

St Michael's CE Primary School

EQUALITY POLICY

Policy agreed DRAFT 13/10/20

Review date 22/10/20

Introduction

St Michaels is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin, or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

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 treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

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:

- Publish information to show compliance with the Equality Duty
- 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.

Appendix 1 is a checklist of key equality considerations

Appendix 2 shows the school’s Equality Objectives for 2018- 2022 in an Equality Action Plan

Development of the policy

This policy was developed by the Governors and senior team in consultation with pupils, staff, governors and parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

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 will also be included in our school development plan,

self- evaluation review, the 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, and the way we comply with this are found in our recruitment policy.

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 **Headteacher (and the Chair of Governors when appointing a Headteacher)** 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. **Our Grievance Procedure and policy help to protect those who believe they have been discriminated against.**
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- 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 make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy, or maternity

Behaviour, Exclusions and Attendance

- The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate, and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

Addressing prejudice and prejudice-based bullying

- The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:
 - prejudices around disability and special educational needs
 - prejudices around race, religion, or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
 - prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

- There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded, and dealt with. We treat all bullying incidents equally seriously.
- We keep a record of 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 termly 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 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 a disability through our parent 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 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, entitlement to pupil premium funding and proficiency in English.
 - on inequalities of outcome and participation, related to ethnicity, gender, entitlement to pupil premium funding, disability, and proficiency in English
- We publish an analysis of standards reached by different groups at the end of each key stage:
 - We also collect, analyse and use data in relation to attendance and exclusions of different groups
 - This data can be found in the Equality Data Analysis on the school's website.
 - We also provide paper copies in the school office.
 - We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if our local demographic changes or to enable us to welcome children with a specific disability or need.
 - 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.
- We will keep under review our curriculum resources and content to ensure they reflect British values, represent the diversity of British society in full and do not contain outdated and or stereotypical representations of any protected groups. For example, gendered toys.
- 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
 - girls and boys
- 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 their families.

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 citizenship 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 eg Black History Month, Deaf Awareness week
 - We include Equalities matters in our Newsletters to parents and Carers

Other ways we address equality issues

- We maintain records of all training relating the Equalities
- Our monitoring records include evaluations of aspects of Equalities We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all our school policies in relation to equalities and their impact on the progress, safety and wellbeing of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced
- 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
- secure and analyse responses from staff surveys, staff meetings and training events
- 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 (PASS);
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also consider national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Our Equality Objectives for 2020-2024

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our school development plan.

Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance, and information to enable them to do this.

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. A member of the governing body has a watching brief regarding the implementation of this policy.

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)

Governors will consider the use of Equalities impact assessment where significant strategic decisions are made regarding budget, policy review, improvement planning, recruitment and

retention, behavior and discipline and curriculum review.

Headteacher and Leadership team

The Headteacher 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.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

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 curricula 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. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

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. We will provide guidance and information in school newsletters to enable them to do this.
- To the best of our ability, we will check that invited speakers and school partners are not involved with discriminatory or extremist groups

Key contacts

Staff responsible for equalities: SLT

Lead governor: Kevin Moyes – Chair of Governors

Equal Opportunities for staff

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school

reflects the diversity of our community.

- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and adjust as appropriate. Our review involves pupils, staff, governors, and parents and carers.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office in the staff handbook
- on display for visitors, including parents and carers in an annual Equality Bulletin to parents
- as part of induction for new staff

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Signed: Kevin Moyes

Chair of Governors

Signed: Grant Mottram

Co Headteacher

Date: 22nd September 2020

APPENDIX ONE

Check list for school staff and governors

- The school collects information on race, disability, and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions, and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training, and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils, and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Pupil achievement in terms of progress and standards for different groups and acts when the trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and acts if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability, and gender
- The school environment is increasingly accessible to pupils, staff, and visitors to the school – including the acoustic environment
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves
Procedures for the election of parent governors are open to candidates and

voters who are disabled

St Michael's CE Primary School

Cultivating Respect, Persevering, and Learning with Courage

Equality Objectives 2020-2024

St Michael's CE Primary School is committed to ensuring equality of opportunity throughout the school community. To achieve this, our Equality Objectives for the next four years are as follows:

| Equality Objective | Rationale | Actions Required | Success Criteria | Aims of the Equality Duty |
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| To ensure that all children (especially those with protected characteristics) demonstrate progress at the end of KS1 and KS2. That is at, or above, the national averages, regardless of their starting points. | Analysis of pupil information has shown that some children (including some of those with protected characteristics) would benefit from greater challenge. | 2020-24 Develop an ethos of 'challenge for all' which characterises all learning, where individual children's next steps are met. Regular monitoring of progress and attainment, to determine efficiency and impact. | 2020-24 Analysis of pupil information for the academic year 2020-24 provides evidence of increased rates of progress which is regardless of their starting points consistent for groups of pupils. | To advance equality of opportunity |
| Evaluation for 2020-24 | | | | |

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| <p>To further develop inclusive relationships within the school, and the wider school community.</p> | <p>Our Christian ethos and our core values underpin our school character. We want to ensure that we embody and embed these Christian values, creating an environment where inclusion and diversity are welcomed and celebrated.</p> | <p>2020-24 Identify opportunities in the curriculum to look at people of all backgrounds, and study famous people with protected characteristics and a variety of abilities.</p> | <p>2020-24 Analysis of pupil information for the academic year 2020-24 provides evidence of decreased number of incidents of racial abuse or incidents related to a lack of understanding of differences.</p> | <p>To eliminate unlawful discrimination. To foster good relations.</p> |
| <p>Evaluation for 2020-24</p> | | | | |
| <p>To ensure that children from minority ethnic groups, and those with English as an additional language, feel represented through a rich range of curriculum resources and experiences.</p> | <p>The demographic of the school locality is not representative of national demographics regarding ethnicity, or language diversity.</p> | <p>2020-24 Audit current curricular provision. Identify opportunities within the current curriculum for representation of all, including people with protected characteristics.</p> | <p>2020-24 A repeated audit of curricular provision in Summer 2021 evidences an increased representation of people from minority ethnic groups, and with EAL.</p> | <p>To eliminate unlawful discrimination. To advance equality of opportunity.</p> |

Evaluation for 2020-24

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