



# SAVS Equality Statement & Objectives

## Introduction

At South Ascot Village School, we are committed to ensuring equality of opportunity and treatment for all members of our school community. We welcome our duties under the Equality Act 2010 and are dedicated to creating an inclusive environment where every individual feels valued, respected, and able to thrive.

This statement sets out how we fulfil our legal duties and our commitment to going beyond compliance to create a school culture that celebrates diversity and challenges discrimination in all its forms.

## Our Duties Under the Public Sector Equality Duty (PSED)

Under the Public Sector Equality Duty, we have a legal obligation to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it

We take these duties seriously and ensure that equality considerations are at the heart of our decision-making, policy development, and day-to-day practice.

## Protected Characteristics

The Equality Act 2010 protects people from discrimination based on nine protected characteristics. We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Age (this applies to staff and in the provision of goods and services, but not to pupils)
- Marriage and civil partnership (this applies to staff, but not to pupils)

We are committed to ensuring that all members of our school community understand these protected characteristics and the importance of respecting and celebrating the diversity they represent.

## How We Meet Our Duties

### Eliminating Discrimination

We believe that a greater level of success from pupils and staff can be achieved by recognising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly
- Developing an understanding of diversity and inclusion and the benefits it can have
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness
- Challenging bias to move the conversation forward

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

### Advancing Equality of Opportunity

We are committed to ensuring that all pupils, particularly those who may face barriers to learning and/or well-being, have equal access to opportunities. We achieve this by:

- Setting high expectations for all pupils, regardless of background or protected characteristic
- Identifying and removing barriers to learning and participation
- Ensuring our curriculum reflects and celebrates the contributions of different cultures, communities, and groups
- Using a variety of teaching methods and assessment approaches to ensure all pupils can demonstrate their learning
- Providing targeted support where needed to ensure all pupils can achieve their potential
- Ensuring equal access to extra-curricular activities, enrichment opportunities, and leadership roles

### Fostering Good Relations

We actively promote understanding, respect, and positive relationships across our school community by:

- Teaching pupils to be understanding of others, celebratory of diversity, eager to reach their full potential, inclusive, and aware of what constitutes discriminatory behaviour
- Planning activities for key diversity awareness days throughout the year
- Inviting guest speakers to talk to pupils about diversity and different experiences
- Incorporating lessons about diversity, equality, and respect into the curriculum, including through our Relationships Education programme

- Encouraging pupils to develop a range of social skills and to work and socialise with pupils from different backgrounds
- Creating opportunities for pupils to discuss and challenge stereotypes and prejudice in a safe environment
- Modelling respectful behaviour and inclusive language at all times

## Our Staff's Responsibilities

The school's employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly

The school's employees will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example in their language, behaviour, and interactions
- Challenge discriminatory behaviour and language when they encounter it
- Seek training if they need to improve their knowledge in a particular area
- Report any concerns about discrimination, harassment, or victimisation through appropriate channels

## Reasonable Adjustments for Disability

We have a specific duty to make reasonable adjustments for pupils, staff, and parents/carers with disabilities. This means we will:

- Make changes to the way we do things to ensure people with disabilities can access our services and participate fully in school life
- Provide auxiliary aids or services where needed (such as specialist equipment, visual aids, or additional support)
- Make adjustments to our physical environment where reasonable and necessary
- Consider each individual's needs and circumstances when determining what adjustments are reasonable
- Not charge pupils or parents/carers for reasonable adjustments
- Work closely with pupils, parents/carers, and external specialists to identify and implement appropriate adjustments

Our published accessibility plan sets out how we improve accessibility for pupils with disabilities across three key areas:

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving the physical environment to enable pupils with disabilities to take better advantage of education and associated services
- Improving the availability of accessible information to pupils with disabilities

We review our accessibility plan regularly and ensure we have the resources to implement it effectively.

## Dealing with Prejudice and Celebrating Diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

We recognise that prejudice-related incidents can include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Harassment, including sexual harassment
- Victimisation
- Discriminatory language or 'banter'
- Stereotyping or making assumptions based on protected characteristics

All incidents are recorded, monitored, and analysed to identify patterns and inform our ongoing work to promote equality.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, ensuring that all pupils see themselves and others reflected positively in our curriculum and school life.

## Equality Objectives

We have identified the following equality objectives, which we will work towards and review regularly:

### Objective 1: Diversity and Representation in the Curriculum

Target:

- By July 2026, ensure that 100% of curriculum subject areas explicitly celebrate the contributions of different cultures, and that curriculum materials reflect the diversity of our society.

Actions:

- Audit current curriculum materials and resources across all subjects
- Work with subject leaders to identify and incorporate diverse perspectives and contributions
- Ensure library and reading materials reflect diverse characters, authors, and experiences
- Monitor pupil voice to ensure all pupils feel represented in what they learn

Success Criteria:

- Curriculum audit completed by December 2025
- Updated schemes of work in place by April 2026
- Positive feedback from pupils about seeing themselves reflected in the curriculum

Review Date: July 2026

### Objective 2: Inclusive Teaching Methods and Assessment

Target:

- By July 2026, ensure all teaching staff are confident in using a variety of teaching methods and assessment approaches that are accessible to all pupils, including those with SEND and those from disadvantaged backgrounds.

Actions:

- Provide targeted training on inclusive teaching strategies
- Develop a bank of resources and strategies for adapting teaching and assessment
- Ensure all classroom materials and displays are accessible

- Monitor the progress and achievement of different groups of pupils to identify and address any gaps

Success Criteria:

- 100% of teaching staff complete inclusive teaching training by March 2026
- Gaps in achievement between different groups of pupils narrow
- Positive feedback from staff about confidence in inclusive practice

Review Date: July 2026

## Objective 3: Creating an Inclusive Environment

Target:

- By July 2026, ensure all pupils feel welcomed, valued, and able to challenge negative attitudes and stereotypes, with particular focus on preventing and responding to prejudice-related bullying.

Actions:

- Review and update our anti-bullying policy to explicitly address prejudice-related bullying
- Ensure all pupils understand what constitutes prejudice-related behaviour and how to report it
- Provide regular training for staff on identifying and responding to prejudice-related incidents
- Create safe spaces for pupils to discuss issues related to identity, diversity, and equality
- Ensure our behaviour policy promotes respect and challenges discrimination

Success Criteria:

- All pupils can identify what prejudice-related bullying is and how to report it (measured through pupil surveys)
- Staff feel confident in responding to prejudice-related incidents (measured through staff surveys)
- Reduction in repeated prejudice-related incidents
- Increase in pupils reporting feeling safe and included at school

Review Date: July 2026

## Monitoring and Review

We are committed to continuously improving our equality practice.

We will collect and analyse data about different groups of pupils, including:

- Attainment and progress
- Attendance and punctuality
- Behaviour incidents and exclusions
- Participation in enrichment activities and leadership opportunities
- Prejudice-related incidents

We will use this data to identify any gaps or disadvantages experienced by particular groups and take prompt action to address any inequalities identified.

We will consult with pupils, parents/carers, staff, and governors when developing and reviewing our equality work; ensure all stakeholders have opportunities to raise concerns or make suggestions; and, actively seek the views of those with protected characteristics to inform our practice.

We will review this equality statement annually, or sooner if needed; ensure all school policies consider equality implications and support our equality objectives; and, conduct equality impact assessments when developing new policies or making significant decisions.

We will report annually to governors on progress towards our equality objectives; publish information about our equality work on our school website; and, share examples of good practice with the wider school community.

Our governing body has a designated governor with responsibility for equality. Equality is a standing item on our governing body agenda and governors receive regular training on equality duties and hold leaders to account for equality outcomes.

*Next Review Date: July 2026*

## Related Policies

This equality statement should be read in conjunction with our other policies, which further outline the school's approach to equality, inclusion, and safeguarding:

- Equality Information and Objectives Policy - sets out detailed information about our school population and our equality objectives
- Pupil Equality, Equity, Diversity and Inclusion Policy - outlines our approach to promoting equality among pupils
- Staff Equality, Equity, Diversity and Inclusion Policy - outlines our approach to equality in employment
- Accessibility Plan - details how we improve accessibility for pupils with disabilities
- Special Educational Needs and Disabilities (SEND) Policy - explains how we support pupils with SEND
- Behaviour Policy - includes our approach to preventing and responding to bullying, including prejudice-related bullying
- Anti-Bullying Policy - sets out our approach to preventing and tackling all forms of bullying
- Relationships Education Policy - explains how we teach pupils about healthy relationships and respect
- Safeguarding and Child Protection Policy - includes our approach to protecting all pupils, including those who may be more vulnerable
- Admissions Policy - ensures fair and transparent admissions procedures
- Complaints Policy - explains how concerns about equality can be raised

All policies are available on our school website or on request from the school office.