

Equalities Policy

Document Summary

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Frequency of Review:	Every 4 years (review Action plan annually)
Governing Committee:	Property
Statutory Policy?	Yes
On School Website?	No

FYI: Version control should be used for all formal documents and managed as:-

- 0.1 (1st draft version)
- 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- 1.0 (Once document has been approved)
- 1.2 (during review/approval of a lifecycle document i.e. policies)
- 2.0 (2nd approved document) and so on.

Amendment History

Version	Amendment Date	Author	Amendment Summary
3.1	110325	Pete Barnard and Malcolm Fiddler	Updated statistics for school demographic and checked Equalities act and public duties are up to date.
3.2	160625	Property Committee	Approved at meeting

St MICHAEL'S CE VC PRIMARY SCHOOL

Equalities Policy (v7) 2025-2029
Revised March 2025 and Approved June 2025

Vision and Values

At St Michael's School we provide a safe, happy and inspiring learning environment based around our core values of love, joy, hope and forgiveness.

We celebrate the uniqueness of every child, and encourage them to shine in all they do, preparing them for life's journey.

Let Your Light Shine

Key Principles

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

- 1. We have the highest expectations of all our children.** We believe that all pupils can make good progress and achieve to their highest potential.
- 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, and actively challenge all aspects of prejudice.** We actively promote positive attitudes and mutual respect between groups and communities different from each other and aim to eliminate all forms of harassment/bullying, including prejudice-based harassment/bullying. As a result, we aim to prepare our pupils to be good citizens, able to live and work harmoniously in a diverse society
- 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

Signature: Headteacher.....  Date.....11/3/25.

Signature: Chair of Governors.....Malcolm Fiddler.... Date.....11/3/25

Our school context

Our approach in promoting equality and fostering community cohesion reflects the context in which the school operates. The area was predominantly white and relatively affluent but over the past few years the demographic has changed (for example, in 2017 there were 38 children who spoke English as an additional language whereas in 2025 we have 155 children who speak English as an additional language). There are pockets of deprivation in the area, and the percentage of children eligible for pupil premium or PP+ is 13%. An increasing proportion of children come from a variety of ethnic minority backgrounds, with no one background predominant. The number of English as an additional language children is around 24%. The school is a Church of England school, although there are no requirements for pupils to have a CofE background.

The current make-up of the school is as follows (January 2025):

Total on roll	636	100%	English as additional language	155	24%
White British		63%	Free School Meals	68	10%
Indian		6%	FSM + 'ever 6' *	74	12%
Chinese		5%	Adopted from care/ special guardianship	6	2%
Traveller of Irish heritage	3	<1%	SEN register	112	17%
English as first language	481	76%			

**Ever 6 means pupils who have ever been FSM in the past 6 years, but not necessarily currently*

The school's Church of England foundation requires that the school should provide "a daily act of collective worship... consistent with the faith and practice of the Church of England" and that "the basic curriculum...shall include religious education consistent with the faith and practice of the Church of England".

We recognise that we are the only primary school serving the immediate area, and that many parents may choose us as the local community school, rather than as a Christian-based school. We aim therefore to balance the requirements of our foundation with the need to be inclusive and welcoming to all who wish to attend the school.

Legal Duties: 'protected characteristics'

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, as well as with two specific duties.

The **Public Sector Equality Duty** or "general duty" 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

There are also two "specific duties" set out in the 2011 regulations.

These requires all public organisations, including schools, to:

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

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 also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 shows the school's Equality Objectives for 2021-24 in an Equality Action Plan

Putting our principles into action

1. We have the highest expectations of all our children. *We believe that all pupils can make good progress and achieve to their highest potential. We believe that all children should achieve as highly as they are able, and we believe that there should be no artificial barriers preventing all children from doing so.*

To achieve this, we:

- provide a curriculum that challenges children and stimulates learning and offer support as appropriate for children with additional or special needs. We believe that high quality teaching that includes all children is the essential starting point.
- monitor our school data in line with all of the protected characteristics to ensure that any groups that are doing less well are quickly identified, and prompt action taken. This means that we examine issues of gender difference; material disadvantage (as measured by both free school meals and 'ever 6' criteria); Special Educational Needs; Looked After Children; children with disabilities; and any other issues which may act as a barrier to achievement.
- Ensure that we know our children (and families) very well: that additional needs and differences are identified as early as possible that any necessary action can be taken.
- Provide swift, targeted support for children falling behind their targets.
- Ensure that all staff are suitably trained to be able to recognise and redress any aspects of teaching or learning which may disadvantage any particular groups of children.
- Provide additional support for home learning for those families that are materially disadvantaged (eg laptops, tablets)

Our data suggests that, throughout the school children from minority ethnic/non-white British backgrounds achieve very well. The lowest performing 'groups' are children with SEND & children on FSM/supported by the pupil premium. These are our key target groups

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.*

To achieve this, we:

- Provide a curriculum that is stimulating, relevant, and which promotes the spiritual, moral, social and cultural development of all our pupils (see separate guidelines). This will include a wide variety of visits and visitors.
- Hold regular curriculum enrichment events (e.g., art, dance and music weeks) to develop children's cultural awareness and understanding.
- 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, and promoting positive images.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. (eg sharing the importance of Diwali or Eid)

- Regularly explore issues of gender stereotyping and disability, and many opportunities are provided through our Personal, Social and Health and Economic Education (PSHE) programme and RSE (Relationships & Sex Education) programme to explore the diverse nature of families within the school community and for children to share their own experiences with their peers.
- Include within our curriculum study of the contribution of different cultures to world history.
- Have a school uniform that does not create unnecessary distinctions between boys and girls, and which is accommodating of different faith practices.
- Ensure that all staff are suitably trained to maximise the potential for developing cultural awareness and using the diversity of the school population as a learning resource.

3. We foster positive attitudes and relationships, and actively challenge all aspects of prejudice. *We actively promote positive attitudes and mutual respect between groups and communities different from each other and aim to eliminate all forms of harassment/bullying, including prejudice-based harassment/bullying. As a result, we aim to prepare our pupils to be good citizens, able to live and work harmoniously in a diverse society*

To achieve this, we:

- Challenge all forms of prejudice and prejudice-based harassment and bullying:
 - 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 attitudes
- Promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g., Black History Month, Deaf Awareness week
- Have robust policies and procedures for dealing with incidents of harassment, bullying, racist, sexist, or xenophobic behaviour (**see Anti-bullying and Relationship and Behaviour policies**)

Prejudice-based incidents

All staff are provided with training 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 immediate and robust action to address any incidents.

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.*

To achieve this, we:

- Actively promote understanding of the diversity that exists within the school and local community, and celebrate that diversity
- Encourage and support all pupils to be secure in their own sense of identity
- Provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- Include Equalities matters in our Newsletters to parents and Carers
- Encourage all members of the school community to engage fully in the life of the school, including social events (such as those run by the PTFA), the governing body, parents' evenings, assemblies and performances

- Employ a family support worker to engage families who may find it more difficult to get involved in the life of the school
- Work closely with external agencies to support our work with families.

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*

To achieve this, we:

- Follow South Gloucestershire Council recruitment guidelines and aim to employ the best possible staff regardless of ethnic origin, gender, disability, age or sexual orientation.
- Are aware that many of these groups are underrepresented on our workforce and aim to encourage more applications from people of different backgrounds.
- Are committed to providing high quality career development and performance management for all staff and provide mentors for all new staff.

Consulting with the whole school community

At St Michael's School we believe strongly in participation at all levels and by all sections of the school community and beyond.

To achieve this, we:

- Consult with pupils through; surveys, a school council which meets regularly, class discussions and assemblies;
- Consult with parents through regular questionnaires, the governors, informal and formal contacts; above all by fostering a climate of transparency and accessibility.
- Consult with staff through staff meetings; surveys; regular discussions both formal and informal; structures (Key Stage Leaders/Senior Leadership Team)
- Consult with governors through meetings and surveys.
- Consult with the wider community through meetings and a variety of formal and informal contacts.
- analyse issues raised in Annual Reviews or reviews of progress on Individual Provision Maps, mentoring and support.

Involvement of stakeholders in policy formation/review

All stakeholders are encouraged to participate in the drawing up/review of this policy and action plan. This will involve the following: letter to all parents; elicitation of views; publication of draft policy and action plan on the school website; discussion by staff and governors; discussion in school council

Assessing Impact /Key areas for monitoring/action

- We have a rolling programme for reviewing all our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils (= 'impact assessment'). The implications for equalities of new policies and practices are considered before they are introduced.
- We maintain records of all training relating the Equalities
- We keep minutes of meetings where equality issues are discussed

The following are key areas for regular information gathering & monitoring. These form the basis for our annual 'Equalities Action Plan Assessment', the results of which will be published on the school website and help inform further actions.

- Achievement
- Attendance
- Admissions (controlled by the Local Authority, and subject to their rules)
- Behaviour/Exclusions/harassment incidents

- Physical access
- Workforce recruitment and training
- Governor recruitment
- Impact/take-up of extended schools' activities

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 2025-29 are:

Objective	Measure
Reduce the number of homophobic incidents to zero.	End of year Incident log
Pupil Progress to be in line with or exceed national averages	End of KS2 data
Continue to improve outcomes for SEN pupils throughout the school, ensuring that every pupil makes good progress from their starting point	SEN progress data
Reduce the gap year on year between PP attainment and non-PP attainments	End of KS1 and KS2 data
Increase participation by FSM/ever 6 pupils in camp, after school clubs and music provision Continue to improve access to additional provision by disadvantaged groups	% involvement Clubs/extended services data Home learning engagement
Reduce gap in attendance between PP and non-PP children	End of year attendance data
Provide appropriate support for EAL pupils to develop their home language alongside English, so that EAL pupils have no attainment gap by the time they leave primary school	End of KS2 data
Continue to provide opportunities for school to come together in a social way. Increase levels of EAL family participation in school life	Analysis of events and participation levels
Increase proportion of EAL staff	Staff data

We produce an Equality Action Plan that shows how we will achieve our objectives (Appendix 1)

Procurement and Contractors

All contractors are expected to comply with the school's equality policy and practices. Where possible and practical the school will seek to ensure that sources of procurement adhere to similar standards. We aim to do this by:

- Checking that contractors are aware of equality issues, including harassment and bullying particularly if in contact with pupils/staff.
- Making it clear in our correspondence with contractors that we are committed to equality

Visitors to the School

Visitors to the school (including regular helpers) are expected to comply with the school's equality policy and practices. We do this by:

- Ensuring our commitment to equality is made clear (leaflets/notices)
- All discriminatory behaviour is immediately challenged

Responsibilities/ Monitoring and Review

Governing Body Responsibilities:

- Ensuring the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed
- Assist the Headteacher in monitoring the Action Plan

Head Teacher responsibilities

- Ensuring the school Equality Scheme and its procedures are followed
- Ensuring the Equality Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the Action Plan
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability

Staff Responsibilities

As appropriate to their role, all 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.
- Be able to recognise and challenge bias and stereotyping
- Avoid discrimination against anyone for reasons of ethnicity, disability or gender
- Take up training and learning opportunities
- Provide appropriate support pupils for whom English is an additional language

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 2010 at a whole staff meeting at the start of the school year.

Publishing the Policy and Action Plan; Annual Review

This policy and action plan is published on the school website. Hard copies are available from the school office. It is available on request in different formats (e.g., large type; Braille; languages other than English)

This policy will be reviewed at four-yearly intervals. The Action Plan will be monitored by the Property Committee of the Governing Body on an annual basis, and a report presented to governors and parents (via the school website) on an annual basis.

Review Date: 2029

Draft approved by the Property Committee:

Approved by the Full Governing Body:

Interim reviews (annual):

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices		Date	Mar 25
EIA CARRIED OUT BY:	P Barnard and M Fiddler	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	Nil	Avoid wrongful use of/access to data
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).	Nil	As above
Gender Reassignment (transsexual)	Nil	“
Marriage and civil partnership	Nil	“
Pregnancy and maternity	Nil	
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)	Nil	“
Religion or belief (practices of worship, religious or cultural observance, including non-belief)	Nil	“
Gender (male, female)	Nil	“
Sexual orientation (gay, lesbian, bisexual; actual or perceived)	Nil	“