

# St. Michael's C.E. Primary School



EQUALITY POLICY  
September 2022

# Our Vision Statement

Journeying together with Christ

**“Start children off on the way they should go, and even when they are old they will not turn from it.”**

Proverbs 22:6

**This is lived out in practice by our four Christian Values:**

**Love, Integrity, Creativity & Resilience**

## **Love**

**John 13:34**

**“Jesus said ‘Love one another as I have loved you’”**

We believe that we have been set the ultimate example of how to live our lives, by our God who is all loving.

## **Integrity**

**Hebrews 13:8**

**“Jesus is the same yesterday, today and tomorrow”**

We understand a shared truth which was set out long ago but has not altered or veered, nor will it. This we can depend on and by emulating this, we too can live with integrity.

## **Creativity**

**Genesis 1:1**

**“God created the Heavens and the Earth”**

Everything around us, and including us, was made by God and is therefore part of his glorious plan. From nothing, God created all we experience; therefore, we can draw hope that we too may see potential everywhere.

## **Resilience**

**Philippians 4:13**

**“I am able to do all things through Him who strengthens me.”**

God promises to be by our side at all times, and especially in times of need. When we face challenges, having Him to support us gives us strength.

## **Introduction**

St. Michael's C.E Primary School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

This policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that the **Equality Act 2010** provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

## **Purpose of the policy**

The **Equality Act 2010** was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as 'protected characteristics'). This means that schools cannot discriminate against pupils or adults, or treat them less favourably because of their:

- sex (gender),
- race,
- disability,
- religion or belief,
- gender reassignment,
- sexual orientation or
- pregnancy or maternity.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties: The **Public Sector Equality Duty** or "general duty".

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

## **Two “specific duties”**

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years, which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and provides guidance to staff and outside visitors about our approach to promoting equality.

## **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers.

## **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

## **Behaviour, Exclusions and Attendance**

The school Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability.

## **Addressing discriminatory behaviour and prejudice-based bullying**

The school, through its vision statement, challenges all types of discriminatory behaviour and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality.

We have a clear, agreed process to deal with different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice related incidents at our school and how we dealt with them. We review this data regularly and take action to reduce incidents

## **What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have particular needs through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

## **We will collect, analyse and publish data**

- on the school population by gender and ethnicity;
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of ethnicity, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, or Hearing impaired pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We also implement an Accessibility Plan designed to increase the extent to which pupils with disability can participate in the curriculum, improve the physical environment and improve the availability of accessible information to disabled pupils and staff.

## **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

## **What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. World Languages Day, STEM day

## **Other ways we address equality issues**

- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced
- We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure

## **In order to ensure that the work we are doing on equalities meets the needs of the whole school community**

- We review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- We secure and analyse responses from staff surveys, staff meetings and training events
- We review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- We analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- We ensure that we secure responses and feedback at Governing Body meetings and from the governing body's monitoring pairs.

## **Roles and Responsibilities**

In our school, all members of the school community and visitors will support our commitment to promoting equalities and meeting the requirements of the Equality Act.

## **Governing body**

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.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)



## **Head Teacher and Leadership team**

The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

## **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver a curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure.

## **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.