

# St Michael's CE Primary School Sydenham



## Equality Policy

(including Diversity and Inclusion Objectives)

Agreed by the Governing Body on: *Autumn 2023*

Signed (Chair): *Beryl Fielder*

Review Date: *Autumn 2027*

At St Michael's, we are committed to providing our pupils with a broad, balanced and aspirational curriculum, which is accessible to all. It is our ambition to develop the potential of all individuals to prepare them for their roles as adult members of society.

As a Church of England school, we believe that every person is uniquely and lovingly created by God and is made in the image and likeness of God. We therefore expect that everyone, the staff, children, parents and wider community, will be treated and treat others with respect.

We aim to foster a sense of community and belonging, and to offer opportunities for learners to flourish in their potential, including those who may have experienced previous difficulties and those who are particularly able. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take into account their varied life experiences and needs.

Public bodies such as schools have a duty, under the 2010 Equality Act, to ensure they promote equality within their organisation. At St Michael's we believe in the right of every single person to be treated with equal dignity and compassion alongside equal legal protection is fundamental to the ethos that underpins everything we do in school.

**The Equality Act makes explicit our responsibility to have due regard to the need to:**

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

In this respect, a protected characteristic could be any one of a multitude of factors that are shared by particular groups of people. Our policy will include the 9 listed on the equality act 2010; such as age, disability, race, gender, gender identity, marriage and civil partnership (for employees), pregnancy and maternity (for employees), religion and belief and sexual orientation.

As a school, we are in the privileged position of supporting equality in our current practices, whilst also helping children to develop and embed the principles of equality and responsibility which will best promote this in the longer term.

We will collect and use equality information to help us to:

- Identify key issues;
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- Assess whether we are discriminating unlawfully when carrying out any of our functions;
- Identify what the key equality issues are for our organisation;
- Assess performance;
- Benchmark our performance and processes against those of similar organisations, nationally or locally;
- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- Foster good relationships as part of the community;

- Develop equality objectives to meet the specific duties;
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving

### **Publication of Equality Information**

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

### **Principles into practice:**

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. The following list covers some of the main ways in which we seek to implement our moral and legal responsibilities to ensure equality within school. However, this is by no means an exhaustive list and there is of course a crossover between many of these elements:

- Analysis of exclusion and other data enables the school to track particular groups and address any concerns.
- Our admissions arrangements, which are administered by Lewisham, are fair and transparent, and we do not discriminate against pupils by treating them less favourably on any grounds.
- 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.
- We have an Accessibility Plan in place, which is designed to support pupils with a disability, so that they can fully participate in the curriculum, as well as designed to improve the physical environment and availability of accessible information to pupils who have disabilities.
- We are committed to meeting the individual needs of each member of our community and will take full account of the 9 protected characteristics from the Equality Act 2010.
- To ensure equality of opportunity, we monitor attainment and achievement through data analysis. Any issues identified, are recorded within our school improvement plan.

- We actively promote diversity and inclusion through the curriculum and by creating an environment which is underpinned by our one rule of respect for all and awareness and acceptance towards others.
- Our PSCHE curriculum, (Safe & Healthy Body, Mind and Spirit Curriculum) at St Michael's, is supported by a range of resources which includes the NSPCC, Picture News, UNICEF, Twinkl and SEAL.
- Our core values are taught to address equality, during collective worship time and the statutory Health and Relationships Education lessons (HRE), the wider curriculum and through specific events which celebrate and promote community cohesion and diversity.
- Regular informal assessment, summative assessments three times a year and Pupil Progress meetings aim to ensure that all children have equality of opportunity and that potential barriers to learning and participation are removed.
- The 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.
- We support 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. Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- 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.

### **Diversity and Inclusion Objectives**

As part of our commitment to our duties under the Equality Act 2010, the Leadership Team and strategy committee of the Board of Governors at St Michael's produce Equality and Diversity Objectives, which feed into the School Improvement Plan. These reflect our vision statement and commitment for children to flourish in their potential.

The Leadership Team and Governors at St Michael's regularly review the progress we are making to meet our equality objectives and, where needed, additional actions are put into place. Annually, as part of the evaluation of the School Improvement plan, progress towards our identified objectives is reported on and the objectives, where necessary, adjusted.

### **Our Equality Objectives are:**

#### **Objective 1: To foster good relations among all members of the school community to develop children's characters.**

- raise awareness of, and promote positive attitudes and respect towards a diverse community;
- promote greater understanding of the 9 protected characteristics;
- ensure all members of the school community are treated, and treat each other, with respect.

#### **Actions we are taking towards meeting this objective:**

- ❖ Information workshop for parents at the start of the academic year, which are always well attended and well received. At the workshop teachers explain to parents that there is an expectation that all stakeholders, including parents, children, staff and governors, are expected to demonstrate the seven core values – respect, love, hope, peace, trust, joy and resilience.
- ❖ Foster positive relationships between older and younger pupils with our buddy system.
- ❖ Create opportunities for children to engage with older generation by inviting grandparents and older members of the community to some of our services and events.

- ❖ Collective worship focus on one of the school values each half-term and focus on healthy, positive and respectful relationships with others. These are also followed up in class discussions.
- ❖ Implementing and embedding Safe & Healthy Body, Mind and Spirit Curriculum.
- ❖ Mapping out opportunities across both the curriculum and school life in the wider sense, to develop the 4 key life skills of: showing empathy; having the ability to compromise and negotiate; taking ownerships of one's own actions; expressing feelings with appropriate words rather than impulsive behavioural reactions.
- ❖ Monitoring the teaching of our core values and social, moral, spiritual and cultural aspects of our curriculum.
- ❖ A robust system of monitoring and incidents related to SEND, prejudice and HBT phobia (homo, bi and transphobia) which is analysed on a termly basis and reported to the Governing board.
- ❖ Ensuring that the Restorative Justice approach is used consistently.
- ❖ Implementing 'Big Questions' in the RE curriculum.
- ❖ Work towards achieving Rights Respecting school award.
- ❖ See pupil premium grant for more information about how pupil premium funding is spent.

**Objective 2 To raise the achievement of reading and writing across the school, with a particular focus on boys, SEND and disadvantaged children:**

- All children, with the exception of identified SEND children, to achieve at least expected standards in reading and writing. Children with identified SEN needs to achieve targets set by teacher, in liaison with Inclusion Manager
- Evidence of learning in books show that children in identified groups are making good and sustained progress in reading and writing

**Actions we are taking towards meeting this objective:**

- ❖ Review and analyse information and data to ensure equality achievement for all pupils.
- ❖ Continue to track and monitor progress of pupil groups and use Pupil Progress meetings as a platform to identify 'next step' actions and adapt practice in a timely way as well as implement interventions as appropriate.
- ❖ CPD planned in for this academic year, with a focus on reading and writing.
- ❖ Writing linked to the wider curriculum and books / writing focuses chosen to engage the children.
- ❖ Implementing and embedding an updated SPAG (spelling, punctuation and grammar) approach – a combination of a structured spelling scheme and Alan Peat sentences & grammar.
- ❖ Whole class reading approach in Key Stage 2 implemented.
- ❖ Teaching Assistants are deployed strategically across the school to ensure that they are being used effectively and to maximise impact
- ❖ Continue to audit the curriculum to ensure that all groups are represented in materials and resources.
- ❖ Collaborative learning approach (Kagan) embedded, which allow the children to take ownership of their learning.
- ❖ Rigorous system in place for the monitoring of the teaching of writing, impact of marking and quality of the books. This includes regular learning walks, booklooks and pupil interviews by SMT and subject leaders.
- ❖ Coaching, team teaching and modelling for staff
- ❖ See pupil premium grant for more information about how pupil premium funding is spent.

**Objective 3: To develop the quality and breadth of the creative curriculum to ensure disadvantaged pupils are exposed to cultural experiences and knowledge to enable every child to have an abundance of excellent experiences**

- ❖ Continue to develop depth of curriculum to ensure all subjects are taught equally well and with similar depth and includes memorable experiences that will bring the learning to life.
- ❖ Embed use of knowledge organisers in wider curriculum and develop and use pop quizzes to assess children's recall of knowledge acquired.
- ❖ Quality CPD to develop the teachers' subject knowledge.
- ❖ Embed strategies, such as Kagan Quiz, Quiz, Trade, to help children remember long term the content they have been taught.
- ❖ Subject leaders to implement a quality action plan to monitor and improve the quality of teaching and learning in their subject area.
- ❖ See pupil premium grant for more information about how pupil premium funding is spent.

**Monitoring and review**

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body annually.