ST. MICHAEL'S CE PRIMARY SCHOOL

Whole School Equality Policy

OneEducation
Putting children first

Rooted in Faith, Growing Together

Rooted in Christian principles, we are dedicated to inspiring and nurturing every member of our community to grow as resilient, empathetic, and courageous individuals. Through a

commitment to aspiration, collaboration, and kindness, we foster a love of learning, a strong

moral compass, and a deep spiritual awareness. Together, we empower our children to thrive academically and spiritually, becoming compassionate agents of change who positively impact the world around them.

'The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop.'

Luke 8:15

Whole School Equality Policy

Document control	School details
School	St Michael's CE Primary School, Flixton
Status	Church of England Voluntary Aided maintained primary school with maintained Nursery
Policy owner	Headteacher: Lucy Perry
HR model	One Education HR and People - Model Whole School Equality Policy and Guidance, September 2025
Approval	September 2026
Consultation	Staff and Governors via One Ed
Review	Annual – next September 2027
Equality lead	Lucy Perry
Link governor	Mr G Prime
Version	1.0 - school-adapted version

This policy has been adapted from the One Education HR and People model for St Michael's CE Primary School. The One Education logo is retained to acknowledge the source model and HR guidance.

Under the Public Sector Equality Duty, the school must have due regard to eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations. Equality considerations will inform decisions when policies are developed, adopted and implemented.

1. Introduction and school commitment

The Equality Act 2010 provides a legal framework protecting people from unlawful discrimination, harassment and victimisation. It also establishes the Public Sector Equality Duty, which applies to maintained schools.

The governing body of St Michael's CE Primary School recognises and accepts its duties under the Equality Act 2010 and its related responsibilities under education, employment, safeguarding, human rights and accessibility law. The school will take equality considerations into account before and when decisions are made.

As a Church of England voluntary aided school, our approach is rooted in our Christian vision, Rooted in Faith, Growing Together. Our values of resilience, courage, empathy, kindness, aspiration and

collaboration require us to recognise the dignity and worth of every person, remove barriers and create a community in which all can belong and flourish.

This policy takes account of the Worker Protection (Amendment of Equality Act 2010) Act 2023 and the employer duty to take reasonable steps to prevent sexual harassment. It should be read alongside current Department for Education, Equality and Human Rights Commission and ACAS guidance.

2. Purpose and scope

This policy sets out the school's approach to equality as an educator, employer, service provider and purchaser of goods and services. It applies to pupils, including Nursery children, staff, governors, volunteers and others working on behalf of the school. It also communicates expectations to parents, carers, visitors, contractors and the wider community.

For staff, the policy applies to conduct during employment and to conduct outside school where it is connected to school or the employee's role, including work-related events and relevant use of social media.

The gender pay gap reporting requirement for employers with 250 or more employees does not currently apply to St Michael's. The school will review this position if staffing arrangements change.

3. Our approach to equality

St Michael's integrates equality, fairness and inclusion throughout school life. We are committed to a safe environment free from discrimination, harassment, sexual harassment, bullying and victimisation, where difference is understood and every contribution is valued.

Equality does not always mean treating everyone in exactly the same way. The school will make reasonable adjustments, provide auxiliary aids and services where required, and use proportionate positive action where lawful to overcome disadvantage, meet different needs or improve participation.

Our key principles

• Every member of our community is of equal value and will be treated with dignity and respect.

• We respect and value diversity and difference, including different family structures, backgrounds, identities, faiths, needs and experiences.

• We identify and remove barriers through our ordinarily available inclusive provision, graduated response, reasonable adjustments and personalised support.

• We prepare pupils for life in modern Britain through a broad curriculum, collective worship, PSHE, RE, relationships and health education, oracy and opportunities for respectful dialogue.

• We challenge discriminatory and derogatory language, stereotyping, prejudice-related incidents and bullying.

• We foster belonging, participation and positive relationships across the school, parish and wider community.

4. Roles and responsibilities

The governing body will

• ensure that governors understand their duties under the Equality Act 2010 and receive appropriate training;

• have due regard to the three aims of the Public Sector Equality Duty when making decisions;

• approve this policy, ensure it is implemented and monitor its effectiveness;

• appoint a link governor for equality and monitor the school's published equality information and objectives;

• ensure equality objectives are specific, measurable, published and reviewed at least every four years, with progress reviewed annually;

• consider equality when overseeing staffing, curriculum, exclusions, attendance, SEND, safeguarding, premises and resource decisions.

The headteacher and senior leadership team will

• lead implementation of this policy and communicate expectations to the school community;

• coordinate equality monitoring and report to governors;

• consult pupils, staff, parents and governors when objectives and relevant policies are reviewed;

• ensure reasonable adjustments are considered for pupils, staff, parents, carers and visitors;

• maintain links between the Equality Policy, Accessibility Plan, SEND Information Report, School Development Plan and other relevant policies;

• ensure staff understand how to record and respond to discrimination, bullying, harassment, sexual harassment, hate and prejudice-related incidents;

• ensure equality considerations are evident in significant decisions and that appropriate records are retained.

All staff will

• promote equality, inclusion and good relations in their day-to-day work;

• use the school's inclusive strategies and make agreed reasonable adjustments;

• challenge stereotypes, bias, discrimination and inappropriate language;

• record and report concerns promptly in line with safeguarding, behaviour and staff procedures;

• model the school's rules: Be Ready, Be Respectful and Be Safe.

Pupils will be supported to

• respect others and understand that difference is a strength;

• use respectful dialogue and challenge inappropriate language safely;

• report bullying, discrimination or harassment to a trusted adult;

• contribute to pupil voice, collective worship and review of the school's equality work in age-appropriate ways.

Visitors, contractors, parents and carers

Visitors, contractors, parents and carers are expected to support the school's commitment to equality, comply with this policy while on school premises or participating in school activities, and refrain from unlawful or discriminatory conduct.

5. The Public Sector Equality Duty

When carrying out its functions, the school will have due regard to the need to:

• eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;

• advance equality of opportunity between people who share a relevant protected characteristic and those who do not;

• foster good relations between people who share a relevant protected characteristic and those who do not.

The school will assess equality implications when developing or reviewing policies, projects and significant decisions. Records will demonstrate the information considered, possible impacts, reasonable adjustments or mitigations and the decision reached.

Preventing sexual harassment at work

As an employer, the governing body will take reasonable steps to prevent sexual harassment, including risks involving third parties. This includes clear conduct expectations, appropriate training, accessible reporting routes, proportionate risk assessment, prompt investigation and regular review of preventive measures.

6. Equality objectives

The school's equality objectives are set out in Appendix C and supported by the action plan in Appendix D. They reflect current school priorities and available evidence. Progress will be reported to governors annually and the objectives will be updated at least every four years.

7. Accessibility planning

The school maintains an Accessibility Plan under Schedule 10 of the Equality Act 2010. It addresses increasing disabled pupils' participation in the curriculum, improving the physical environment and improving access to information. It is reviewed regularly and updated at least every three years.

At St Michael's this work includes the OAIP and graduated approach, accessible classroom practice, sensory support, visual and multisensory resources, assistive technology where appropriate, personalised plans, safe access to buildings and grounds, and adjustments for visits, clubs and wraparound provision.

8. Equality information

The school will publish information each year showing how it meets the Public Sector Equality Duty. Published information will be proportionate, will protect individual privacy and may draw on pupil outcomes, attendance, exclusions and suspensions, SEND, participation, safeguarding and behaviour information, surveys, curriculum evidence, staff information and governor monitoring.

This policy, the equality objectives, progress information, the Accessibility Plan and related statutory information will be available on the school website and from the school office. New staff will be introduced to the school's equality expectations through induction and training.

9. Our staff

The school will promote equality of opportunity throughout recruitment, selection, appointment, pay, appraisal, professional development, promotion, working arrangements and the ending of employment. Decisions will be based on objective, relevant criteria, subject to lawful occupational requirements or other statutory exceptions.

Where a disabled employee, applicant, companion or trade union representative would otherwise be placed at a substantial disadvantage, the school will consider reasonable adjustments to processes, working arrangements, physical features and auxiliary aids or services. Language or communication needs will also be addressed reasonably so formal processes are fair.

Health questions will not be asked before a job offer unless a statutory exception applies. Any post-offer health enquiries will be necessary and relevant to the role. Equality monitoring information will be handled securely in accordance with data protection law.

The governing body and headteacher will ensure staff and governors receive equality training appropriate to their responsibilities, particularly those involved in recruitment, line management, safeguarding and decision-making.

10. Our pupils

The school will not unlawfully discriminate against, harass or victimise a pupil or prospective pupil in relation to admissions, education, access to benefits, facilities or services, suspensions, permanent exclusion or any other detriment.

Pupil information will be monitored to identify disproportionate outcomes or participation. This includes attainment and progress, writing and phonics, attendance and persistent absence, SEND and disadvantage, behaviour, suspensions and exclusions, access to enrichment and pupil voice. Small cohorts will be handled carefully to protect confidentiality.

Reasonable adjustments will be considered whenever a rule, policy, practice or environment creates a disadvantage for a disabled pupil. The school's OAIP sets out universal inclusive practice, the point at which targeted support is added, and how interventions are selected, reviewed and evaluated. Support may include chunking, visuals, movement or sensory breaks, multisensory teaching, flexible grouping, assistive technology and personalised approaches.

Bullying, sexual harassment and hate or prejudice-related incidents will be recorded, investigated and responded to in line with the Behaviour, Safeguarding and Child Protection and Anti-Bullying arrangements. Responses will include support for those affected, appropriate action and education for pupils and, where relevant, families.

11. Positive action

Where lawful and proportionate, the school may take positive action to reduce disadvantage, meet different needs or increase participation by people who share a protected characteristic. Examples may include targeted support, accessible clubs or enrichment, additional pastoral or sensory provision and focused curriculum work. Positive action will not be used as a substitute for making reasonable adjustments.

12. Buying goods and services

Equality and accessibility will be considered when the school buys goods or commissions services, including catering, ICT, supply staff, consultancy, training, curriculum resources, premises work and

wraparound provision. Contracts and purchasing decisions will include appropriate equality expectations, and external staff will be informed of relevant school policies.

13. Breaches complaints and reporting

The school will not tolerate discrimination, harassment, sexual harassment, victimisation or other conduct contrary to the Equality Act 2010 or this policy.

• Pupils should speak to a trusted adult. Incidents will be managed under the Behaviour and Safeguarding and Child Protection policies as appropriate.

• Parents and carers should use the school's Complaints Policy, beginning with the school wherever possible.

• Staff concerns involving another employee should be raised through the relevant Grievance, Bullying and Harassment, Sexual Harassment, Whistleblowing or Disciplinary procedure.

• Concerns about the headteacher should be raised with the Chair of Governors. Concerns about a governor should follow the Complaints Policy and governing body procedures.

All reports will be taken seriously and considered promptly, fairly and confidentially as far as possible. Safeguarding allegations will be managed under safeguarding and allegations procedures. Serious employee breaches may constitute misconduct or gross misconduct.

14. Monitoring and review

The headteacher will coordinate annual review of this policy and the school's published equality information. Governors will evaluate progress using both quantitative and qualitative evidence, including the experiences of pupils, families and staff. Equality objectives will be reviewed annually and replaced or refreshed at least every four years.

Appendix A Equality Act 2010 guidance

Protected characteristics

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. All apply in employment. Age and marriage and civil partnership do not apply to pupils in the same way as the other protected characteristics.

Forms of unlawful conduct

Term	Meaning
Direct discrimination	Treating someone less favourably because of a protected characteristic, including by association or perception.
Indirect discrimination	Applying a provision, criterion or practice that disadvantages a protected group and cannot be objectively justified as a proportionate means of achieving a legitimate aim.
Harassment	Unwanted conduct related to a protected characteristic that violates dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.
Sexual harassment	Unwanted conduct of a sexual nature that violates dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.
Victimisation	Treating someone badly because they have done, or are believed likely to do, a protected act such as raising or supporting an equality complaint.
Discrimination arising from disability	Treating a disabled person unfavourably because of something arising from disability, unless objectively justified.
Failure to make reasonable adjustments	Failing to take reasonable steps to avoid substantial disadvantage relating to a provision, criterion, practice, physical feature, auxiliary aid or service.

Faith school context

St Michael's is a Church of England voluntary aided school. The Equality Act contains limited exceptions relevant to schools with a religious character, including aspects of admissions, collective worship and certain employment matters. These exceptions will be applied only where lawful, necessary and consistent with current admissions, employment and diocesan guidance. The school will not treat a pupil less favourably because they do not, or no longer, belong to the school's religion and will not discriminate unlawfully in relation to other protected characteristics.

Appendix B How we meet the general duty

Duty	How St Michael's meets it
Eliminate discrimination	Clear behaviour and safeguarding expectations; restorative practice; CPOMS recording and DSL oversight; staff conduct and complaints procedures; analysis of behaviour, suspensions, exclusions and participation; reasonable adjustments and staff training.
Advance equality of opportunity	OAIP and graduated support; SEND and disadvantaged pupil monitoring; targeted interventions with entry and exit criteria; sensory and pastoral provision; access arrangements; inclusive trips, clubs, Forest School and wraparound; accessibility planning and family support.
Foster good relations	Christian vision and values; Windows, Mirrors and Doors approach; Manchester Diocese RE; Jigsaw PSHE; collective worship; oracy sentence stems and hand signals for respectful dialogue; pupil voice; community and parish links; curriculum representation and challenge to stereotypes.

Appendix C Equality Objectives

Objective	Why this matters	Proposed success measures
1. Strengthen consistent inclusive classroom practice and targeted intervention for pupils with SEND and pupils experiencing barriers to learning or wellbeing.	The school is developing its OAIP and graduated approach so pupils receive the right support at the right time.	Learning reviews show consistent OAIP practice; interventions have entry and exit criteria and review points; pupil learning, communication, regulation, independence and engagement improve.
2. Improve equity in writing, phonics, attendance and participation for groups identified through school data, including SEND and disadvantaged pupils.	Current school priorities include writing assessment accuracy, phonics, attendance and ensuring access to enrichment.	Gaps are identified early; assessment is accurate; support is timely; group outcomes and participation improve from the agreed baseline; persistent absence and exclusions are monitored for disproportionality.
3. Deepen pupils' understanding of diversity, respectful dialogue	Pupils need knowledge, language and confidence to engage respectfully with	Curriculum and worship reviews show meaningful representation; pupils use

Objective	Why this matters	Proposed success measures
and belonging through curriculum, worship and oracy.	difference and contribute to modern Britain.	agreed dialogue strategies; pupil voice shows increased confidence and belonging; prejudice-related incidents are identified, challenged and reduced.

Appendix D Equality action plan

Objective and actions	Lead	Timescale	Evidence and review
Objective 1: Finalise and publish the OAIP and intervention framework; train staff; establish entry, exit and review expectations; sample pupil plans and interventions; report impact to governors.	Headteacher, SENCo and subject leaders	2026-27 and ongoing	Learning visits, work scrutiny, intervention records, pupil and parent voice, SEND outcomes, governor reports
Objective 2: Agree baselines for writing, phonics, attendance and participation; moderate writing; review group data termly; evaluate phonics and targeted interventions; remove financial, sensory, communication or access barriers to wider opportunities.	Headteacher, English and phonics leads, Attendance Lead, SENCo	Termly from autumn 2026	Assessment and moderation records, attendance reports, participation audit, case studies, intervention reviews
Objective 3: Audit representation across curriculum and worship; embed oracy stems and hand signals; teach respectful challenge; gather pupil voice; analyse and respond to prejudice-related incidents.	Headteacher, curriculum, RE, PSHE and oracy leads	2026-28, then maintained	Curriculum and worship review, pupil voice, lesson visits, behaviour and safeguarding analysis

Appendix E Accessibility Plan link and review record

The current Accessibility Plan should be read alongside this policy. It covers curriculum participation, the physical environment and accessible information, and includes provision for disabled pupils and consideration of disabled staff, parents, carers and visitors.