



St. Michael's Academy Statutory Duty for: Equality Policy	Date signed off: Summer 2017
	Review Date: Summer 2018
	To be published annually

St. Michael's Academy is committed to equality and diversity within our community and the wider world.

This Equality and Diversity Policy is based on the requirements of the Equality Act 2010, the 2011 Equality Duty and on practice developed and established within the school.

Safeguarding statement

At St Michael's Academy we take our Safeguarding responsibility very seriously. This means that we have ensured and will continue to ensure that everyone working within the school-paid or voluntary has successfully completed the necessary clearances to enable them to work with our children. Our Head teacher Matt Vella is specifically trained and nominated as the Designated Child Protection Person within the school. Our designated Governor for Safeguarding is Craig Fletcher.

1. St. Michael's Academy welcomes its general duties under the 2010 Equality Act and the 2011 Equality duty to:

- Eliminate discrimination, harassment and victimisation,
- Advance equality of opportunity and
- Foster good relations,
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In relation to age (for adults), disability, gender, gender identity/reassignment, marriage and civil partnerships, (with regard to the need to eliminate discrimination), pregnancy and maternity, race (including ethnicity, colour or national origin), religion or belief, and sexual orientation.

We also welcome our specific duties under the Equality Act to:

- Publish sufficient information to demonstrate our compliance with the general duties (by 6th April 2012 and thereafter annually); and
- Prepare and publish equality objectives (by 6th April 2012 and subsequently at intervals of not greater than four years).

2. We welcome our duty under the Education and Inspections Act 2006 to promote Community Cohesion. (Reference Community Cohesion Policy)

3. We recognise that these duties reflect International Human Rights standards as expressed in the UN Convention on the Rights of the Child, the Un Convention on the Rights of People with Disabilities and the Human Rights Act 1998.



4. Our School Context

- We are a mixed junior school, within the Yeovil community.
- We aim to provide a caring, secure and happy learning environment in which the child can grow and develop as a whole person.
- We believe that each child should be treated and valued as an individual and be encouraged to have high expectations of themselves.
- High standards are set and expected of the children. All goals set are achievable and realistic, but also challenging thus encouraging an enjoyment in learning for life.
- The Behaviour Policy in the school is based on a care, concern and respect for each other and the environment.
- We recognise that we cannot expect children to behave to such a code of practice unless we as adults are also prepared to treat each other in the same way. In this way we are encouraging the children to value and respect one another and each other's opinions.
- We encourage the integration of children and adults with disabilities and other differences within the school. We hope that this will encourage both adults and children to recognise the worth of each individual within our society regardless of ethnicity or nationality, colour, religion or beliefs, ability, disability or any other differences.

Ethos statement.

As a school we have a strong belief in children needing to feel safe and secure, to feel comfortable with adults and to trust them and each other, to enjoy learning, and to be involved in their own learning. We have high expectations of all children and adults within our community and aim for a 'can do' culture, in which all is possible. The children will follow a set of very simple 'Golden Rules' that are on display inside the classroom and each class will set up their own code of conduct for children to follow.

5. Values. We strongly believe in the Every Child Matters Agenda, which focuses on the five outcomes of:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being.

and in the following values;

- Providing and continually developing an environment in which the well being and strengths of all children and adults are nurtured, enabling all members to develop a strong self esteem and to feel a valued and active member of society.
- Providing an environment in which rich and varied experiences encompass individual learning styles and in which learning is purposeful, motivational, real, fun, available and accessible to all.
- Providing an environment in which health and well-being are embedded within the curriculum and a care and respect for the environment, each other and the wider world is at the core of the community.
- Partnerships with the child's family, involving them in the learning process, as early as and for as long as possible and in learning partnerships which enable us to share and develop our own practices, for the benefit of all learners.
- Partnerships within the community, which enable adults to develop their learning journey.



Our Overall aims.

6. We aim to:

- Promote equality of opportunity through vision, strategy and practice
- Involve people from different groups in the development and review of our equality work
- Eliminate all forms of discrimination, particularly unlawful
- Eliminate harassment and bullying
- Ensure equality of opportunity for disadvantaged groups and at all levels
- Narrow the attainment gap in outcomes for children and young people
- Improve other outcomes where we identify inequality
- Take positive action to meet needs, even if this requires more favourable treatment
- Provide opportunities to increase participation of under-represented groups in activities and public life
- Promote positive attitudes and good relationships between people from different groups and support community cohesion.

We welcome the emphasis in the Ofsted framework on the importance of narrowing the gaps in achievement, which affect amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low income households
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects and girls in other subjects.

Guiding principles

7. In fulfilling the legal obligations cited above, we are guided by the following principles:

Principle 1: All learners, parents/carers, governors and staff are of equal value.

We see all learners and potential learners, and their parents and carers, and our governors and staff, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whether or not they are pregnant or mothers
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual orientation

Principle 2: We recognise and respect difference

Treating people equally (principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and the kinds of barriers and disadvantage which may face people in relation to:

- Disability so that reasonable adjustments are made and needs met
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised and specific needs met
- Gender so that the different needs and experiences of girls and boys, and women and men are recognised and met



- Religion, belief or faith background, so that different needs and experiences are recognised and met
- Pregnancy and motherhood, so that different needs and experiences are recognised and met
- Sexual orientation, so that different needs and experiences are recognised and met

We also recognise that people have complex, multiple identities. No one is just one thing and people have many affiliations and loyalties. We know that although social class is not explicitly mentioned in the Equality Act, we need to consider and address inequalities of income and social class as part of our work to address other inequalities.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging. (See also Cohesion Policy)

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of – prejudice related bullying and incidents
- Mutual respect and good relationships between boys and girls, and women and men, fair treatment of those who are pregnant or mothers, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity
- Whatever their age.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

We use a social model of disadvantage, understanding that disadvantage is often caused by the structures, systems, attitudes and opinions of society as a whole, not by the people that suffer the disadvantage. Therefore in addition to avoiding or minimizing possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men, people who are pregnant or mothers and others
- People of different sexual orientation or gender identity

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We recognise that there are risks that consultation processes do not always access the views of some disadvantaged groups. We consult and involve:



- Disabled and non-disabled people
- People from a range of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men, people who are pregnant or mothers and others
- People of different sexual orientation or gender identity

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of

- Disabled and non-disabled people
- People from a range of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men, people who are pregnant or mothers and others
- People of different sexual orientation or gender identity

Principle 8: We base our practices on sound evidence and openness about the issues that face us

We maintain and publish quantitative and qualitative information (as appropriate) about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender
- Pregnancy and maternity
- Sexual orientation and gender identity

We also publish other information needed to show how we are meeting our duties to eliminate discrimination/harassment/victimisation, advance equality and promote good relations between different groups.

Principle 9: Objectives

We formulate and publish specific and measurable objectives based on the evidence we have collected and published (Principle 8) and the engagement through which we have involved people from different groups (Principle 7) in relation to:

- Disability
- Ethnicity, religion and culture
- Gender
- Pregnancy and maternity
- Sexual orientation and gender identity

8. We recognise that the actions resulting from a policy statement such as this are what make a difference.



9. Accordingly we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives, which we identify, take into account national and local priorities and issues, as appropriate.

10. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

11. We keep the curriculum content and delivery under review in order to ensure that teaching and learning reflect the nine principles set out in paragraph 7 above.

Ethos and Organisation

12. We ensure the principles listed in paragraph 7 above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behavior, discipline and exclusions
- Involvement in extra curricular activities
- Working in partnership with parents, carers and guardians
- Working in partnership with other schools and agencies
- Working with the wider community

Addressing prejudice and prejudice related bullying

13. The school is opposed to all forms of prejudice, which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3.

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

14. There is guidance in the staff handbook on how prejudice- related incidents should be identified, assessed, recorded and dealt with.

15. We take seriously our obligation to report regularly to the local authority on the numbers, types and seriousness of racial incidents at our school and how they are dealt with.

Roles and responsibilities

16. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

17. A member of the Governing Body has a watching brief regarding the implementation of this policy



18. The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

19. A senior member of staff has day to day responsibility for coordinating responsibility of the policy.

20. All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom and throughout the school
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- Support pupils in their class who have particular needs arising from disability, Special Educational needs, or for whom English is an additional language or members of the travellers community.
- Keep up to date with equalities legislation relevant to their work.

Information and resources

21. We ensure that the content of this policy is known to all staff and Governors and, as appropriate, to all pupils and their parents and carers.

22. All staff and Governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

23. We respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.

Staff development and Training

24 We ensure that all staff including support staff and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams, to ensure that we are able to meet our obligations under the Equality Act.

Breaches of the Policy

25. Breaches of the Policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitoring and evaluation

26. We collect, study, and use quantitative data and qualitative evidence relating to the implementation of the policy, and make adjustments as appropriate.

27. In particular we collect, analyse and use data on achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity and gender.

Meeting our specific duties under the 2010 Equality Act



28. We will publish information annually on our school website to show that we have complied with our general duties under the Act.

29. We will set equality objectives and review progress annually towards them. These will be set out in our School Action Plan.

Date approved by the Governing Body

Equality Statement of Commitment for Whole School Community of St. Michael's Academy

- The school aims to create an atmosphere based on care and concern regardless of ethnicity, colour, or national origin religion or belief, gender, disability, age, gender identity, pregnancy or maternity, or sexual orientation or any other difference.
 - All children, learners, parents and carers should feel safe, and be treated fairly with respect and dignity
 - The school recognises that the needs of all persons within our community will vary and we understand that treating people equilly does not always involve treating them all the same
 - When people face particular difficulties they need extra support to help them achieve success and we try to do this for those within our community.
 - We aim to ensure that all members of our community are consulted and involved in our decisions.
 - All children and staff should be supported and encouraged to achieve a high personal standard of learning.
 - No form of discriminatory behaviour or harassment will be accepted and any incident will be acted upon.
 - Staff will present positive role models.
 - Through activities within school children will develop knowledge of different cultures e.g. class, country awareness, international breakfast, assemblies.
 - We do not tolerate bullying of any kind.
 - Parents of minority ethnic groups will be able to access all communications e.g. translation or access to a translator.
 - As a school we aim to celebrate and embrace diversity within our community and show and encourage respect for all minority groups
 - We aim to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
 - We support the emphasis in the New Ofsted Framework on the importance of removing barriers and narrowing the gap in achievement which affect amongst others:
 - Pupils who belong to low income households



- Pupils from certain cultural and ethnic backgrounds
 - Pupils who are disabled
 - Pupils who have special educational needs
 - Boys in certain subjects and girls in certain other subjects.
- We ensure that all recruitment, employment, promotion and training systems are fair to all , and provide opportunities for everyone to achieve.
- Somerset Education Authority is an Equal Opportunities Employer.

Equality and Diversity Policy Annexe A

Responsibility

We believe that promoting equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head/Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non-Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher/Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and

Signed by Chair of Governors.....Date.....



	report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website

www.stmichaelsacademy.co.uk

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.