



**St Saviour's School**  
Achieve • Respect • Cooperate

# St Saviour's School Equality Policy



## Updated January 2026

UNCRC Article 23 - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

UNCRC Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

UNCRC Article 30 - Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

UNCRC Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

## Principles

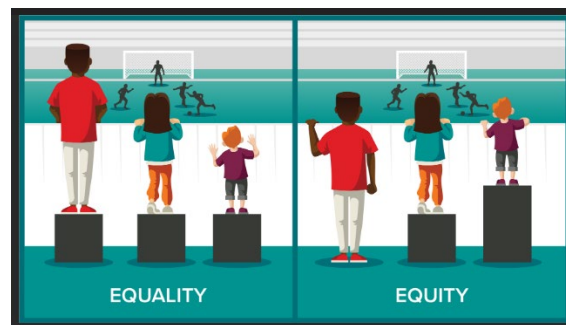
St Saviour's School is committed to the principle of equality for all stakeholders including pupils, parents and staff irrespective of race, religion, gender, age, sexual orientation, language, disability or family background. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equality in every aspect of school life. We believe in supporting the development of personal and cultural identities of all pupils and preparing our pupils for full participation in society.

Discrimination on the basis of race, religion, gender, age, sexual orientation, language, disability or family background is not acceptable at our school. We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time which affects instinctive responses.

Our Core Values help to emphasise equal opportunities for all staff, parents and pupils at all times and emphasise the importance of our core values - Achieve, Respect and Co-operate.

All staff are responsible for ensuring that we implement this policy.

## Aims & Objectives



We aim to ensure that every member of the school community is given equity in order to be best supported according to their individual needs.

In order to achieve this we are committed to:

- equitable access and treatment
- being responsive to changing needs
- educating and informing pupils and parents about the issues in this policy
- avoiding prejudice
- promoting a positive self-image and mutual respect
- ensuring that equity of opportunity permeates the whole curriculum and ethos of the school
- using resources and examples which provide a positive image of all groups
- acknowledging the richness and diversity of society and to prepare pupils for their part in this
- developing a positive attitude to equal opportunity by all staff, children, parents and all who participate in the life of the school

Pupils are taught:

- to be confident, strong and self-affirming in their own identity
- to value and respect all children and adults
- to learn from other cultures and their own

- to be open to change, choice and development
- to be able to discuss, celebrate and challenge traditions and beliefs

## **Diversity**

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. By promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. We are able to meet our school's aims and objectives more efficiently by promoting a diversity friendly school culture

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity-friendly culture helps to create a more productive school community.

## **Gender**

We take practical steps to ensure that we treat genders equally. Our organisational structure, school policies and curriculum are applied to all, regardless of gender. Classes are formed on a chronological basis and class groupings are flexible. When asking pupils to carry out tasks or represent the school, we aim to include all equally and promote aspirational equality.

## **Race, Faith (and no faith), Languages and Family Background**

In our school population, we have several different nationalities, faiths, family backgrounds and organisations. Racial discrimination is unlawful in Jersey, and we aim to help our pupils to develop concepts, skills, attitudes and ways of behaving which will promote good relationships and prevent ignorance and prejudice. Pupils, staff and parents are encouraged to contribute to school life from the richness of their heritage and religion. They share experiences and learn from one another through enquiry, investigative and collaborative work.

Pupils who are Multilingual Learners (MLL) that speak or are exposed to more than one language, often need learning support when they are first learning English. The school is supported by the central EAL Support Team through advice and direct teaching when appropriate.

## **Disability**

Some pupils at our school, or their parents, may have disabilities, either temporarily or more permanently. The amount of steps in and around our building could potentially pose issues to parents and children with physical disabilities. We aim to minimise these difficulties and make areas as accessible as possible within the site constraints. We work closely with families to support appropriate and safe access.

Invisible (or hidden) disabilities are usually defined as those that don't manifest in ways that are immediately obvious to others. This is a loosely-defined blanket category that may include any number of disabilities, impairments, or medical conditions. This can include chronic pain or fatigue; cognitive or learning disabilities or differences; head or brain injuries; hearing disabilities or impairments; vision disabilities or impairments; and much more.

To support pupils with individual needs, teachers modify teaching and learning as appropriate. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities. At times, we may seek the support of other education or medical professionals, in order to ensure we support pupils with disabilities as well as possible.

## **Curriculum Access**

The Jersey 'Teacher's Task' and Teacher's Standards (2012) documents underpin our Teaching for Learning Policy. Within these documents, the onus is on class teachers to ensure access to the curriculum for all pupils.

The Jersey Curriculum (2014) requires a breadth, balance, relevance and differentiation which will enable each pupil to participate at an appropriate level. This applies to all pupils, from those that might be considered 'gifted' in a subject, to those that might be experiencing difficulty in their learning. These issues are addressed in our Teaching and Learning Policy and our policy for Inclusion and Special Educational Needs.

## **Staff**

The school values diversity amongst the staff. In all appointments the most suitable candidate will be appointed on professional criteria and recruitment carried out in a manner consistent with equality practice, following current guidelines from the Government of Jersey Children, Young People, Education and Skills Department (CYPES).

## **Dealing with concerns if they arise**

As part of growing up, children sometimes experiment with expressions, gestures and language which they have heard through the media or from member of the community. In most cases, they do not understand how hurtful and harmful these can be. We treat such incidences sensitively, but firmly, so that pupils learn quickly not to use expressions, gestures and language that are inappropriate and discriminatory. Everyone has the right to be protected from abuse of any sort.

Unacceptable behaviour in the classrooms and playground are always dealt with swiftly and consistently using our Positive Behaviour Policy. Any repeated incidents will be recorded for discussion with the Headteacher, Deputy Headteacher and the pupil's parents. We also refer to our Counter Bullying Policy.

## **Positive action to foster equality:**

- When selecting classroom resources and materials, teachers strive to provide resources which give positive images, and which challenge stereotypical images of groups or genders
- We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues
- Matters of school organisation such as registration, seating, grouping are not made on the basis of gender, disability or ethnicity
- Sensitivity and respect are shown towards variations in dress or appearance of other cultures and backgrounds
- All pupils are given opportunities to organise, lead and care for others
- Collaboration, focussed upon our school Learner Traits, is encouraged to show the advantages of pooling experience, knowledge and exploring various viewpoints

- Assembly times will reinforce the importance of equality as well as children’s rights (UNCRC)
- Clear and consistent messages will be given regarding the school’s expectations
- Staff encourage pupils to be aware of, reflect on and consider other people’s views, beliefs and traditions. They will sometimes deliberately present opposing views in order to prompt pupil’s thinking, challenge assumptions and cause debate and discussion.

## **Monitoring Attainment and Progress**

In conjunction with CYPES, we analyse the school achievement and progress data carefully in order to ensure that we identify any issues which need addressing. We ensure that we monitor the progress and attainment of all pupils so that all pupils are making the best possible progress, and that no specific group of pupils is underachieving across the school. These groups include the progress and attainment of both genders, MLL, pupils eligible for Jersey Premium and pupils with identified Special Educational Needs.

## **Diversity Complaints**

We take seriously all complaints. Where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. Please see the Comments, Complaints and Compliments Policy on [www.stsaviour.sch.je](http://www.stsaviour.sch.je).

## **Related Policies:**

Positive Behaviour Policy

Inclusion Policy

Teaching and Learning Policy

Counter Bullying Policy

The Haven Policy

**Reviewed and updated:** January 2026

**To be updated by** January 2029