



*Equality Scheme*

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### Vision and Values

“Building a society built on fairness and respect where people are confident in all of their diversity,” is the aim of the Equality Act 2010.

This scheme strengthens the Equality Act 2010 which provides a legal framework to protect the rights of individuals and advancement of Equal opportunities for all.

This Statement and our objectives have been arrived at following discussions with members of the school community, an analysis of our curriculum, staff training needs, wider opportunities and a review of the school’s developing population over recent years.

### Our vision for our school is set out in our Mission Statement (see Appendix 1)

In addition we have a due regard to:-

- ❖ advance equality of opportunity
- ❖ eliminate unlawful discrimination, harassment and victimisation
- ❖ foster good relations
- ❖ undertake general duties underpinned by specific duties
- ❖ protect the following 9 characteristics:-
  - i. age
  - ii. disability
  - iii. race
  - iv. sex (gender)
  - v. gender assignment
  - vi. marriage/civil partnerships
  - vii. religion/belief
  - viii. sexual orientation
  - ix. pregnancy or maternity

St Michael and All Angels acknowledges the exceptions to the discrimination provisions for schools that existed under previous legislation- such as the content of the curriculum, collective worship and admissions to single sex and schools of a religious character, are all replicated in the new act 2010.

### Specific duties

Specific duties are to be transparent and will include:-

- ❖ Publishing specific and measurable equality objectives in an Equality Scheme
- ❖ Set out how progress on the objectives will be measured
- ❖ Publish information (at least annually) to show how they are performing
- ❖ Prioritise issues and action points for our school community
- ❖ Assess the potential impact of policies and functions against the protected characteristics
- ❖ To have due regard to eliminating discrimination, harassment and victimisation and promoting good relations
- ❖ To publish a map of annual actions which promote good relations

We shall achieve this through:

- Implementing required policies and procedures
- Ensuring appropriate training for our staff
- School assemblies and special events
- Our curriculum and interaction with all members of our school community
- Our communications, website and publications
- Our ethos and values
- Oversight by leaders and Governors
- Feedback from pupil voice
- Identifies school objectives
- Feedback to our Governing Body
- To monitor and respond to any incidents of inappropriate behaviour towards others as reflected in the Equalities Act 2010

The above will be monitored by senior staff and seek the views of pupils.

Roles and Responsibilities

Chain of accountability

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Anne Louise Bowman retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 6 months, the Senior Management Team and key staff will report to the Headteacher on actions and progress.

Every 6 months the Headteacher will report to the Governing Body  
 On quality and Diversity.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for:-	Key Person
Single Equality scheme	A L Bowman Headteacher
Disability equality ( including bullying)	A L Bowman Headteacher
SEN (including bullying)	A L Bowman Headteacher M Trayer SENCo Colin Lewis Learning Mentor
Accessibility	A L Bowman Headteacher M Trayer SENCo
Gender equality (including bullying)	A L Bowman Headteacher M Trayer SENCo
Race equality (including bullying/racist incidents)	A L Bowman Headteacher

Equality and Diversity in curriculum content	A L Bowman Headteacher Ms J McKay
Equality and Diversity in pupil achievement	A L Bowman Headteacher
Equality and Diversity-behaviour/exclusions	A L Bowman Headteacher
Participation in all aspects of school life	A L Bowman Headteacher
Impact assessment	A L Bowman Headteacher Governing Body
Stakeholder consultation	A L Bowman Headteacher
Policy review	A L Bowman Headteacher Governing Body M Trayer SENCo
Communication of key actions	A L Bowman Headteacher

*Commitment to action SMT*

	Governors will:
Policy Development	<ul style="list-style-type: none"> <li>❖ Provide leadership and drive for the development and regular review of the school's equality and other polices</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>❖ Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li> <li>❖ Highlight good practice and promote it throughout the school and wider community</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>❖ Provide appropriate role models for all managers, staff and pupils</li> <li>❖ Congratulate examples of good practice form the school/staff nad pupils</li> <li>❖ Ensure an consistent response to incidents</li> </ul>
Public sector duties	<ul style="list-style-type: none"> <li>❖ Ensure that the school carries out the letter and the spirit of the statutory duties (returns to LA)</li> </ul>
	Headteachers and senior staff will:
Policy Development	<ul style="list-style-type: none"> <li>❖ Initiate and oversee the development and regular review of equality policies and procedures</li> <li>❖ Consult pupils/staff and other stakeholders in the development and review of the policies</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>❖ Ensure the effective communication of the policies to all pupils /staff and stakeholders</li> <li>❖ Ensured that staff are trained so that they can carry out these policies</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Oversee the effective implementation of these policies</li> <li>❖ Hold line managers accountable for the implementation of these policies</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>❖ Provide appropriate role models for staff and pupils</li> <li>❖ Highlight good practice in year groups/staff and pupils</li> <li>❖ Provide mechanisms to share good practice</li> <li>❖ Ensure consistent responses to incidents</li> </ul>
Public sector duties	<ul style="list-style-type: none"> <li>❖ Ensure that the school carries out its statutory duties effectively</li> </ul>

Whole staff

	All staff/teaching and non-teaching will:
Policy Development	<ul style="list-style-type: none"> <li>❖ Contribute to the consultations and reviews</li> <li>❖ Raise issues with the Senior Staff which could contribute to policy review and development</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>❖ Maintain awareness of the school's current equality policy and procedures</li> <li>❖ Implement policies as it applies</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>❖ Implement the policy as it applies</li> <li>❖ Behave with respect and fairness to all colleagues and pupils, carrying out the spirit of the equality scheme</li> <li>❖ Provide a consistent approach to incidents</li> </ul>
Public sector duties	<ul style="list-style-type: none"> <li>❖ Contribute to the implementation of the school's equality scheme</li> </ul>

Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils Governors and parents in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see Action Plan).

Characteristic	Stakeholder
Disability-physical and mental	Parent-PPPs/reviews/open afternoon Pupil- IEPs/reviews/open afternoon/PASS/pupil interviews Gov Body- minutes/annual review of policies Staff -Inclusion Policy/Accessibility/Perf man/observations scheme/Admissions/CPD/other agencies
Gender	Parents- PPPs/reviews/open afternoon Pupils IEPs/reviews/open afternoon/PASS/pupil interviews

	Staff-Inclusion Policy/Accessibility/Perf Man/observations/other agencies Gov Body minutes/annual review of policies
Race	Parent-PPPs/reviews/open afternoon Pupil- PPPs/reviews/open afternoon/PASS/pupil interviews Gov Body- minutes/annual review of policies Staff -Inclusion Policy/Accessibility/Perf man/observations scheme/Admissions/CPD/other agencies
Age	Parent-PPPs/reviews/open afternoon Pupil- PPPs/reviews/open afternoon/PASS/pupil interviews Gov Body- minutes/annual review of policies Staff -Inclusion Policy/Accessibility/Perf man/observations scheme/Admissions/CPD

Impact Assessment

All school policies from March 2010 will be impact assessed with regard to the characteristics that are to be shown due regard in the Equality Act 2010 at the time of the review and issues arising will be carried forward into the equality action plan. Additionally, in the roles and Responsibility section of this document it is set out who is responsible for gathering and monitoring data.

A full report will be given to Governors each Autumn term.

Key Priorities for Action

Achievements to date

- Access / school security – see Health and Safety Audit
- Curriculum to include skills for all groups of children- engagement of all groups of learners ( pupil questionnaires)
- Tracking includes all significant groups (whole school and class)
- Recruitment of staff, interviews of staff to be inclusive of different groups

Areas the school has identified as a priority and why.

Priority
1. Audit current practice and develop an annual map of events/actions/disability access
2. Curriculum access
3. Tracking progress of Dis/gender/race etc
4. Stakeholder consultation

5.Communication of action and progress/ staff notice board

*Action Plan Sept 2018-2019 Equality Objectives*

Priority	Characteristic	Task	Responsibility	Review/impact
1.Audit current practice and develop an annual map of action/events alongside S G'ing	All	<ul style="list-style-type: none"> <li>To send questionnaires and learning walks to look at classroom environments to review posters/images etc for different religions/culture /sexual orientations/gender stereotypes</li> <li>Gov to take part in learning walk</li> <li>Look at curriculum plans</li> </ul>	HT SENCo staff	Autumn 2020 to have curriculum map for whole school
2.Complete a review of accessibility plan and access of disabled (physical/mental family members too) pupils to school and curriculum/extended school	Disability	<ul style="list-style-type: none"> <li>Complete a review of accessibility plan</li> <li>Put key actions into place</li> <li>Monitor incidents with due regard to disability</li> <li>Check and review Care Plans</li> <li>Invite disabled visitors /charities into school</li> <li>Review books/ materials featuring disabled role models/sports people etc</li> </ul>	SENCo  SMT  DSO	Summer 2020
3. Curriculum access	Disability Gender Race	<ul style="list-style-type: none"> <li>To observe lessons and monitor engagement of children from different groups / Planning Ensure that pupils have</li> </ul>	SMT SENCo Gov Body School Council	Spring 2020

		<p>access to extra curricula activities and other activities e.g. residential</p> <ul style="list-style-type: none"> <li>• Monitor the attendance of ethnic minority groups</li> <li>• Review and Plan visits from other cultures</li> <li>• Assess attitudes of pupils from ethnic minorities</li> </ul>		
4.Track the progress of groups in the equality act 2010	All groups	<ul style="list-style-type: none"> <li>• SMT to collect data on progress and attainment</li> <li>•</li> </ul>	SMT Gov Body parents	Summer 2020
5.Policy review	All groups	<ul style="list-style-type: none"> <li>• Headteacher to ensure policy review and reports to Gov annually</li> <li>• Ensure that action points are a set agenda item on Gov minutes</li> </ul>	Headteacher SMT Gov Body	Sept 2019
6. Stakeholder consultation	All groups	<ul style="list-style-type: none"> <li>• Participate in reviews/ questionnaires/ Gov Body to take part in review</li> </ul>	Parents Pupil Gov Body Teaching and non-teaching staff	Spring 2020
7.Impact assessment	All	<ul style="list-style-type: none"> <li>• Policy reviews to include an impact assessment</li> <li>• CPD training on policy writing</li> </ul>	Staff SMT Headteacher Gov Body	Summer 2020
8.Communication of action and progress	All	<ul style="list-style-type: none"> <li>• Scheme validated by Gov Body</li> <li>• Accessible in written form</li> <li>• Web site</li> <li>• To Gov Body/staff/parents/children <ul style="list-style-type: none"> <li>• Ensure that action points are a set agenda item on staff</li> </ul> </li> </ul>	Staff SMT Headeacher Gov Body Parents Pupils	Summer 2020

		meeting agenda		
9. Recruitment	all	<ul style="list-style-type: none"> <li>• Pay policy to be updated and reviewed</li> <li>• Perf man to pay due regard to equality</li> </ul>	Gov Body Headteacher SMT	Summer 2020