

### Vision Statement

At St Michael's we strive to develop and inspire courageous, respectful and resilient learners encouraging them to serve with kindness and tolerance guided by our Christian values so that they can flourish, living 'life in all its fullness' (John 10:10)

### Policy Aim

As a church of England school we believe that every single one of us is made in the image of and is loved by God. Our school vision statement reflects our belief that all pupils should be able to flourish while in our care being free from discrimination so that they may live life in all its fullness (John 10:10).

This Equality Procedure for St Michael's CE(A) First School includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes..

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

### Our vision for equality

St Michael's CE (A) First School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

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.

**Our approach to equality** is based on the following key principles:

- **Shared Humanity**. Identifying commonality and shared values, aspirations and needs underpins our approach to equality.
- **Valuing & respecting difference and diversity**. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- **Interdependence, interaction and influence**. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- **Excellence**. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world.
- **Personal and cultural identity**. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- **Fairness and social justice**. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Regularly reviewing our behaviour policy ensuring that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Ensuring that the school's peer on peer abuse policy is regularly reviewed and its principles are embedded in
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Ensuring that teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

- Planning a broad curriculum which educates pupils about the richness of the world and its different culture
- Planning opportunities across the curriculum which add to pupil's cultural and social understanding, appreciation and tolerance

### **The specific roles and responsibilities within our school community**

#### *Our Headteacher will:*

- ensure that staff, parents/carers and pupils/students are informed about the Equality policy and objectives
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the procedure
- develop partnerships with external agencies regarding the procedure so that the school's actions are in line with the best advice available
- monitor the procedure and report to the Governing Body on the effectiveness of the procedure
- ensure that the senior leadership team (SLT) is kept up to date with any development affecting the procedure or actions arising from it.

#### *Our governing body will:*

- support the Headteacher in implementing any actions necessary
- evaluate and review the procedure.
- Ensure that linked policies (anti-bullying, behaviour SEND, safeguarding) are reviewed regularly

#### *Our Senior Leadership Team will:*

- have responsibility for supporting other staff in implementing this procedure
- provide a lead in the dissemination of information relating to the procedure
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this procedure.

#### *Our pupils/students will:*

- understand how the procedure relates to them, appropriate to age and ability
- be expected to act in accordance with the procedure.
- To report any concerns using school procedures

#### *Our parents/carers will:*

- have access to the procedure through a range of different media appropriate to their requirements
- be encouraged to actively support the procedure
- to report any concerns relating to equality
- be informed of any incident related to this procedure which could directly affect their child.

#### *Our school staff will:*

- be involved in the on-going development of the procedure
- be fully aware of the Equality Procedure and how it relates to them
- understand that this is a whole school issue and support the Equality Procedure
- make known any queries or training requirements.

### Staffing and the Equality Act

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character. (See Department of Education website for further guidance on this)

[http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0\\_064570/the-equality-act-2010](http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0_064570/the-equality-act-2010)

We interpret our duties positively and take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

### Equality Objectives 2021-2022

At St Michael's CE(A) First School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or -socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives for the academic year 2021-22:

**Objective 1:** To diminish the difference in writing between disadvantaged pupils and their peers

**Objective 2:** To plan opportunities for children to engage with pupils from more diverse communities, developing understanding and promoting tolerance and respect

**Objective 3:** To ensure that where a gender gap has been identified in any given cohort, that steps are taken to diminish the difference in performance