



St Michael's Church of England Primary School

Equality Public Sector Duty

Reviewed: September 2027

Review Date: September 2028

Our School Vision

As a school community, we aspire to develop life-long learners who have the confidence to explore the world around them and grow as unique individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each enables the flourishing of all.

'This little light of mine, I'm going to let it shine!'

'Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' Matthew 5:15

Introduction

The Governing Body of St Michael's CE Primary School adheres to the recommendations outlined in the Equality Act 2010. St Michael's CE Primary School will, through its Equality Public Sector Duty and Equality Objectives, identify and record the progress we have made towards achieving equality and tackling discrimination. It will be undertaken in partnership with the school's community and local authority.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. A copy of the Equality Act 2010 can be viewed at www.legislation.gov.uk/ukpga/2010/15/contents, with guidance for schools found at www.gov.uk/guidance/equality-act-2010-guidance.

The Public Sector Equality Duty has three aims under the general duty for schools, as referenced in the Equality Act 2010:

1. Eliminate discrimination and other conduct that is prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

To ensure that St Michael's CE Primary School meets the obligations under the Public Sector Equality Duty, we are required to comply with the following specific duties:

- To publish information to demonstrate how we are complying with the Public Sector Equality Duty.
- Prepare and publish equality objectives.

St Michael's CE Primary School Equality Public Sector Duty

In order to fulfil our aim of providing all pupils with the opportunity to succeed and reach the

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highest level of personal achievement, St Michael's CE Primary School will:

- Use contextual data to improve its support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability, and action any gaps.
- Consider the achievement of all pupils when planning for future learning and setting challenging targets, including those with protected characteristics, as outlined in Appendix I.
- Ensure equality for all pupils and prepare them for life in a diverse society
- Seek to involve all parents/carers in supporting their children's education
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender, disability, sex, sexual orientation religion and belief, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity or other cultures

This policy should be read in conjunction with the following policies and guidance:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Inclusion Policy
- SEND Policy
- Relationship and Sex Education Policy
- Spiritual, Moral, Social and Cultural Policy
- Teaching and Learning Policy

The Governing Body has a named Governor with responsibility for overseeing the implementation of the Equality Public Sector Duty.

The Equality Public Sector Duty is reviewed at the end of each academic year. Data relating to this plan is analysed and shared with staff and Governors. Any gaps identified are addressed through monitoring the quality of teaching, provision, support groups, pupil progress meetings and data analysis. Any data relating to an individual pupil remains confidential.

Parents/carers will be kept informed of their own child's progress and achievement through Parents' Evening consultations and the written annual report. Parents can request an update on their child's progress at any point during the year. The Equality Public Sector Duty is published on our website, in conjunction with the Equality Objectives and Equal Opportunities Policy.

St Michael's CE Primary School Equality Public Sector Objectives

Desired outcome	Chosen action/approach	Staff lead	How will it be monitored?	When will it be reviewed?
All stakeholders are aware of the Equality Public Sector Duty and know where to access it.	Review with Governing Body. Attach to website. Promote in newsletters. Share with staff. Train staff on Equality and Diversity.	SLT	Governing Body meetings: agenda item to check progress. Staff meeting to explain the Equality Duty. Training opportunities set and delivered (documented). Evidence on website. Evidence in newsletter.	Annually
All stakeholders will continue to be involved with the future development of the Equality Public Sector Duty and Objectives.	Information pertaining to equality from staff, pupil and parent surveys will be taken into consideration. Information pertaining to equality from school and monitor which children attend clubs, to ensure equality Create opportunities to ensure that all children are able to attend and access the activity.	SLT	Actions arising from surveys and meetings will be acted upon and documented/minuted. A date will be set, at least annually, to discuss the Equality Public Sector Duty and Objectives. Promote equality of attendance.	Annually
Ensure the school promotes and creates role models which reflects the school's diversity with regard to the protected characteristics	Make reference to current affairs relevant to protected characteristics. Promote St Michael's Values throughout the school and in the wider community. Promote British Values with regard to the protected characteristics. Plan curriculum opportunities to discuss role models and equality (e.g. through PSHE, Relationships Education, History and R.E.). Celebrate the religious festivals of the pupils in our school.	SLT	Planning checks Book Scrutiny School Council minutes Discussions with children	Termly
Ensure that displays in classrooms and communal areas promote diversity and equality with regard to	Regularly update displays in communal areas. Regularly update displays in classrooms. Update displays around the	All Staff	Governor 'walkabouts' to view boards. Timetable to ensure boards are updated regularly.	Termly Ongoing for classroom displays

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the protected characteristics	school environment for events related to diversity and equality (e.g. religious festivals).		Review of previous year's events to amend for the next year. SLT to ensure a wide range of subject matter and advise staff regarding this.	
Identify, respond to and report any incidents of inequality in the school to Governing Body / Local Authority.	Report to governors in FGB meetings. Ensure a robust policy and system for reporting and responding to inequality (e.g. Anti-Bullying Policy, Behaviour Policy). Ensure all staff are aware of procedure when reporting incidents (including speaking with parents as well as children). Ensure children are aware of who to report incidents of Inequality.	SLT Gov	Minutes from FGB meetings. Report forms completed, filed appropriately and any additional actions taken. Monitor effectiveness of peer mediator training / delivery	Termly for FGB monitoring. Ongoing for staffing awareness and support for pupils reporting incidents.
Ensure equal opportunity for all pupils to achieve in core subjects	Planning and teaching takes all pupils into consideration, regardless of protected characteristics. Support is put in place for all pupils who are not reaching age-related expectations. Use school support network to consider all aspects of a child when promoting inclusion and access to the curriculum.	SLT SEN - co	Analysis of in-school data. Pupil Progress meetings to discuss. Evidence from SEND Co-ordinator of inclusion.	Termly