



St Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

EQUALITIES POLICY

Creation Date	March 2021	
Issue Date	March 2021	
Agreed & Authorised (Name & designation)	Mrs Steph Tyler Headteacher	Mr Ian White Chair of Governors
Signature(s)		
Next Review Date	March 2022	
Remarks	<p>This Policy has been rewritten since the last version in order to fully comply with our duty under the Equality Act 2010 in relation to the whole community.</p>	

Introduction

At St Michael's CE (Controlled) Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio – economic background. Our Christian Vision underpins our aim to foster a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture for all.

For staff and prospective staff, this policy should be read in conjunction with the following policies:

Recruitment
Performance Management
Pay
Grievance
Behaviour
Wellbeing
Staff Wellbeing

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

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

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not English is their first language
- Whether or not they have a connection with the forces community
- Whether or not they are living in temporary accommodation such as a refuge
- Whether or not they have refugee/asylum status

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, RSE and PSHE, but also across all other curriculum areas. For example, within the English Curriculum, pupils are introduced to literature from a range of cultures, in Art they are introduced to artists from a variety of cultures.
- Worship topics cover a variety of relevant issues. Pupils are encouraged to take a lead in such worships.
- Working with our local community.
- Encouraging and implementing initiatives to avoid different tensions between different groups of pupils. For example, our School Council has representatives from different year groups and is formed of pupils from different backgrounds. All pupils are encouraged to

participate in school activities. We work closely with parents to promote knowledge and understanding of different cultures.

- We have developed strong links with people and groups who have specialist knowledge about particular characteristics, which helps to inform and develop our approach, e.g EMTAS.

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at School Council; for parents, through parent governor representation and via the parent forum and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (Principle 8) and the engagement we have been involved in (Principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will review our objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded on CPOMS and dealt with appropriately. They will be reported also to the Local Authority in their Annual returns.

Roles and responsibilities

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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Appendix A
Equalities Information (published annually)

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- pupil conferencing
- parent questionnaires
- pupil questionnaires
- involvement of the school council
- staff surveys

March 2021	Number of Pupils	Percentage of School Population
Whole School	353	100%
Gender		
Male	194	55.0%
Female	159	45.0%
English as an Additional Language		
English	274	77.6%
Other	79	22.4%
Religion		
Christian Faith	200	56.7%
Hindu	19	5.4%
Buddhist	19	5.4%
Muslim	13	3.7%
Other religion	10	2.8%
No religion/refused	92	26.1%
SEND		
No SEND	320	90.7%
SEN Support	25	7.1%
EHCP	8	2.3%
Ethnicity		
White British	243	68.8%
Any other Asian	32	9.1%
Any other White	23	6.5%
Black African	12	3.4%

White and Asian	9	2.5%
Any other Mixed	7	2.0%
Indian	6	1.7%
Any other ethnic group	6	1.7%
White and Black Caribbean	5	1.4%
Pakistani	4	1.1%
Bangladeshi	2	0.6%
Black Caribbean	2	0.6%
Chinese	1	0.3%
Any other Black	1	0.3%

Appendix B Equality Objectives

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: To ensure SEND learners receive high quality personalised teaching and learning to improve progress and outcomes and achieve success for all.

Objective 2: To monitor and evaluate the achievement of vulnerable groups across all curriculum areas to ensure that they make accelerated progress to catch up with their peers.

Objective 3: To ensure equality of opportunity and diversity are effectively promoted across all areas of the curriculum. As a result all pupils understand, appreciate and respect difference.