

# Saint Michael's CE High School

*A Church of England Academy*



**Therefore, choose**

## Single Equalities Policy 2021-2025 and Annual Statement January 2022

|   |  |
|---|--|
| <b>Responsibility to present to Headteacher</b> | Headteacher  |
| <b>Approved</b>                                 | Chairs' Committee – January 2022                                       |
| <b>Next Review</b>                              | Chairs' Committee:<br>Policy - 2025<br>Annual Statement – January 2023 |
| <b>Statutory</b>                                | Yes  |
| <b>Required on school website</b>               | Yes  |

## ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

### A BRIEF SUMMARY OF OUR CHRISTIAN VISION

Our motto is **'Therefore choose [life]'** from Deuteronomy.



We understand this to mean growing in **body, mind and spirit**, so that all who learn and work here may flourish, experiencing the joy and hope of **'Life in all its fullness'**.

**This is further explained in our Mission Statement,**

*'As a vibrant learning community  
we choose to serve God,  
pursue excellence  
and celebrate the uniqueness of each individual.'*

## Background to policy and legislation:

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. In April 2011 the Public Sector Duty came into force and from the following year schools had a specific duty to publish objectives.

This Single Equality Policy brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community - pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

The equality act sets out statutory duties in relation to the following protected characteristics: race, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, age, marriage and civil partnerships.

The school aims to meet its obligations under the Public Sector Equality Duty (PSED) by:

-Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act

-Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

-Fostering good relations between people who share a protected characteristic and people who do not share it

## 1. Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of St Michael's CE High School to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community including pupils, staff, Parents/carers, Governors, visitors, Multi-agency staff, Trainee Teachers etc.

We believe that equality should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community, 'Team St Michael's' should feel safe, secure, valued and of equal worth.

At St Michael's we believe that everyone should have the opportunity to flourish irrespective of:

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

Our daily practices and approaches in school underpin our inclusive approach:

For example,

Our mission statement: 'As a vibrant learning community, We choose to serve God, pursue excellence

and **'celebrate the uniqueness of each individual.'**

Our Behaviour Mantra: **'treat everyone with dignity and respect'**

Our approach to the **'Every child Matters'**(and knows that they matter) agenda

Our **ethos as a Distinctly Christian place of learning** where the worth of each individual as a unique and precious child of God is celebrated and valued.

## 2. Context of School

St Michael's is a diverse learning community and its make up is broadly representative of the Chorley area.

Currently (January 2022)

There are 1136 pupils on roll of which approximately 54% are female and 46% are male.

**Many different ethnic backgrounds are represented in the pupils on roll.**

|                             |      |
|-----------------------------|------|
| Any other black background  | 3    |
| Any other ethnic background | 1    |
| Any other mixed background  | 10   |
| Any other white background  | 6    |
| Bangladeshi                 | 1    |
| Black African               | 4    |
| Black Caribbean             | 1    |
| Chinese                     | 4    |
| Indian                      | 2    |
| Information not provided    | 25   |
| Refused                     | 38   |
| White British               | 1027 |
| White Irish                 | 1    |
| White and Asian             | 5    |
| White and Black African     | 1    |
| White and Black Caribbean   | 7    |

SEND

|                 | Y 7 – 11 | %    |
|-----------------|----------|------|
| <b>EHCP (E)</b> | 10       | 0.9% |
| <b>SEND (K)</b> | 95       | 8.4% |

Pupil Premium

|     | Number of pupils | % of cohort |
|-----|------------------|-------------|
| FSM | 33               | 3%          |
| PP  | 90               | 8%          |
| E6  | 45               | 4%          |
| CLA | 8                | 0.7%        |

- 3% (33 pupils) are eligible for FSM.
- 8% (90) are Pupil Premium.
- **Less than 6% of the cohort are from minority ethnic groups.**
- 10 pupils (0.9%) have English as an additional language.
- 8 pupils (0.7%) are Children in Care.
- 105 pupils (9%) are on the SEND register.

- 10 pupils 0.9% have an EHCP

Different ethnic backgrounds are represented on the school staff:

|                            |    |
|----------------------------|----|
| Any other white background | 3  |
| Information not provided   | 12 |
| White British              | 92 |
| White Irish                | 1  |

The school serves a community which is predominantly white British. People from ethnic minority groups make up about 2% of Chorley's population. The deprivation indicator for the school is 0.09 suggesting pupils predominantly come from less deprived areas. The school has 14 foundation parishes and strong links with many of its feeder primary schools of which there are over 50. The school also has strong links with each of the local Anglican churches as well as links with Mosques and Synagogues in the Blackburn and Manchester area.

The school is physically accessible and has lift access to first floor areas.

We are a very stable school with approximately 98% of pupils joining Y7 before 1 October.

### 3. Ethos and Atmosphere

We are very much a 'team' at St. Michael's; staff, pupils, parents and governors work closely together to ensure that **every pupil** has the opportunity to **grow in body, mind and spirit**; to **flourish** as a child of God and experience the joy and hope of 'life in all its fullness'.

The highest expectations and aspirations are key features of our school life. Serving God, pursuing excellence and **celebrating the uniqueness of each individual** are at the heart of our distinctive ethos as we strive to 'be the best that we can be'. We create and sustain our caring, Christian community by encouraging positive, supportive relationships, based on **Christian values** and striking a genuine balance between the highest academic standards and opportunities for personal growth and character development.

The school motto – '**Therefore, choose**' is taken from the book of Deuteronomy in the bible. This encapsulates our aim to prepare and equip each of our pupils so that they are able to make informed choices in every area of their lives. We believe that successful education addresses the whole of what it means to be a happy, fulfilled and successful adult who can flourish in the 21<sup>st</sup> Century.

- At St Michael's mutual respect between all members of the school community prevails. This is regularly reinforced with our mantra of '**treat everyone with dignity and respect.**'
- There is an openness of atmosphere which **welcomes everyone** to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- Staff and pupils are encouraged to greet each other and visitors to the school with friendliness and respect.
- The displays around the school, our website and promotional materials are of a high quality and reflect diversity across all aspects of our life. Equality of opportunity is monitored.

'Team St Michael's' is a phrase that is often heard throughout school and we actively seek to develop effective partnerships with and promote the involvement of staff, pupils, parents/ carers, governors in supporting and developing equalities.

- Social, Moral, Spiritual and Cultural development is integral to our curriculum provision. It is enhanced through the taught curriculum, through leadership opportunities, the wide range of visits and trips (including residential), through outside speakers, the Living Education Programme, Worship, Assemblies and Christian Values Enrichment Days for example and helps to prepare pupils for life in modern Britain. Equally, pupils also develop an understanding of Fundamental British Values.
- We seek to provide opportunities for our young people to **flourish, growing in body, mind and spirit.**

#### 4. Policy Development

This policy applies to the whole school community. It has been drawn up through consultation with and in consideration of, the views of parents, governors, staff and school council.

#### 5. Monitoring and Review

St Michael's is an inclusive school, always striving for greater equality. Through the curriculum and wider curriculum opportunities we hope to enhance the self-esteem and confidence of all our young people so that they might truly flourish.

We collect and analyse the following information in relation to equality:

Attainment data, attendance data, exclusions, involvement with wider curricular opportunities, complaints of bullying or sexual harassment, choice of GCSE options. This analysis is part of on going self-evaluation and is used to inform the school improvement plan.

Assessment for Learning is central to effective teaching. We make regular, ongoing assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all pupils are making the best possible progress. We use this information to adjust future teaching as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we regularly monitor a range of other information and data including:

- Attendance and punctuality
- Exclusions
- Discriminatory behaviours relating to race, gender, disability, faith as part of the anti-bullying procedures in school
- Parental views of the school

- Participation in wider curriculum opportunities

Our monitoring and on-going self-evaluation enable us to identify any differences in pupil performance and provide specific support as required, including pastoral / wellbeing and behaviour support. This allows us to take appropriate, timely action to meet the needs of all groups and individuals.

St Michael's is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified staff and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

The Employment Duty legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice and St Michael's adheres to this practice.

A range of information is collected in relation to our staff and governor profile including applicants for employment, attendance at training events, disciplinary and grievance cases, appraisal, exit interviews etc.

## 6. Developing Best Practice

St Michael's aims to provide a learning experience that enables our pupils to grow in body, mind and spirit; setting high standards for all, confident that we can achieve success; providing a learning environment that is ordered and disciplined; encouraging and recognising positive achievement.

### Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, to make progress and reach the highest level of personal attainment. To do this, learning and teaching will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development.

## **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, disability, gender reassignment, pregnancy, race, religion or belief, sex and sexual orientation or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The teacher helps to ensure that the classroom is an inclusive environment where they feel safe and all contributions are valued.
- The school places a high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs, including those of the more able, through an appropriate curriculum experience, carefully sequenced learning schemes and appropriate scaffolding.
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration is given to the physical learning environment – both internal and external, including displays and signage.

## **Curriculum**

At St Michael's, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and enrichment experiences, promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have full access to the curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.
  - Social, Moral, Spiritual and Cultural Education, fundamental British Values, Christian Values and Character Education are integral to the learning experience and curriculum offer.
  - The curriculum builds on pupils starting points and is scaffolded appropriately e.g. for pupils with SEND and for pupils with English as an additional language.

## **Resources and Materials**

The provision of good quality resources and materials within St Michael's is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of school community
- Be regularly reviewed to ensure they reflect the inclusive ethos of the school.



## **Language**

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of all groups
- Creates the conditions for all people to develop their self-esteem
- Is accurate when referring to particular groups or individuals and challenges instances where this is not the case.

## **Wider Curriculum Opportunities**

It is the policy of St Michael's to provide equal access to all activities.

We undertake responsibility for making contributions to wider learning opportunities and are aware of the school's commitment to equality of opportunity in all areas for example educational visits, option choices, student leadership roles. We try to ensure that all adults who visit school adhere to these guidelines.

## **Provision for Bilingual Pupils**

We undertake at St Michael's to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bilingual learners.

Bilingual pupils are encouraged to use their first language effectively for learning

## **Personal Development and Pupil Wellbeing**

- We take account of age, gender, race, disability, religion or belief, sexual orientation, gender reassignment, marriage or civil partnerships, pregnancy and maternity or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them.
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community. Each tutorial has a 'patron' who is a person who embodies the Christian ethos and way of life.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

## **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- Access to opportunities for professional development is monitored on equality grounds.

- The induction of new staff and staff training addresses issues of equality.

### **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Note:**

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. As a Church of England school we do seek to appoint staff who are supportive of our ethos and this particularly applies to those roles that provide spiritual leadership.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permitted, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

### **Partnerships with Parents/Carers/Families and the Wider Community**

- All parents/carers are encouraged to participate in the life of the school and 'Team St Michael's'.
- Parents views and those of other stakeholders are regularly sought as part of ongoing self-evaluation and school improvement. E.g. the 'Parental View' questionnaire has been completed at each consultation evening for many years and feedback / evaluations are completed at the end of every Information Evening.
- Parental attendance at Consultation Evenings and events is monitored and proactive intervention helps to reach the parents of the more vulnerable / various groups of pupils.
- The school is proactive in supporting parents / carers to help pupils who may require additional support e.g. through early help and the Child and Family Wellbeing Service.
- The school looks to actively support and engage with the wider community. For example through the Community Christmas Party, The Curriculum Enrichment Programme in Year 9 and the relationships with partner schools and colleges, the Diocese and in particular the Foundation Parishes.
- Our school is a richer place because of diversity. The school actively seeks opportunities to engage with those of other faiths, religions, backgrounds and ethnic groups for example with visits to the Mosque, Synagogues and Jewish Trails.
- Members of the local community are encouraged to join in school activities.

## **7. Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

- All members of the school community have a responsibility to treat each other and staff with dignity and respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.
- When incidents of a discriminatory nature do occur, it is our collective responsibility to challenge and intervene positively. Pupils are aware of expected behaviours and what is unacceptable through our Behaviour for Learning Policy which is regularly reinforced by tutors and through assemblies. This always reflects current legislation and priorities e.g. peer on peer abuse and sexual harassment and the updates to Keeping Children Safe in Education.
- Staff understanding and awareness is enhanced through the CPD programme and through the Staff Code of Conduct for example.

## **8. Commissioning and Procurement**

St Michael's will ensure that we buy services from another organisation they will help us to provide high quality education, and will comply with equality legislation. This will be a significant factor in any tendering process.

## **9. Publicising the Policy and Plan**

This policy is available on the school website and is also shared with staff.

## **10. Review of Progress**

This policy will be reviewed at least every four years.

We will report annually on the progress and performance in relation to equalities and the protected characteristics in the Headteachers' report to the Governors. Any issues arising will be incorporated into the School Improvement Plan for the following year.

## **11. Equality Impact Assessments**

Undertaking Equality Impact Assessments (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services. This will be ensuring that leaders / staff make appropriate reference to this Single Equalities Policy and through routine monitoring.

## **12. Meeting our duties**

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

### **Race Equality**

The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Dealing with racist incidents:

All racist incidents are reported to the Deputy Headteacher Wellbeing (DSL).

### **Disability equality**

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

### **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to improve access
- Make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

### **Gender equality**

The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment and
- Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. The school adopts the National Joint Council Pay Spine for Support Staff and the School Teachers' Pay and Conditions Document for Teachers, which unifies the conditions and pay for all staff.

### **Transgender**

Transgender is explicitly covered in the gender equality duty. The term transgender refers to a range of people who do not feel comfortable with their birth gender. The school respects the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

### **Age, sexual orientation, religion and belief**

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- Prejudices around disability and special educational needs;
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum;
- Prejudices reflecting sexism and homophobia.

### 13. Key achievements/ progress

At St Michael's we are constantly looking at ways to improve our practice in all areas of school life and this includes in relation to equalities. Some examples include:

- There is a planned assembly programme. This includes specific focus on bullying and prejudice related incidents, a focus on appropriateness of language, online safety, the Behaviour for Learning Policy, sexual harassment and peer on peer abuse for example.
- 'Choose Excellent Behaviour' - This includes the behaviour mantra, 'Treat everyone with Dignity and Respect.'
- The Behaviour for Learning Policy is regularly reviewed. There is a clear understanding of the consequences of bullying, racist, homophobic or other prejudice related incidents.
- The introduction, review and further development of systems which enable the recording, monitoring and management of incidents of bullying and prejudice and support for perpetrators as well as victims. E.g. the introduction of CPOMS and subsequent replacement with School Synergy.
- An additional lift being installed so that there is access to all first-floor areas of school.
- Accessible toilet, unisex toilet block.
- The Curriculum Enrichment programme enables pupils to have a greater involvement in the local community and the richness and diversity this entails.
- The opportunity for all pupils to visit a Mosque and Synagogue and undertake a 'Jewish trail' as part of the RE curriculum.

### 14. Ongoing Evolvement of our Scheme

St Michael's will continue to explore equalities and diversity issues through:

- Assemblies and Worship
- School council meetings
- Living Education lessons (PSHEE and Citizenship) and other Curriculum areas e.g. RE
- Christian Values Enrichment Days
- Staff CPD programme e.g. Induction, School Improvement Meetings, Briefings,

### Appendix 1

Specific Duties - Information and Objectives

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

- a) to publish information which shows they have due regard for equalities, as defined by the Act
- b) to publish at least one equality objective.

The information should be updated annually and this annual updating is expected to include an indication of progress towards the objective. Objectives have to be prepared and published every four years.

Two guiding principles:

- a) proportionality eg more information may be expected from a large primary school than a small secondary school. It would be difficult for a large secondary school to claim that a single objective shows it is taking the PSED seriously.
- b) flexibility each school is expected to interpret the legislation in ways which are appropriate to its own context, neighbourhood, history and circumstance.

## Setting Objectives

Objectives need to be specific and measurable and outcome focussed rather than being focused purely on making improvements in provision.

The majority of equality objectives are about the closing and narrowing of gaps in attainment and take up, or about fostering good relations.

The objectives should be related to the information which a school publishes to demonstrate compliance with the public sector equality duty (PSED).

There is a legal requirement to publish at least one objective. The actual number of objectives is likely to be less important than the seriousness or rigour with which it undertakes them. Equality objectives should be aligned with the school improvement plan.

When choosing objectives schools should consider the following:

1. Background evidence Why have we chosen this objective. What relevant data do we have? Is the rationale for the objective clearly indicated in the published information?
2. Procedure - What in practice are we going to do?
3. Responsibility - Who will be responsible for ensuring the objective is pursued and achieved?
4. Measurable Success Indicators - What will count as measurable evidence that we are succeeding, or have succeeded?
5. Timings? By when do we expect to see signs of progress?
6. Budget - How much are we budgeting?
7. Resistance - Who may be opposed and how shall we respond?
8. Problems - What problems and difficulties may arise, and how shall we deal with them?
9. Learning from others - What plans do we have for finding out what has worked well elsewhere?
10. Engagement - Who have we consulted in deciding upon this objective?

## Appendix 2 – For Information

### Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

### Reporting discriminatory incidents in schools

Schools in Lancashire are required to have in place a procedure for recording incidents. St Michael's analyses incidences of discriminatory language/behaviour via the use of School Synergy and these are reported to the governing body on a termly basis.

### Disability

#### What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
  - substantial (more than minor or trivial)
  - adverse
  - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

## Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

### What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

## Sexual Orientation

**Heterosexism** is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual, Transgender Queer (LGBTQ+) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGBTQ+ people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

**Sexual orientation** is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

### Transgender and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

**St Michael's CE High School**  
**Public Sector Equality Duty (PSED)**  
**Equality Objectives 2021-2025 and Impact Statement**

Objectives

1. To raise awareness of and promote equality through '**celebrate the uniqueness of each individual**' (school mission statement) and 'treat people with dignity and respect' (behaviour mantra). (Further reducing the rare occurrence of bullying and prejudice related incidents and celebrating diversity across the school community).
2. To close any gaps in attainment with those with protected characteristics specifically focussing on **raising the engagement and attainment of boys**.
3. To close any gaps in attainment with those with protected characteristics specifically focussing on **raising the attainment and attendance of pupils with SEND**. *(Their attendance is higher than the national attendance for all pupils, but we aim to close the gap between the attendance of our SEND pupils and that of other pupils at St Michael's.)*
4. To strive to ensure the **diversity of our workforce** reflects that of our local community and wider society.

Additionally, we would always strive to meet the reasonable requests and individual needs of any pupil and member of staff with protected characteristics to enable them to flourish and live, 'life in all its fullness.'

Our Equality Objectives are aligned with our School Improvement Plan priorities and are based on analysis of a variety of data including: behaviour and exclusion data, data about engagement with wider curriculum opportunities and student leadership roles, attainment and progress data, school tracking information, attendance and punctuality data, workforce analysis.

Evidence of actions/ progress 2021-22

**1.Celebrating the Uniqueness of each Individual**

1. Worship and Assemblies regularly focus on our Mission Statement 'celebrate the uniqueness of each individual' e.g. September 2021 this was a Worship theme and reference was made to the racist abuse of England players in the World Cup and equality resources from the Diocese. Reference was made to the nationalities, ethnic groups of our pupils and staff in addition to reflecting on other protected characteristics including sexual orientation and SEND so that the richness of our diversity might be celebrated.
2. All pupils in Year 7 attending summer school (over 170 pupils) received a copy of Marcus Rashford's book 'Think like a Champion.'
3. Senior Pupils have produced a display to help celebrate the diversity in our school community.
4. Safer Recruitment Training completed by the Headteacher and Deputy Headteacher Michaelmas Term 2021.
5. Rigorous and robust monitoring of data by groups including those with protected characteristics e.g. bullying and prejudice related incidents, peer on peer abuse, sexual harassment, behaviour and exclusion data, attendance and punctuality data.
6. Staff CPD encouraged review of learning resources for gender bias, messages of stereotyping e.g. Living Education learning resources updated, Science Learning Schemes.
7. Headteacher led training for other HT in Lancashire on supporting staff through Gender Transition.
8. Outreached to local clergy to support school in being available to meet with pupils.
9. Pupil voice and school council focused on peer on peer abuse.



## **2. Raising the attainment and engagement of boys** (and closing gaps in attainment for all groups)

1. Temporary TLR3 post to raise the attainment and engagement of boys.
2. Temporary TLR3 post to support the Assistant Headteacher in overseeing Pupil Premium.
3. Report tracking and monitoring - individual pupil meetings with SLT for pupils with poor attitude to learning grades and celebration meeting with the headteacher.
4. Every Child Matters Interviews (ECMs) and pupil ECM questionnaire to support this.
5. Pupil Survey about engagement with wider curriculum opportunities and followed up at ECM.
6. Approach to school report writing - emphasis on the 'whole child' and embracing the myriad of opportunities available to them.
7. Institute of Physics (Gender Balance Project 2020-21) - analysis, training and resources provided for staff and helped to raise awareness of gender-neutral language.
8. Staff briefings and CPD, Learning and Teaching Newsletter to sustain the focus on boys.
9. Video produced by student leaders to help motivate more boys to apply for leadership roles.
10. Additional assembly for Year 11 boys prior to mocks to focus on revision.
11. Wellbeing staff and tutors supported several pupils who are 'struggling' with their gender identity and sexual orientation.

## **3. Raising the attainment and attendance of pupils with SEND**

1. Re-adjustment of SLT roles - Senior AHT to oversee attendance and punctuality from October 2021 and new Attendance Officer appointed September 2021.
2. Focus on attendance and punctuality – Michaelmas Term - short term use of 'M4' at lunchtimes, increased communication with parents.
3. Focus of Pupil Manager Meetings and ECM interviews.
4. SEND.

## **4. Diversity of Workforce**

1. Include the following positive action statement in all vacancy advertisements:

*St Michael's is an inclusive school that seeks to promote diversity in the workplace. This is reflected in the commitment in our Mission Statement to, "celebrate the uniqueness of each individual." We are committed to equal opportunities and promoting the health and welfare of our school community.*

2. Advertise in at least two different places, usually with a national audience to reach a wide range of people from different backgrounds.
3. Ensure that the interview panel contains at least one member trained in safer recruitment, which includes training on minimising bias.
4. Seek to use gender neutral terms, avoid stereotypes in adverts / application materials and avoid unconscious bias in the selection process.
5. Consider applications and requests for flexible working.

## **Additional responses**

Premises review and individual risk assessments e.g. for wheelchair users and visual impairment

## **Impact / Outcomes (Summer 2022)**