characteristics.

Staff and Board members will receive regular training in supporting those with protected characteristics, and how best to support and maintain and enrich a school culture which is warm, respectful, and forward looking. Training will include briefings on: relevant law; confidentiality; the evolving terminology and language of gender identity; privacy and dignity; and recognising and tackling, all forms of discrimination, prejudice and racism.

10. Monitoring the Success of the Equity and Inclusion Policy

The policy will be monitored via a range of methods:

1. Safeguarding and Leadership Team meetings include Equity, 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 incidents related to this policy to be monitored through CPOMS;
4. Number of comments and complaints in relation to equity, diversity and inclusion to be monitored;
5. Record of training / information presented to staff/ pupils to be kept;
6. Feedback from pupils, staff, parents and the wider community to be sought



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regularly through surveys.

11. Complaints & whistleblowing procedures

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

12. Review cycle of policy

The Equity and Inclusion Policy will be reviewed by all stakeholders (detail how) and, if required, updated every two years in line with our school policy review cycle.

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.

Signed:

Philip Reade, Chairman

Titus Edge, Headmaster