

# St. Michael's C of E (A) Infant School

## Equalities Policy

Agreed by Staff and Governors: May 2021  
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#### **Statement / principles**

The policy outlines the commitment of St. Michael's C.E Infant School and all staff and governors to promote equality. This involves tackling the barriers that could lead to unequal outcomes for identified groups of students, staff, parents/carers, governing body members and visitors to the school, ensuring that there is equality of access; every member of the school should feel safe, secure, valued and of equal worth. Equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010. 2.1

#### **Monitoring and review**

The responsibility for co-ordinating the monitoring and evaluation of this policy is the Executive Head along with the Head of School with support and guidance from the Governing Body. The Head of School is responsible for:

- Providing updates and working closely with the GB member responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and those entitled to the Pupil Premium, in the following recommended areas:

- Pupils' progress and attainment
- Teaching and learning o Behaviour, discipline and exclusions
- Attendance

- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

### **3.0 Policy commitments/objectives**

#### **3.1 Promoting equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families within and beyond the school community;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

#### **3.2 Promoting equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs, disability and disadvantage;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

#### **3.3 Promoting equality: Ethos and culture**

At St. Michael's C.E Infant School, we are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;

- There should be a feeling of openness and tolerance which welcomes everyone to the school; – The pupils are encouraged to greet visitors to the school with respect;
- The displays around the school will be of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities, wherever possible;
- Provision is made for the cultural, social, moral and spiritual needs of all pupils through the planning of worship, classroom based and off site activities;
- Pupils are given an effective voice, for example through a School Council and through pupil surveys, which regularly seek their views;

- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

### **3.4 Promoting equality: Staff recruitment and professional development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **3.5 Promoting equality: Countering and challenging harassment and bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and local governing committee members
- Annually an anti-bullying week will be held in November to inform and challenge discriminatory behaviour throughout the school.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents (Head of School);
- The headteacher reports will include information about any prejudice related incidents recorded in the school.

### **3.6 Promoting equality: Partnerships with parents/carers and the wider community**

St. Michael's C.E Infant School aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

In October 2010 the Equality Act came in force and introduced the term 'protected characteristic' to refer to aspects of a person's identity explicitly protected from discrimination. Nine are identified:

- Race
- Disability
- Gender
- Age
- Sexual orientation
- Religion and belief
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

## **Responsibility for the policy.**

In our school, all members of the school community have a responsibility for the promotion of equalities

### **4.1 The Governing Body has a responsibility for ensuring that:**

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities governor will have an overview, on behalf of the GB, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

### **4.2 The Executive Head and Head of School have a responsibility for:**

- In partnership with the GB, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination

### **4.3 All School staff have responsibility for:**

- The implementation of the school's equalities policy;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010;
- Keeping up to date with equalities legislation by attending training events organised by the school, St. Michael's C.E Infant School or recognised training provider.

### **4.4 Measuring the impact of the policy**

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our school. Findings from the equality impact assessments will be used to make improvements and create an action plan if necessary.

## Equality objectives 2021

Ref	Objective	Measured by	Activity	Lead	Progress milestones
1	<p>PROMOTING EQUALITY – ETHOS AND CULTURE</p> <p>Provide training opportunities for all staff to explore unconscious bias and how we support and encourage this within our organisation.</p> <p><b>Unconscious bias</b> (or <b>implicit bias</b>) is often <b>defined</b> as <b>prejudice</b> or <b>unsupported judgments</b> in favour of or against one thing, person, or group as compared to another, in a way that is usually considered unfair. ... In contrast, deliberate prejudices are <b>defined</b> as <b>conscious bias</b> (or <b>explicit bias</b>).</p> <p>Why:</p> <p>Recent global events have highlighted issues related to racial prejudice and we feel we should engage with training to develop our personal and professional understanding of this and other areas of potential bias.</p>	<p>HT Training completed.</p> <p>Training disseminated to staff completed.</p> <p>Staff engagement with area covered.</p> <p>Staff meeting minutes.</p>	<p>CPD to explore our understanding of the area and reflect personally on our own experiences and how they might influence our behaviours as individuals and staff members.</p> <p>Reflection on diversity seen in school (pupils, staff and governing body) on a regular basis.</p>	<p>Leadership Team</p>	<p>Training completed.</p> <p>Staff awareness raised.</p> <p>Any bias is identified and challenged and alternative behaviours explored.</p>
2	<p>PROMOTING EQUALITY – ETHOS AND CULTURE</p> <p>Ensure all literature, including reading books sent home to children, promotes diversity and equality at an age and stage appropriate level.</p> <p>Why:</p> <p>We have identified that many of our books are old-fashioned and many contain out dated references and content. Reading is a valued activity and we feel children should be exposed to high quality books that deliver a positive equality message.</p>	<p>HoS</p>	<p>School library review to take place to ensure books have been checked for appropriate content relating to protected groups.</p> <p>Any books identified as inappropriate to be removed and replaced.</p> <p>New books to be purchased</p>	<p>Literacy lead</p>	<p>Completion of audit.</p> <p>Purchase of new books to broaden range of books showing and promoting inclusion and celebrating difference.</p>

3	<p><b>PROMOTING EQUALITY – PARTNERSHIPS WITH PARENTS</b></p> <p>Raise awareness and provide parents with opportunities to better understand issues related to equality</p> <p>Why: Parents are a vital part of our community and should contribute to equality objective decisions and monitoring.</p>	Equality group	<p>e-mails and newsletters content explicitly contains equality information and signposts to resources (high-quality leaflets, resources, websites etc)</p> <p>Parent workshops (when possible at the school or by zoom)</p> <p>Set up an equality group including parents and staff.</p> <p>Content on website including policy and objectives and these are reviewed by the equality group.</p>	<p>HoS</p> <p>Exec. Head</p> <p>Exec. Head</p>	<p>Regular content seen.</p> <p>Workshops held and well attended.</p> <p>Group established. Meet regularly. Objectives reviewed and actions taken if any issues are identified.</p>
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