



Micklefield C of E Primary Academy
COLLABORATIVE LEARNING TRUST



Learning and Growing Together, With Faith, Hope and Love

Micklefield CE Primary Academy Equalities Policy

2024-2025

Micklefield C of E Primary Academy is a Church of England School, with Christian Values at the heart of everything we do.

Our Christian Vision underpins all that we do:

LEARNING AND GROWING TOGETHER WITH FAITH, HOPE AND LOVE

With Faith, anything is possible

Believe in yourself

With Hope, all things are brighter

Believe in your future

With Love, we are never alone

Believe in others

Our vision at Micklefield CE Primary is rooted in the parable of the mustard seed:

The Kingdom of Heaven is like a grain of mustard seed, which man took, and sowed in his field; which indeed is smaller than all seeds. But when it is grown, it is greater than herbs, and becomes a tree, so that the birds in the air come and lodge in its branches. Matthew 13 V31-32.

Faith

We want our children to grow the faith that they have in themselves and develop their own core beliefs, underpinned by Christian values and teaching, to equip them as they leave our school and take their place in the world.

**Be strong and courageous. Do not be afraid or discouraged.
For the Lord your God is with you wherever you go. Joshua 1:9**

Hope

At Micklefield we have high hopes and aspirations for our future, our school and community. We also understand that faith gives us hope for both now and for the future, and that this hope brings confidence. Hope for us means that there is always a future whatever situation we are in, because God promised to never leave us, to always love us and to help us in times of need.

With God all things are possible. Matthew 19:26

Love

Love is a very important value to us as a school. Love underpins everything that we do. It is very much 'the why' of who we are. Love is evident in our relationships with each other and in our actions to support our families, our community and our world. We see it in our interactions at school and home, feel it when we are together, and experience it through how others act towards us. We can grow and learn together because we know that God loves us.

Love is more important than anything else. It's what ties everything completely together. Colossians 3:14

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 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

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](#).

This document also complies with our funding agreement and articles of association.

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
- 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 equality link governor is Ann Hughes They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor 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 objectives as set out in section 8.

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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies 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 assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between 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 also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

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

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

Objective 1

To train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination within the first term. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

This is to make sure that all staff continue to be fully informed about the Equality Act 2010 and to recognise how the school actively promotes Equality objectives with staff, pupils, parents and governors.

Objective 2

To raise levels of attainment in core subjects for vulnerable learners.

Why we have chosen this objective:

We believe that every pupil in our school has an equal right to make accelerated progress in reading, writing and maths over the course of their primary education so that by the time they leave Year 6, they can go on to be confident, lifelong learners

Objective 3

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Why we have chosen this objective:

We recognise that where parents engage effectively with school matters based around learning, pupils' attainment is positively affected resulting in improved learning outcomes.

9. Monitoring arrangements

This document will be reviewed by the Local Governing Board at least every 3 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment