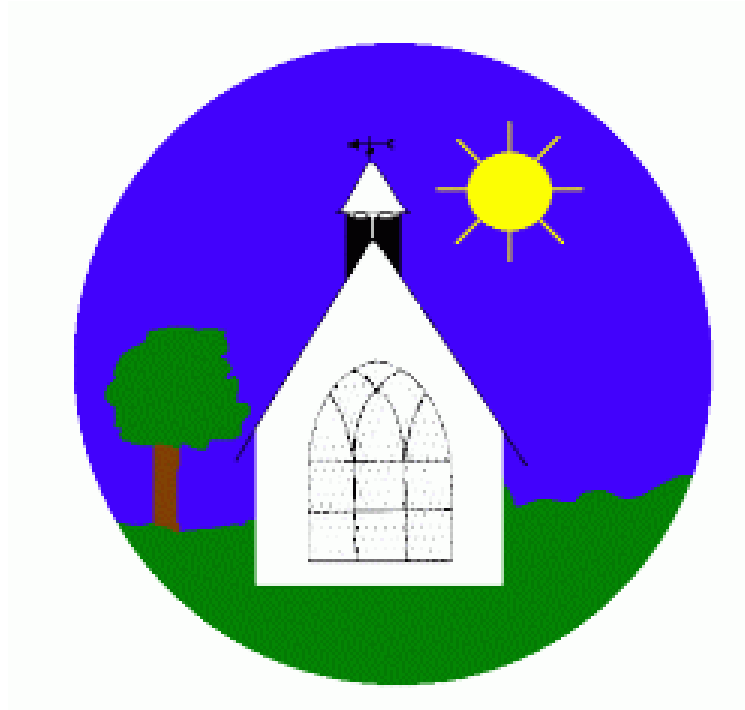




St. Michael's Woolmer Green C of E Primary School

Equality information and Objectives policy

Date of review:

Date of next review:

Responsibility:

Classification:

July 2026

****July 2027***

Full Governing Body

Public

- *The Equality Objectives are reviewed every three years*

1. Aims

At St. Michael's CofE Primary School, we are committed to ensuring equal education and opportunities for all pupils and staff. We are fully committed to our culture of inclusion and diversity in which all those connected to the school feel proud, included and fully participate in school life.

St. Michael's CofE Primary School aims to meet its obligations under the public sector equality duty 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

Our School Vision and Values promote respect for difference and diversity. Our Vision, *Shine as Lights in the World*, encourages pupils and staff to be the best versions of themselves and feel ready to shine in the world. Our core values such as love and respect, encapsulate the culture we aspire to create.

As a Church School, we adopt the Christian principle of treating everyone equally - as we are all created in God's image. We believe everybody should be treated with respect, kindness and dignity.

2. Legislation and guidance

This policy meets the requirements of 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 Body will:

- Ensure that the equality information and objectives, as set out in this policy, 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 four years.
- Seek to ensure that people are not discriminated against when applying for jobs at our school on the grounds of race, gender or disability.
- Delegate responsibility for monitoring the achievement of the objectives to the Link Governor.

The equality link governor is Rachel Stringer. She will:

- Meet with the designated members of staff for equality, and other relevant staff, to discuss any issues and how these are being addressed
- Ensure she is familiar with all relevant legislation and the contents of this document
- Report back to the Full Governing Body regarding any issues

The Headteacher will:

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

Our designated member of staff for equality is Claire Pulham, Deputy Head:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor regularly 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 stated objectives.

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 2010, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic

- 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 extra-curricular activities)

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

- Collect attainment data each academic year showing how pupils with different characteristics are performing and share this with Governors.
- Analyse the above data to determine strengths and areas for improvement and implement actions in response where required
- Make evidence available identifying improvements for specific groups (e.g. declines in racist incidents)

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 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 Our Picture News weekly assemblies challenge pupils ideas on relevant and up to date world and local issues. Pupils will be encouraged to take a lead in such collective worships 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 collective worships, and organising school trips and activities based around the local community. This is mapped as part of our RE curriculum.

7. Equality Considerations in Decision-Making

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

Admissions and Exclusions:

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Admissions to the school are coordinated by the Local Authority admissions team. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Opportunities for Staff:

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made based on merit, ability and in compliance with the law.

Employer Duties:

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff, evaluating staff structures, to ensure decisions are free of discrimination.

8. Our Equality Objectives - timeframe Spring 2024-Spring 2027

Objective 1:

To publish and promote St Michael's Equality Duty through the school's website, newsletter and staff/governor meetings.

Why we have chosen this objective: *To demonstrate the school's commitment to improving further its equality, diversity and inclusion.*

To achieve this, we plan to:

- Share the Equality Duty with all stakeholders
- Update the Equality duty annually, and share changes with all stakeholders. Review the objectives every three years as a way of monitoring and sharing the impact of actions carried out

Progress we have made towards this objective: A review of the equality information and an update on progress towards our stated objectives is scheduled for the final FGB of the 2025-6 academic year. The designated member of staff for equality will share the same during a staff meeting in June or July 2026.

Objective 2:

To ensure the curriculum includes role models/heroes that reflect our community and with whom our children can positively identify. (Literacy tree, PSHE etc)

Why we have chosen this objective: we want our children, whatever their background or protected characteristic, to be able to relate to inspiring adults and to aspire to Shine as Lights in the World.

To achieve this, we plan to:

- Review our current curriculum coverage linked to significant events/times of year for different groups
- Continue to invest in reading materials which feature diverse characters by embedding our new English curriculum
- Link opportunities to further explore cultural diversity to the children's personal development (through PSHE lessons, assemblies, special days/ events etc.)

Progress we have made towards this objective: changes to the Literacy Tree have taken place this academic year. Class teachers have selected books or other texts that reflect the cohort and their interests.

Objective 3

For children and adults to develop a greater understanding and empathy with the individual needs of pupils with SEND.

Why we have chosen this objective: our school has a higher than the national average proportion of children with SEND.

To achieve this, we plan to:

- Plan and deliver CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils
- Deliver assemblies to support understanding of SEND, e.g. neurodiversity week
- Support charities in school such as Hello Yellow to help raise knowledge and awareness

Progress we have made towards this objective: the SENCO has delivered training on Zones of Regulation and how we can support children with SEND. Our TA's have had regular meetings with the SENCO. Assemblies on neurodiversity week and Hello Yellow have taken place. Through our PSHE curriculum, our children's understanding of SEND continues to develop.

Objective 4

To ensure inclusive opportunities for all pupils regardless of race, age, gender or needs.

Why we have chosen this objective: *To demonstrate our community's commitment to equal opportunities for all.*

To achieve this, we plan to:

- Plan for and include all children in a range of trips across the school
- Ensure all pupils have access to school uniform and clubs through use of Pupil Premium Funding
- Develop whole school opportunities such as wellbeing days and use of the Forest School for all children

Progress we have made towards this objective: we have used our Pupil Premium funding to provide school uniform and one after school club a week for our Pupil Premium children. Wellbeing day - May 2026. Whole school Easter journey - April 2026. All children have attended trips and visits. We have made adaptations for SEN children to attend trips - examples include giving consideration to trip location and provision of additional staff.

9. Monitoring Arrangements

We will update the equality information at least every year. This document will be reviewed by the Headteacher and Governing Body on a regular basis.

This document links to the following policies:

- Accessibility Plan
- Risk Assessment
- Pupil Behaviour Policy
- Child Protection Policy