



Equality information and objectives policy

2025-2029

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values of respect, kindness, appreciation, perseverance and aspiration.

2. Legislation and guidance

This document meets the requirements under 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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors
- › Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › 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 school societies)

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

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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, citizenship 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.
- Making pupils aware of our behaviour and anti-bullying approach.
- Holding assemblies dealing with relevant issues, including inviting in external people to lead assemblies.
- Working with our local community. This includes inviting parents and carers in to school to share culture and life experiences with the children.
- Encouraging and implementing initiatives to bring together different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- Recruiting and retaining staff from a wide range of ethnic and cultural backgrounds, ensuring that the diversity of the school community is reflected and that pupils have access to positive role models who represent their identities.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school 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

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years

Our strategic aims relating to equality are:

- Outcomes for children that are disadvantaged, have SEND or from minority ethnic groups, show continued improvement
- Diversity is recognised and celebrated through community engagement and events
- Diversity is celebrated and is interwoven into the school's identity and curriculum
- Attendance and punctuality is good with target groups making improvements

Progress we are making towards this objective:

Objective 1

To monitor and raise attainment for pupils from Black, and Minority Ethnic (BME) backgrounds.

Why we have chosen this objective:

The local authority has placed focus upon monitor and track to ensure pupils are making good progress and achieving equally to other groups. St Michael's School is ethnically diverse and we aim for all children from differing ethnic backgrounds to attain and make progress equally.

To achieve this objective, we plan to:

- Analyse the attainment and progress
- Ascertain and address any barriers to learning

Progress we are making towards this objective:

- New tracking system enables groups to be further analysed and tracked more efficiently.

Objective 2

To reduce the number of persistently absent pupils who are receiving SEND support.

Why we have chosen this objective:

Through analysis of our data, we have identified reducing persistent absenteeism among pupils receiving SEND support as a key objective. Improving attendance for these pupils will contribute to better educational outcomes and overall wellbeing

To achieve this objective, we plan to:

- Adapt and enhance our monitoring, follow-up, and support processes to actively engage parents and investigate underlying factors affecting attendance.
- Modify our rewards system for good attendance to recognise individual progress and achievement.
- Monitor pupils' learning, reviewing curriculum access and the effectiveness of scaffolding, to ensure all pupils can engage confidently and make progress.
- Continue professional development for staff to deepen their understanding of SEND needs and effective support strategies

Progress we are making towards this objective:

- Policy and procedural changes to attendance monitoring have been implemented to support the achievement of objective aims.
- Professional development to enhance staff understanding of SEND is prioritised annually.
- Provision of scaffolding for the lowest 20% of pupils is a key priority in the School Development Plan and a central element of the Accessibility Plan.

Objective 3

To recognise and value the rich diversity of individual and collective characteristics within our school community and the wider world.

Why we have chosen this objective:

We have chosen this objective because our school community is enriched by its diversity. Guided by our values and strategic aims, we recognise that developing children's knowledge and understanding of their community promotes respect, kindness, belonging, and mutual appreciation.

To achieve this objective, we plan to:

- Maintain and then increase the events and offerings in school which explore and celebrate diversity
- Maintain and increase community contacts to explore and celebrate diversity

Progress we are making towards this objective:

- Calendar events, including the mini-topic, International Day, and Values Day, are promoting the celebration of diversity and enriching learning opportunities.
- Engagement with community contacts is enhancing pupils' experiences by connecting them with local people from diverse backgrounds.

Objective 4

To educate and update staff and governors of the equality act and its importance

Why we have chosen this objective:

We have chosen this objective to place emphasis on the understanding of the equality act.

To achieve this objective, we plan to:

- Implement annual training for staff and governors
- Staff, SMT and governors to reflect regularly on the progress of the objectives

Progress we are making towards this objective:

- Sharing the objectives and policy with governors and staff

9. Monitoring arrangements

The governing board and headteacher will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the governing board at least every 4 years.

This document will be reviewed by the governing board annually, to ensure continued compliance.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy
- Behaviour Policy