



George Mitchell School

Equality information & Objectives (public sector quality duty) statement for publication Policy June 2024

Date to be reviewed	June 2025
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Equalities Statement and Action Plan 2024/2025

'More is in me'

At George Mitchell School, Governors and Staff are committed to ensuring equality of opportunity for all irrespective of race, gender, disability, belief, sexual orientation, age or socioeconomic background in line with the Equality Act 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us. Through our work in the classroom, we will seek to foster within our pupils their own commitment equality by:

- promoting attitudes and values that challenge any discriminatory behaviour or prejudice;
- challenging bullying and stereotypes;
- developing and understanding of the different form's discrimination can take;
- understanding the impact discrimination can have on others;
- creating an environment which champions respect for all.

As a school we also:

- make sure the school is a safe, secure and stimulating place for everyone;
- ensure that everyone is treated fairly and with respect;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community without stereotyping;
- ensure we have clear procedures for dealing with prejudice-related bullying and incidents;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide regular opportunities for the school community have opportunities to share their views;
- recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same;
- recognise that for some pupils, extra support is needed to help them to achieve and be successful;
- carefully monitor the progress of vulnerable groups of pupils and put in place strategies within and outside of the class to ensure everyone achieves their best.
- ensure that the workforce reflects the student population

OUR ETHOS

At George Mitchell our PRIDE core values support this aim:

Perseverance – Enjoy the challenge

Respect – Be kind, be safe

Independence – Think for yourself

Diversity = Include everyone

Equality – Go above and beyond

A	D	S	C	R	B	SO	M	P	Objective	Planned Actions	Staff	Success Criteria
									To improve children's understanding of different families and relationships (including same sex).	<p>To integrate our Relationships Education within our PSHE and PD units across the school.</p> <p>Raise the profile of difference participating in national awareness days and books throughout the school.</p> <p>To review curriculum and resources to ensure a reflection of diversity across the curriculum.</p>	<p>PSHE Leader primary and RE and personal development leader secondary</p> <p>AHT Personal development</p> <p>Subject leaders</p>	Increased knowledge and understanding of relationships education and keeping themselves safe.
									To broaden children's understanding of difference, including additional needs (physical and learning).	<p>Raise the profile of difference, including additional needs (physical and learning) through assemblies, significant people, national awareness days and books throughout the school.</p> <p>Whole class awareness session on SEND e.g. What does it mean to be autistic?</p> <p>SEND books purchased for the school libraries.</p> <p>Visuals used within lessons are inclusive and diverse throughout the curriculum.</p>	<p>PSHE Leader primary and RE and personal development leader secondary</p> <p>AHT Inclusion</p>	Increased knowledge and understanding of difference, including additional needs (physical and learning).

								<p>To raise awareness of sexual orientation and promote positive attitudes towards alternative lifestyles and lessen the chances of words such as 'Gay' being used negatively.</p>	<p>To integrate our Relationships Education within our PSHE and PD units across the school.</p> <p>Interventions completed with classes/ groups or individuals when required</p> <p>Purchase books on diversity for the school library.</p> <p>Train FAB members to support victims of bullying or provide a safe space for group members to talk.</p>	<p>PSHE Leader primary and RE and personal development leader secondary</p> <p>AHT Personal development</p>	<p>Terms like gay are not used negatively/ inappropriately.</p> <p>Increased knowledge of difference.</p>
								<p>To broaden pupils understanding of different faiths/ cultures, including humanism and secularism.</p>	<p>Celebration of other religious events in school e.g. Diwali, Eid, Holi, etc.</p> <p>Continue to raise awareness of different religions by having visitors in school and visiting different places of worship. Link this to stories from each faith within our school texts (primary) or curriculum secondary.</p> <p>Include key festivals, national awareness days and significant people within planned collective worship.</p>	<p>PSHE Leader primary and RE and personal development leader secondary</p> <p>AHT Personal development</p>	<p>Increased awareness and understanding of other religions / communities.</p> <p>Visits and visitors shared with the community through Facebook.</p>

								Observe good equalities practice, including staff recruitment, retention and development.	Encourage applications from key groups in advertisements.	Head teacher HR adviser	Diverse workforce Workforce representative of school population and local context.
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A - Age, D – Disability, S – sex / gender reassignment*, CC - Community Cohesion, R - race, B - Belief or Religion, SO - Sexual Orientation, M - Marriage and civil partnership P = pregnancy and maternity

Monitoring is the responsibility of the Headteacher, Governors (through the School Improvement Committee) and senior leader with responsibility for inclusion. Staff, parents and pupils have been consulted. The statement and action plan will be reviewed annually. (Legally, the objectives must be published at least every four years.)

Reviewed by the SLG:	Approved by Governors:	Next review date:
June 2024	June 2024	June 2025