



Equality Objectives

Last updated:	March 2023
Last reviewed on:	March 2023
Next review due by:	March 2024



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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Katie Partridge. They will:

- Meet with the designated member of staff for equality at least every 12 months; and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training



- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every 6 months to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)



- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Be aware of the attainment data and progress for all pupils whatever their particular characteristics.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying) if appropriate.

6. Fostering good relations

The school aims 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, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding Collective Worship dealing with relevant issues. Pupils will be encouraged to take a lead in such CW and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for different genders

Risk assessments show we have actively considered our equality duties and asked ourselves relevant questions when planning school trips and activities.



8. Equality objectives

Objective	Purpose	How will this be achieved?	Responsibility	Timescale	Success Criteria
1. Eliminate unlawful discrimination, harassment and victimisation	To discourage and respond to all incidents and prejudiced based bullying	<ul style="list-style-type: none"> Regular reviewing of existing policies and practices relating to discrimination, bullying or victimisation. Appropriate reporting measures in place via My Concern – highlights bullying and followed up by SLT Student council to raise awareness and tolerance across the schools. New behaviour curriculum introduced in September 2022 with whole staff training, being tweaked as necessary. Lunchtime staff behaviour management training starting and will be shared with TAs and teachers as well for whole school approach 	Whole school HT FGB SLT	Ongoing Ongoing Summer term Ongoing Summer term	<ul style="list-style-type: none"> The equality governor can monitor policies and procedures through school visits. Staff and students/pupils/children feel that they are working within a culture that is inclusive. Increased staff confidence All reported incidents are investigated and action taken. Reintroduction of school council and Friendship champions Students/pupils/children feel safer.
2. Equality of Opportunity for all students/pupils / Children	To fully engage the Friendship Champions and school council in reviewing all aspects of	<ul style="list-style-type: none"> Friendship Champions and school council to design and set their own equality objectives Friendship Champions and school council to have time to reflect on their own equality objectives. 	HT SLT	Summer 2023 Summer 2023	Revised pupil equality objectives reflects the views and issues raised by pupils. Issues identified and acted upon.

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	equality across the partnership	<ul style="list-style-type: none"> • Friendship Champions to meet with Headteacher to ensure that the revised plan addresses issues raised and includes Equality Objectives written by them • Friendly Faces Powerpoint shared for AHS to be shared with year 5-6 children 		Autumn 2023 Summer 2023	
3. Equality of Outcome	To further improve the capacity of Pupil Premium funding to 'close the gap' so that pupils from more disadvantaged backgrounds have improved life chances.	<ul style="list-style-type: none"> • Develop a greater understanding of the barriers to pupils in this group- staff in each class are aware of PP pupils and their particular barriers and have strategies to help. This is continually reviewed and adapted. • Aim to increase the number of parents/carers/pupils in this group who are engaging positively with the partnership to further 'close the gap'- the nurture leads role has been developed to become Pastoral Lead Practitioner which includes Parent Support Advisor to reach out to struggling families. 	HT SLT Class teachers	Through staff and SLT meetings Continuously reviewed	<ul style="list-style-type: none"> • All staff know which pupils make up this group and have interventions in place to support their progress. • Parents/carers are more able to support their child at home. • Parents/carers are engaging with school on a regular basis.
4. Equality of Opportunity	To improve the capacity of the school to support pupils with a protected characteristic	<ul style="list-style-type: none"> • Develop a greater understanding of the pupils needs in this group. • Provide additional CPD opportunities for staff to support pupils in this group. • RSHE curriculum. • Neurodiversity week • Develop contacts locally, regionally and professionally to be able to further support pupils. • Visitors to school – starting to be invited in – Janet Marshall's diversity visits, PAT dog 	HT SLT SLT	Continual CPD, reviewed annually Ongoing Spring 2023 Ongoing	<p>Pupils feel more welcome at school and are able to access the curriculum.</p> <p>Look at anonymised Boxall tracking for pupils with protected characteristics.</p> <p>Pupils feel more supported via relevant information and help.</p>

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		<ul style="list-style-type: none"> • Career days – FLD planned for summer term looking at careers removing stereotypes, and also dress up day to dress up as what you'd like to be when you grow up. 		Summer term	
5. Equality of staff recruitment	To ensure equal opportunities for all types of diversity	<ul style="list-style-type: none"> • Ensure all members of staff and governors involved in recruitment and selection are trained on equal opportunities and non-discrimination within safer recruitment training. • 	HT SLT FGB		Training evaluation data will show that 100% of those attending safer recruitment training have a good understanding of the legal requirements.