



St. MICHAEL'S
CE (CONTROLLED) INFANT SCHOOL

Learning Together with Love at the Centre

St. Michael's CE Infant School

Single Equality Policy

Reviewed: October 2023

To be reviewed: October 2024

St. Michael's CE (Cont) Infant School

Single Equality Policy

'St. Michael's CE (Cont) Infant School aims to provide a caring Christian Community where everyone is valued and nurtured within a safe environment. All our policies take account of and reflect the distinctive nature of our Church of England School.'

Introduction

At St. Michael's CE (Cont) Infant School, we have a single equality scheme, which enables us to develop the full potential of everyone regardless of race, academic ability, social circumstances, creed, disability or gender.

Our scheme enables us to meet our duties under:

- The Race Relations Act (1976)
- The Race Relations (Amendment) Act (2000)
- The Disability Discrimination Act (1995)
- The Disability Discrimination Act (2005)
- The Sex Discrimination Act (1975)
- The Equality Act (2006)

Our scheme supports our response to our duty to promote community cohesion under the Education and Inspections Act (2006) Our scheme is integral to our efforts to achieve the objectives of the Hampshire Children and Young People's Plan.

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers. This document outlines the principles which will guide our approach to working with our school.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff). We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups. We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Duties

Our duties are:

Disability

- to promote equality of opportunity
- to eliminate unlawful discrimination
- to eliminate disability-related harassment
- to promote positive attitudes towards disabled people
- to encourage disabled people's participation in public life
- to take steps to take into account people's disabilities

Race

- to eliminate unlawful discrimination
- to promote equality of opportunity
- to promote good relations between people of different racial groups

Gender

- to eliminate unlawful sex discrimination
- to promote equality of opportunity and good relations between men and women, boys and girls

Community Cohesion

In addition to the above duties, we are committed to helping young people to learn to understand others, to value diversity, to promote shared values, to promote awareness of human rights, to develop the skills of participation and responsible action. This will be reflected within our school community, in our dealings with the school's local community, and in the children's understanding of their place in the national and global communities.

Values

At St. Michael's CE (Cont) Infant School, we know that properly meeting the duties described above will mean that all our work must embody some key principles:

- We strive to make the best possible provision for all learners, regardless of disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same and that we need to take the necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, understand the different needs and experiences of boys and girls.
- We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children are damaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexuality.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious affiliation, national origin, gender or sexuality.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.
- Everything we do encompasses our school Christian School Values of love, perseverance, friendship, truthfulness, forgiveness and creativity.

Curriculum

All aspects of the curriculum are reviewed regularly, to ensure that:

- Pupils have regular opportunities to learn about human circumstances which differ from their own in terms of disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.
- Teachers have sufficient opportunity to challenge bias or stereotypical views based on disability, ethnicity, culture, religious affiliation, national origin or status, gender or sexuality.

Leadership and Management

The headteacher ensures that the values described above have impact on all the school's policies and practices, particularly those dealing with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching strategies
- admissions and attendance
- staff recruitment and retention
- staff professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents and carers
- working with the wider community

Bullying

The staff and governors of St. Michael's CE (Cont) Infant School will take action to counter any form of prejudice, particularly those which are:

- based on disability or special educational need
- based on racism, including anti-social behaviours directed against religious groups and communities, Travellers, refugees and people seeking asylum
- based on sexism or homophobia

We ensure that all staff have access to support and guidance in dealing with any of the above. We report any racist incidents to the County annually.

Roles and responsibilities

- The governing body will ensure that the school complies with statutory requirements in respect of this policy. The Chair of Governors, has a watching brief over the implementation of this policy.
- 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 seeing that appropriate action is taken in any cases of unlawful discrimination.
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- All staff are expected to promote an inclusive and collaborative ethos in the school, report any prejudice-related incidents, identify and challenge bias and stereotyping, ensure support for children for whom English is an additional language, maintain a good level of awareness of equalities issues.

Resources and training

We will ensure that the content of this policy is known to all stakeholders, and provide suitable support and resource materials to enable everyone to contribute to its impact on our school. We will provide training as necessary to ensure that all staff are supported to meet their responsibilities as described above.

Monitoring and Evaluation

Our analysis of quantitative and qualitative data will include consideration under the values described above, and assessed for its impact on groups based on disability, special educational need, ethnicity,

culture, language, religious affiliation, national origin and gender. Consideration of any such impact will form part of all our internal monitoring procedures.

Action Plan

Action	Person(s) Responsible	Completion Date	Resource Implications
<p>On disability: Use expertise of Hants advisory teachers for specific children. BST for children with SEMH difficulties Outreach from Henry Tindale</p> <p>Issue driveway passes for those families who are registered disabled</p>	<p>SENDCo</p> <p>AO</p>	<p>As soon as possible following admission of any pupils who need this.</p> <p>ongoing</p>	<p>Funding within EHCP or to be sort from grants</p>
<p>On disability/gender/race/EAL: Review composition of groupings with review to race and gender and plan ahead accordingly. Use IDSR, Perspective Lite and also internal tracking to monitor both attainment and progress of children with SEND, minority ethnic children, those with EAL and both genders, with the aim that the gap between these groups and all children is smaller than the gap nationally, where national figures are available.</p> <p>Refer EAL families to EMTAS for parent support</p> <p>Work towards EMTAS bronze award</p>	<p>SLT</p> <p>EAL /AO</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Summer term 2024</p>	<p>within delegated budget</p> <p>Supporting EAL course- £175</p>
<p>On inclusion and diversity:</p> <p>Set up core group to assess and evaluate diversity and inclusion</p> <p>Create action plan as a result of diversity, inclusion and belonging evaluation framework</p> <p>Set up home visits for new families that come to join the school if the family is in agreement</p>	<p>HT/All staff</p> <p>HT/inclusion governor</p> <p>Office staff/class teachers</p>	<p>Autumn term 2023</p> <p>From Autumn 2023</p>	

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Policy agreed by October 2023

Review Date October 2024

Appendix A

Equalities Information (Published Annually)

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
 - advance equality of opportunity between people who share a protected characteristic and those who do not
 - foster good relations between people who share a protected characteristic and those who do not
- We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- pupil conferencing
- parent questionnaires
- involvement of the pupil leadership teams
- staff surveys

Sept 2023	Number of Pupils	% of school population
Whole school	264	100%
Gender		
Male	139	53%
Female	125	47%
English as and Additional Language		
English	170	64%
Other	94	36%
Religion		
Christian Faith	123	46%
Buddhist	10	3.7%
Hindu	15	5.6%
Muslim	15	5.6%
Other	5	1.8%
No Religion	94	35%
Refused	1	0.3%
Awaiting information	1	0.3%
SEND		
No SEND	216	82.1%
SEN support	41	15.53%
EHCP	6	2.27%
Ethnicity		
White British	155	58.7%
White Other	41	15.5%
Any other Asian	6	2.2%
White and Asian	3	1.1%
Any other ethnic group	6	2.2%

Nepali	26	9.8%
Black African	8	3%
Black Caribbean	2	0.7%
White and Black African	2	0.7%
White and Black Caribbean	1	0.3%
Pakistani	7	2.6%
Bangladeshi	1	0.3%
Indian	5	1.8
Refused	1	0.3%