



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

Schools Equality Scheme

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1. Introduction

This Schools Equality Scheme (SES) is a combined scheme designed by Haringey Council to meet the Race, Disability, and Gender Equality Duties, as well as the requirements of the law for Religion and Belief and Sexual Orientation. Our School Equality Scheme also includes how we will meet requirements under the Employment Equality (Religion and Belief) Regulations 2003; Employment Equality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006. There is also a need to address bullying and discriminatory incidents, as these issues are prevalent in race, disability, gender, and homophobic incidents.

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. They need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

2. School profile and values

We are a Church of England school situated on a large site in Highgate, located in the west of Haringey. Highgate is an affluent area of North London served by a large number of community, independent and church schools. Our community come from streets which are within approximately half a mile from the school, who are affiliated to St Michaels church, or other local religious communities.

- Our pupil/student population is as follows (at December 2014): 466 pupils (including nursery) with 259 boys and 207 girls. The main ethnic groups are White British; White Other, White and Black Caribbean, White and Asian, Black Caribbean. The school community also has children who are Japanese, Finnish, French, Norwegian, Serbian, Bosnian, Italian, German, Polish, Spanish, Turkish and Russia. There are 34 children on the Special Educational Needs register with varying degrees of disability from mild to moderate.
- Our staff (at December 2014) includes representatives of White UK, Greek Cypriot, Black African, Asian, Black Caribbean, White European and Canadian. The majority of staff are female, with some male teachers and support staff. One member of staff defines themselves as disabled.
- Our Governing Body (at December 2014) includes representatives of White UK. There are currently no members who declare they are disabled.

Families live in a wide range of accommodation including council accommodation, short-term accommodation, rented properties but mostly owner occupied properties. 25 children are currently registered as eligible for free school meals.

366 of children live within the N6 postcode area however the school's intake includes children from 5 other postcode areas. Although children from Haringey form the dominant group, the school has pupils from 3 other London boroughs.

There are currently 37 languages represented, with 88 children speaking two or more languages.

Assessment on entry shows that when children enter the school in nursery and reception, the majority are performing slightly above national standards.

A significant number of children join the school at different points between Year 1 and Year 6. Assessment on entry of these children shows that the majority are performing below national expectation.

St Michaels Primary School's SES sets out how we ensure the well-being of pupils and promote community cohesion. It documents how we address issues of faith, ethnic, cultural, gender, sexual orientation and socio-economic factors and how we address the attainment of different groups and individuals through our

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links and partnerships with different communities, locally, nationally and globally.

At St Michaels CE Primary School our aim is to create a happy, friendly and inclusive school, where children and adults respect each other.

Our aim is that St Michaels children will become confident, articulate, spiritual, independent and discerning young people who are prepared to take an active role in a diverse and changing society. At St Michaels we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Community Cohesion

The Duty to Promote Community Cohesion (September 2007)

We are committed to ensuring equal respect for all ethnic, cultural, religious, linguistic and social traditions and we positively welcome pupils from all communities, beliefs and cultures into the school. All learners need to understand clearly that racism and religious intolerance are unacceptable. Promoting community cohesion also needs a wider recognition that divisions and frictions can occur between many different groupings in society and that prejudice can damage communities in many different ways. Achieving cohesive communities will require us to combat discrimination actively across a wide range of issues including: gender, sexual orientation, disability, age, care commitments, socio-economic status and ethnicity.

- Schools where community cohesion is strong:
- Share a common vision and sense of belonging for all communities
- Positively value and appreciate the diversity of people's backgrounds
- Provide similar life opportunities for those from different backgrounds
- Build strong and positive relationships between people of different backgrounds in school and within neighbourhood.

(From DCSF Guidance on Community Cohesion 2007)

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

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We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. St Michaels Primary School recognises the importance of every individual and their equal right to enjoy personal fulfilment, safety, security and companionship regardless of race, faith and belief, gender, class, disability, age, sexual orientation or ability.

We want all members of our school community to have the knowledge, understanding and skills needed to participate in the UK's multi-ethnic society, and in wider context of an interdependent world. We will support every pupil to develop a sense of personal and cultural identity that is confident and that is receptive and respectful towards other traditions.

We will work in partnership with our local community to establish, promote, and disseminate equality of opportunity for all. In school, pupils and adults will actively promote equality in all areas of school life and will speak out against discrimination.

The DCSF document 'Guidance on the duty to promote community cohesion' groups school's contribution to community cohesion under three broad headings.

Teaching and learning and the curriculum

- Helping children and young people to understand and value diversity whilst promoting shared values, awareness of human rights and how to promote and defend them
- Developing skills of participation, responsible action

Equity and Excellence

- Equal opportunities for all to achieve at the highest level possible.
- Removing barriers to access and participation in learning and wider activities.
- Working to eliminate variations in outcomes for different groups

Engagement and Extended Services

- Providing reasonable means for children, young people, their families and the wider community to meet and interact with people from different groups and build positive relationships

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3. Meeting the Race Duty

St Michaels Primary School recognises and welcomes its responsibilities under the Race Relations (Amendment) Act 2000 (RRA). Since December 2014 we have reviewed and updated a written statement of our Race Equality Policy, and we have implemented the arrangements for developing a Race Equality Policy to meet the General Duty.

The purpose of our Race Equality Policy (REP) is to help us to:

- Prevent racial discrimination, and to promote equality of opportunity and good race relations between members of different racial, cultural and religious groups;
- Expand access across all communities and in all areas of school activity and;
- Ensure the Policy is also part of our planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).
- Racism and discrimination are challenged through the curriculum, PSHE, SEAL, assemblies, School Council and the playground buddies.
- Different teaching styles and strategies are used to take into account the different learning styles of pupils from different ethnic groups such as visual, auditory and kinaesthetic, classroom organisation, observing children and assessing, monitoring and target setting.

Our Race Equality Policy will form part of the Schools Equality Scheme 2014, and a review will commence in December 2016 to meet the requirements of the scheme.

We will report on progress annually and the REAP will be reviewed each summer term and necessary amendments made.

Race Equality Action Plan can be found at the end of the document



Race Equality Policy

Aims and Values

St Michaels CE Primary School recognises its responsibilities under the Race Relations (Amendment) Act 2000. St Michaels CE Primary School will play an active part in its local community providing an education which

- Tackles racial discrimination
- Promotes good relations between members of different racial, cultural and religious groups and communities
- Promotes equality of opportunity

We will ensure that all our policies and practices in relation to the following take full account of our obligations under the Race Relations Act 2000.

- Progress, attainment and assessment
- Behaviour, discipline and exclusion
- Pupils personal development, support and pastoral care
- Teaching and learning
- Admissions and attendance
- Curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

1. Progress, attainment and assessment

We aim to ensure that every pupil, irrespective of race, gender or cultural background is enabled to achieve their best and that strategies are in place to tackle under-achievement.

- SATs results, and class assessment data, are analysed to look at the performance of different ethnic groups and the performance data provided by the borough is examined carefully.
- Staff are aware of underachievement through our tracking procedures and monitor progress carefully, setting appropriate targets for progress.
- The school has clear and thorough assessment procedures in place for literacy, numeracy and science.
- Children work in ability groups for some subjects and in some year groups may be set for maths and/or English. Staff are aware of the need for flexibility and children move from group to group according to progress made. At other times children work in mixed ability groups and staff value the contribution made by children from all ethnic groups.

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- Support is targeted to children in need of additional help: teaching assistant support, SENCO, reading volunteers and so on.

2. Behaviour, discipline and exclusion

We ensure that the school's procedures for managing behaviour are fair and equitable to pupils from all ethnic groups.

- The school has a clear Behaviour Policy and there is a consistent system of rewards and sanctions across the school.
- The school's policy is to include, rather than to exclude children, and a considerable amount of time is given to supporting children and their families who have emotional or behavioural difficulties. Staff work closely with families and may involve the resident art therapists, Haringey CAHMS and The Tavistock Centre to provide support for families. The school's rate of exclusion is very low.
- The assistant head monitors behaviour timeout sheets, the school's timeout sheets are checked to see which children have missed playtimes to monitor consistency. These are collated each term and the results given to the Headteacher, governors and the LEA.

3. Pupils' personal development, support and pastoral care

We aim for every pupil to have access to the range of support required to enable each of them to achieve their best. This support may be provided by the Headteacher, class teachers, teaching assistants. There are financial limitations placed on the amount of support available.

If a child is the victim of a racial or discriminatory incident, the Headteacher talks to the perpetrator and the victim in an age-appropriate way. The victim knows that the school treats such incidents very seriously and lets the victim know that what has happened to them is unacceptable. The perpetrator is asked to make an apology to the victim and the school's sanctions implemented and all incidents are reported on the termly Haringey bullying and discriminatory incident summary.

4. Teaching and learning

We aim for our school to provide teaching and learning styles that allow all pupils to learn and achieve. All pupils, irrespective of race, gender or cultural background, have an equal right to experience a high quality education in which

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they feel valued and respected. Teachers challenge stereotypes and are aware of bias and racial discrimination.

- The allocation of pupils to teaching groups is fair and equitable to pupils from all ethnic groups.
- Parents from different ethnic groups are welcomed into school to help and contribute from their cultural life.
- Teachers value and celebrate the languages spoken in their class and in the community, through display and through class discussion.

5. Admissions and attendance

The school monitors pupil attendance regularly, and identifies any patterns regarding ethnicity and community background. We aim to improve levels of attendance, especially for our target groups, and we work with a range of services and agencies to develop strategies for improving attendance.

6. Curriculum

The school delivers a curriculum that promotes good relations between members of different racial, cultural and religious groups and communities, and which fosters equality of opportunity.

The school aims to provide a curriculum that draws on and values the contribution made by people from a range of cultures.

- Music plays a big part in valuing and celebrating different cultural contributions during class music and in assembly. Children listen to a variety of world music in class and in assemblies.
- The school creates an environment where all pupils can contribute and feel valued. In particular the school celebrates and values those children who speak a variety of languages.
- Different cultural traditions are valued and children learn about a variety of religious and cultural practices in assembly and in class. The school has collected a wide range of artefacts for teaching and display, which represent many of the cultures present in the school.
- The school ensures that a range of cultures and languages are evident in the books that are purchased for class use and in the library. Home corner equipment, dressing up clothes and dolls reflect a range of cultural traditions.
- Visits are made within the local community to various places of worship.
- Maps and atlases are used to enable children to see where ethnic minority families originate from around the world.

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7. Staff recruitment and professional development

We would like the adults in our school to reflect a range of cultures and therefore provide positive role models for pupils from all community backgrounds. However the reality is that unless candidates from a range of backgrounds come forward to apply for jobs, and meet the candidate specifications, it is difficult to translate this into practice. Governing Body recruitment panels are fully aware of equality issues during the short listing and interview processes.

- All staff are encouraged to attend training courses and to continue their professional development.

8. Partnerships with parents and communities

We aim to make parents and carers of our pupils/students welcome and encourage them to have a genuine involvement in the life of the school.

Admissions:

Whenever new children are admitted to the school the admin staff or inclusion manager meets with the family, shows them round the school and goes through the admissions forms. At this meeting the family is taken through the school's admissions forms and home/school agreement and have the opportunity to share important information about their child. The family is also shown round the school and places of importance to the child (eg toilets, hall, computer suite, dining hall) are pointed out. Key procedures and routines are explained and any questions are answered.

Information for Parents:

Each term the school holds parent consultations and all parents are encouraged to attend. Teachers share with parents their child's learning targets for numeracy and literacy.

A regular school newsletter is sent home via email to parents keeping them up to date with events in the school and providing other important information. Class teachers also inform parents about the curriculum in the coming term via the school website. Each classroom has its own information board for parents on which planning and timetables are displayed.

Class teachers and the Headteacher are regularly available to speak to parents and carers informally or by appointment.

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Parents, Community and Curriculum:

The school has links with the local Church. Regular visits to the church take place as part of the RE curriculum, as well as for celebrations of the Christian calendar.

Parents from minority ethnic groups also come into school to contribute in various ways: to talk about religious festivals; to talk about their work and achievements; to cook dishes from their culture and so on.

Section Three: Leadership, Management and Governance

Commitments

St Michaels CE Primary School recognises the importance of every individual and their equal right to enjoy personal fulfilment, safety, security and companionship regardless of race, religion, gender, class, disability, age or ability.

We want all members of our school community to have the knowledge, understanding and skills needed to participate in the UK's multi-ethnic society, and in the wider context of an interdependent world.

We are committed to ensuring equal respect for all ethnic, cultural, religious, linguistic and social traditions and we positively welcome students from all communities, beliefs and cultures into the school.

We will support every pupil to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other traditions.

We aim to work in partnership with our local community to establish, promote and disseminate racial equality good practice and tackle racial discrimination. In school, students/pupils and adults actively promote equality in all areas of school life and speak out against discrimination.

We work to encourage, support and enable all pupils and staff to achieve the highest possible standards.

We recognise the responsibilities this policy gives us, and we are committed to ensuring that it is implemented, monitored and reviewed at least every three years.

Breaches

Breaches of the policy will be dealt with in accordance with clear procedures which apply when any school policy is breached. If the Race Equality Policy were

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to be breached, the Headteacher would discuss this with those concerned and stress the seriousness of any breach of policy.

In addition, we have clear procedures in school to deal with racist incidents, racial discrimination and racial harassment – and we ensure that these are applied promptly, firmly and consistently. Any incidents are reported to Haringey Education Authority on a termly basis and dealt with accordingly.

Staff deal with racist incidents, racism, racial harassment, prejudice and stereotyping in line with the school's Code of Behaviour. In addition there is a sensitive system of support available to victims of racism, racial discrimination, racist incidents and racial harassment.

4. The Disability Equality Duties

We welcome the requirements of the Disability Equality Duty and this section sets out how we have undertaken the development of the Schools Equality Scheme to meet the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

In addition the Governing body accept their responsibility under the DDA to;

- Promote equality of opportunity for disabled people, pupil, staff and carers and other people who use the school or may wish to;
- Prepare and publish a disability equality scheme to show how they will meet these duties
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995)
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and pupils by disability
- Have a Disability Equality Scheme

We plan to increase access to education for disabled pupils in 3 ways:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the premises of the school to increase the extent to which disabled pupils can take advantage of education and associated services; (see premises improvement plan)
- Improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled.

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Commitment and linking with the School Development Plan

The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

Funding is allocated to support children's educational needs through the general school budget.

Involvement and consultation

We have consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme to determine the priorities for the school with regards to disability equality over the next three years. The consultation reflected the DDA definition of disability.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The school links with outside agencies to seek expert advice including Changing Faces, Whittington Diabetic and Epileptic team, RNIB, Haringey Autism, speech and language therapists, CAHMS, etc. Regular review meetings are held to discuss children's progress and identify issues. Staff have received training on early identification of disabilities from the school nurse.

The staff and governors will gather information on the effect of the school's policy by:

Ensuring information is collected on disability with regards to pupils, staff and parents and that this information is used to improve the provision of services.

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Pupil achievement will be monitored by disability and if any trends or patterns are identified in the data then relevant additional action will be applied.

Ensure that disabled pupils are encouraged to participate in school life. Monitor how this is shown through representation in school events such as class assemblies, sporting activities, outings and the school council.

Strategies are used to manage behaviour that address the needs of disabled pupils such as extra adult support, working with parents, outside agencies, providing a place to choose time out, have a special toy/book to reassure, working with the SENCO. Every effort is made to include disabled children and encourage regular attendance and avoid any exclusion.

Monitor bullying and harassment of disabled pupils and staff and use this information to make a difference, through assemblies, workshops, PSHE. The school has a policy for dealing with discrimination and bullying.

Ensure disability is portrayed positively in the curriculum, such as topic, school books, displays and discussions such as circle time and class assemblies.

Teaching and learning strategies are used to take into account the needs of children with different disabilities such as visual, auditory and kinaesthetic. A creative curriculum is followed with pupils participating at many different levels.

Aim to have all classrooms per year group with acoustic tiled ceilings. At present Nursery, both receptions and 1 year 2 classroom need tiles. (School premises improvement plan)

Aim towards the school environment being as accessible as possible to pupils, staff and visitors to the school, such as organising open evenings and other events which parents or carers attend in an accessible part of the school.

Aim to have information available to parents, visitors, pupils and staff in formats which are accessible if required and ensure the school community are aware of this.

The recruitment, development and retention of disabled employees is promoted.

The election of parent governors is open to candidates and voters who are disabled.



Making things happen/implementation

The objectives need to ensure that all three parts of the general duty have been addressed (elimination of discrimination and harassment and promotion of disability equality).



St Michaels CE Primary Disability Equality Scheme

Definition of Disability

The Disability and Discrimination Act (DDA) defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Definition of the terms:

- 'Physical impairment' includes sensory impairments
- 'Mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'Substantial' means 'more than minor or trivial'
- 'Long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

The definition covers a much larger group of people than is commonly thought. A report from the Cabinet Office suggests that about 772,000 children in the UK are disabled, equivalent to 7% of all children and about 11 million adults, equivalent to 24% of all adults.

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Introduction

The Disability Discrimination Act (Part 5A) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- Prepare and publish a disability equality scheme to show they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the Disability Discrimination Act require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

General vision, purpose and direction of the scheme

At St Michaels CE Primary we take pride in the inclusive nature of our school. An inclusive school is one which is continually adapting to meet the needs of all of its disabled pupils, staff and parents. We strive to promote equality of opportunity for all and will proactively work to make reasonable adjustments in order that this is realised for all disabled members of our school community. We will seek to eliminate discrimination in school wherever it occurs and will continue to invoke school procedures for eradicating any incidents of disability related harassment. Through promoting positive images of and respectful attitudes to disabled pupils in school we seek to promote positive attitudes towards disabled people within the wider community. We will actively encourage the participation of disabled pupils, staff and parents within public life and will celebrate their achievements. Where appropriate, additional support and resources will be provided for disabled members of our school community in order to fully meet their needs.

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Involvement of Disabled pupils, staff, parents and other users of the school in developing this scheme

In drawing up this scheme disabled pupils have been included through discussions within their class, in circle time and in school council. In the future there are plans to consult with pupils through the pupil questionnaire, through the SEAL programme and more widely through school council.

Information Gathering

The effect of policies on:-

Monitoring of the recruitment, development and retention of disabled employees is part of this disability equality scheme.

The school 'Raise on line' and annual targets setting for each class provide information on the educational opportunities available to and the achievement of disabled pupils.

The points raised for action within the disability equality scheme will be reviewed on an annual basis by reporting to governors and the scheme will be reviewed as a whole within 3 years. (By end of 2015)

Disability Action Plan can be found at the end of the document

5. The Gender Equality Duties

We welcome the requirements of the Gender Equality Duty and this section sets out the school context, in terms of how we have undertaken the development of the Schools Equality Scheme to meet this Duty. We will give due regard to the need to

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

St Michaels CE Primary School recognises and welcomes its responsibilities regarding the Gender Equality Duty. We will ensure that our policies and practices in relation to the following take full account of our obligations under the Gender Equality Duty:

1. Progress, attainment and assessment
2. Behaviour, discipline and exclusion
3. Pupils personal development, support and pastoral care
4. Teaching and learning
5. Admissions and attendance
6. Curriculum
7. Staff recruitment and professional development
8. Partnership with parents and communities

Commitment and linking with the School Development Plan

The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

Evidence of gender objectives:

Information is collected on gender with regards to both pupils and staff. This information is used to improve provision.

The school adopts an equal pay order for the staff there is not a gender pay gap.

Gender equality is an explicit aim within the school's policies and key documents.

Pupil achievement is monitored by gender and any trends or patterns in the data are identified that may require additional action.

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Pupils of both sexes encouraged to participate in school life. This is shown through representation in school events such as class assemblies, sports and the school council. Pupils of both sexes are given the same opportunities to participate in physical activity, both in and outside of school hours.

Bullying and harassment of pupils is monitored and this information is used to make a difference. The school's Behaviour Policy states how we deal with sexual discrimination and harassment.

Stereotypes in terms of gender are actively challenged in both the classroom environment and in the playground.

Pupils are encouraged to consider career paths/occupations that are not traditionally gender stereotyped.

The school environment is as accessible and welcoming as possible to visitors of both sexes. Open evenings and other events which parents or carers attend are held in an accessible part of the school.

Parents of both sexes are encouraged to participate in their child's education e.g. attending parents. evening, coming on school trips and visiting school.

Involvement and consultation

St Michaels will consult with pupils, staff and parents in the development of our Gender Equality Scheme to determine priorities for the school with regards to gender equality over the next three years.

Questions to be asked to find out the views of pupils, staff, governors and parents

Do you feel that male and female pupils have equal access to sport?

- Do you feel that male and female pupils have equal opportunities to participate in school life?
- Do you feel that the staffing body is representative of the school population and the community it serves?
- Are there enough opportunities for Mums and Dads to get involved in their child's education? What would make it better?
- Do you feel that the school is challenging gender stereotypes e.g. in the curriculum and in school life in general?

Making things happen/Implementation

The gathered information will be used to set objectives and meet the gender duty overall. Issues raised will be addressed through the action plan and reviewed annually. The objectives need to ensure that all three parts of the

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general gender duty have been addressed (elimination of discrimination and harassment and promotion of equality).

Gender Action Plan can be found at the end of the document

6. Religion or Belief

As a result of the Employment Equality (Religion or belief) Regulations (2003), it is unlawful to discriminate against an employee on grounds of their religion or belief. These regulations prevent both the indirect and direct discrimination as well as harassment and victimisation of an individual and have been implemented throughout the school. St Michaels recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We are committed to eliminating discrimination and exclusion on the basis of religion or belief.

Work will continue within the school to further develop understanding of the issues and consideration given to how best to address any faith based discrimination identified.

As a church of England School children are taught to respect religion and belief and daily assemblies lead by teachers or visiting speakers, celebrates festivals, marking key national / international events, such as National Holocaust Day and events in the Christian calendar. The school makes provision for pupils and staff to take time off for religious observance.

We will monitor the effectiveness of our policy regarding faith and belief discrimination through discussion with the Teaching and Learning leader of RE and all staff. The attitudes of the children in regards to faith and beliefs should be discussed in SEAL and PSHE lessons and all areas of school life. We will review the RE and SEAL scheme and the impact it has in school. The School Council will be asked their opinion regarding the matter, and their views will be listened to and be part of the evaluation process.

Relevant behavioural incidents will be analysed and reported to the Governing Body and the local authority.

7. Sexual Orientation

St Michaels is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We aim to ensure equality of opportunity for LGB people across services and employment.

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We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within St Michaels and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily, the school's Behaviour Policy sets out how we deal with homophobic discrimination and the procedures we follow.

At St Michaels:

- Homophobic bullying, language and stereotypes will be challenged
- The PSHE curriculum will address these issues as part of its Relationships Sex and Education (RSE) programmes of study and look at human rights and citizenship

8. Anti-Bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children and Young People's Service in Haringey Council.

St Michaels CE Primary is committed to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation.

Our Anti-Bullying policy will be reviewed in line with Haringey Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework in September 2009.

All staff receives training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment annually.

The school is committed to recording, analysing and reporting bullying and discriminatory incidents and ensuring information is used to prevent further issues.

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The school is also committed to passing on bullying and discriminatory incident forms to Haringey Council's Children and Young People department.

Anti-Bullying Policy

Rationale

At St. Michael's CE Primary School, everyone has the right to feel safe, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. It is everyone's responsibility to prevent bullying from happening and this policy contains guidelines to support our ethos.

Where bullying exists the recipient must feel confident that the matter will be dealt with immediately. It is our aim to challenge attitudes about bullying behaviour, increase understanding for all pupils, and continue to build an anti-bullying ethos in the school.

This document outlines how we make this possible at St Michael's CE Primary School.

Definitions of Bullying

Bullying is deliberate hurtful behaviour that is repeated on a number of occasions or over a period of time. This can take the form of physical, verbal or emotional hurt, including cyber-bullying (misuse of social networking sites, email or text messages to people.) It can be done by an individual or a group of people.

The school works hard to ensure that all pupils know the differences between bullying, a one-off incident and "falling out" or arguing with others.

Actions to Tackle Bullying

Awareness and preventative action are key steps towards tackling bullying. At St Michael's CE Primary we are vigilant for signs of bullying and always take reports of incidents seriously. We use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to identify and raise awareness of bullying-type behaviour.

In order to raise pupils, staff and parents awareness, we hold an annual Anti-Bullying week following the SEAL programme.

Pupils are told how important it is that they report any incidence of bullying to an adult within school, straight away and that if another pupil tells them that

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they are being bullied or if they see bullying taking place it is their responsibility to encourage the pupil to tell an adult. We encourage pupils to report their knowledge to a member of staff so that help can be offered.

All reported incidents of bullying are investigated and taken seriously by all staff members who record the incident. The Class teacher of the children involved collates the reports in their Behaviour Files. Pupils are asked to talk about their involvement or experience with an adult and record their views of what happened. If a child needs help doing this an adult is available to assist them. If bullying includes racist, sexist or homophobic abuse then it is identified on the termly Haringey Bullying and discriminatory Incident Summary Form.

In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, the Behaviour files are monitored by the assistant head on a half termly basis.

Upon discovery of a bullying incident, we discuss, with the children involved, the issues appropriate to the incident and to their age and level of understanding. A problem-solving approach is used if appropriate. The adult remains neutral and questions the child/children sensitively. Each person is given an opportunity to talk and the discussion remains focused on finding a solution to the problem to stop the bullying reoccurring. This can be achieved through a system agreed between the adult and the child, so any incidents of bullying are reported discretely and incidents are then dealt with immediately. Children are encouraged to realise that the bullying will stop if the adults within school are aware of the problem and can deal with each and every incident as they occur.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques are used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

During playtime, a 'Friendship Stop' is in place and 'Playground buddies' system operates in the KS1 playground at lunchtime.

Children in Year 6 have been trained to be anti-bullying ambassadors.

Parental Involvement

If a bullying incident occurs, the parents of all children involved will be informed. The perpetrator will be reminded of the consequences of bullying behaviour and the appropriate sanctions will be clearly explained to him/her.

Parents will be reminded through Parent Consultation meetings to encourage their children to tell someone, should they ever feel they are being bullied. Everyone has the right to come to school and feel safe.

This policy is seen as an integral part of our Behaviour and Discipline Policy.

Parents, pupils, staff and governors have also been consulted for their views in the drawing up of this policy.

9. Employment Practices

St Michael's school is an equal opportunities employer. We welcome applications from all suitably qualified candidates regardless of gender, disability, ethnicity, religion or sexual orientation.

10. Action Plan and Equality Impact Assessments

The action plans related to the SES show explicit objectives relating to race, disability and gender issues.

Equality Impact Assessments are a crucial mechanism for ensuring the embedding of equalities and diversity. Impact assessments will be carried out covering all strands of equality and diversity (race, religion, disability, gender and sexual orientation) and will identify both good practice as well as areas where our performance in ensuring diversity could be improved. In line with statutory requirements our equality impact assessment process will be applied to new policies as well as existing policies and functions on an agreed programme. Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

11. Roles and responsibilities

St Michaels Primary School will collect and analyse data relating to School's Equality Scheme (race, disability and gender). We will then use that data to review our progress, to make comparisons and set targets.

The Governing body /trust /local authority accept their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the policy whether for pupils or for the school as an employee ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the policy
- provide appropriate support and monitoring for any pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- support the Headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review this scheme every two years

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme
- provide a lead in the dissemination of information relating to the scheme
- identify good quality resources and CPD opportunities to support the scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the SIP

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Parents/Carers will:

- have access to the scheme
- be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child
- School Staff will:
- accept that this is a whole school issue and support the Single Equality Scheme
- be aware of the Single Equality Scheme and how it relates to them
- make known any queries or training requirements

Pupils will:

- be made aware of any relevant part of the scheme, appropriate to age and ability
- be expected to act in accordance with any relevant part of the scheme

12. Reporting and reviewing the scheme

In line with the requirements of the Scheme we will produce an annual report that assesses the implementation of the action plans for effectiveness. The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will be revised by the Headteacher. We will review and revise the Schools Equality Scheme every three years. The SLT and Governing Body will be involved in the monitoring of progress and findings will be used to improve the Schools Equality Scheme and feed into the SIP and future practice.

Gender Action Plan

Objective	Action	When	Success criteria
<p>Teaching and Learning</p> <p>To ensure that the curriculum raises gender issues, through assemblies, visits, visitors into school and planned lessons as part of the PSHE curriculum, circle time.</p> <p>Curricular activities are planned to enhance pupils self-esteem and tackle barriers which will raise their aspirations.</p> <p>Focus on girls contributions and confidence in mental/oral maths</p>	<p>In year groups ideas are shared and planned, and added to the school's curriculum map.</p> <p>Positive images of boys/girls, men/women to be displayed around school and positive language and terminology are used by all staff.</p> <p>Teachers to make sure girls are targeted during mental/oral maths.</p>	<p>Year groups are responsible for considering the gender content of parts of the curriculum and how this will impact upon all pupils.</p> <p>Training to regularly take place on promoting and understanding gender equality.</p> <p>Staff to attend LEA courses, staff meetings.</p> <p>During numeracy lessons</p>	<p>Children and teachers are aware of gender issues and all children feel included in curriculum activities.</p> <p>Children demonstrate positive attitudes about themselves.</p> <p>All staff have a thorough understanding of provision, differentiation and support.</p> <p>There is positive imagery visible throughout the school and in school books and resources.</p> <p>Percentage of girls answering increases</p>
<p>Monitoring and Assessment</p> <p>To monitor the achievement of pupils and address their individual needs according to gender.</p> <p>Revise policies to include a gender equality dimension.</p> <p>Impact assessment</p>	<p>The achievement of all pupils is monitored by gender.</p> <p>Teaching and Learning teams review policies. SLT to review plan annually</p>	<p>Updated termly with data provided for teachers and leaders, through pupil Assess and Review meetings.</p> <p>An annual collation of data and trends is analysed by assessment leader and provided to teachers, coordinators and the Governing Body, as well as an analysis with the LEA using the Raise online data in the Autumn term</p>	<p>Data is used effectively to monitor children's progress and identify where support is needed, and what has contributed to success.</p> <p>Progress will be reviewed and new actions written.</p>
<p>Accessibility</p>	<p>No school visit takes place before a full risk</p>		<p>All children, staff, parents and carers</p>

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<p>All pupils, staff, parents and carers are guaranteed access to services where possible.</p>	<p>assessment and analysis of needs is made, with direct reference to gender equality.</p> <p>When organising trips, clubs, etc all staff to consider gender equality.</p>		<p>have equal access to trips, clubs, etc where possible.</p>
<p>Participation and Engagement</p> <p>Pupils are given responsibilities within school and are supported to express their feelings about gender.</p> <p>Communicate and consult with parents/carers to identify their needs and ensure participation in school life.</p> <p>To seek every potential opportunity to promote positive attitudes towards gender equality in the local community.</p>	<p>There is a gender balance on the School Council and Buddies.</p> <p>Questionnaire/ meeting/survey parents about setting up a support group for parents, target single parents, working parents, extended school provision.</p> <p>Link with the local community and organise events that reach out to the local community.</p>		<p>All children have responsibility and are highly visible within the school community.</p> <p>Pupils feel confident that their opinions will be taken into account.</p> <p>Governors and staff are aware of their statutory responsibilities in promoting gender equality.</p> <p>All parents feel valued and included and have access to the school community.</p> <p>Strong links are made with the local community.</p>

Disability Action Plan

Objective	Action	When	Success criteria
<p>Teaching and Learning</p> <p>To ensure that the curriculum raises disability issues, through assemblies, visits, visitors into school and planned lessons as part of the PSHE curriculum, circle time.</p> <p>Curricular activities are planned to enhance pupils self-esteem and tackle barriers which will raise their aspirations.</p> <p>Communication is good and shared with staff, pupils and parents. Children are known and their needs understood.</p>	<p>In year groups ideas are shared and planned, and added to the school's curriculum map.</p> <p>Positive images of disabled people displayed around school and positive language and terminology is used.</p> <p>Teaching strategies are used to address the needs of children with different disabilities. Information is shared with staff about styles that suit different children.</p>	<p>Year groups are responsible for considering the disability content of parts of the curriculum and how this will impact upon disabled pupils.</p> <p>Meetings are held each half term.</p> <p>Staff meeting run by SenCo</p> <p>Training to regularly take place on promoting and understanding disability equality.</p>	<p>Children and teachers are aware of disability issues and all children feel included in curriculum activities.</p> <p>Children demonstrate positive attitudes about themselves.</p> <p>All staff have a thorough understanding of provision, differentiation and support.</p> <p>There is positive imagery visible throughout the school and in school books and resources.</p>
<p>Monitoring and Assessment</p> <p>To monitor the achievement of disabled pupils and address their individual needs according to impairment.</p> <p>Revise policies to include a disability equality dimension.</p> <p>Impact assessment</p> <p>To ensure consistency for assessing writing.</p>	<p>The achievement of disabled pupils is monitored by impairment.</p> <p>Teaching and Learning teams review policies.</p> <p>SLT to review plan annually</p>	<p>Updated termly with data provided for teachers and leaders, through pupil Assess and Review meetings.</p> <p>An annual collation of data and trends is analysed by assessment leader and provided to teachers, co-ordinators and the Governing Body, as well as an analysis with the LEA using the Raise online data.</p> <p>Teachers use APP to assess writing in phase</p>	<p>Data is used effectively to monitor children's progress and identify where support is needed, and what has contributed to success.</p> <p>Progress will be reviewed and new actions written.</p> <p>Staff know children well and can identify children's needs and set targets.</p> <p>More consistency across</p>

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	Training for all staff on assessment	meetings	the school. Teachers are aware of learning styles children use and can plan accordingly to meet needs
<p>Accessibility</p> <p>All pupils, staff, parents and carers are guaranteed access to services where possible.</p>	<p>No school visit takes place before a full risk assessment and analysis of needs is made, with direct reference to disability equality.</p> <p>When organising trips, clubs, etc all staff to consider accessibility.</p>	ongoing	All children, staff, parents and carers can access trips, clubs, etc where possible.
<p>Participation and Engagement</p> <p>Disabled pupils are given responsibilities within school and are supported to express their feelings.</p> <p>Communicate and consult with disabled parents/carers to identify their needs and ensure participation in school life.</p> <p>To seek every potential opportunity to promote positive attitudes towards disabled people in the local community.</p>	<p>Disabled pupils are represented on the School Council and as many as possible are trained to be Buddies</p> <p>Questionnaire/meeting/survey parents about the need to set up a support group for parents with a disability and/ or parents who have a child with a disability. Look at extended school provision.</p> <p>Link with the local community and organise events that reach out to the local community</p> <p>Assemblies focusing on disabilities</p>	ongoing	<p>Children with disabilities have responsibility and are highly visible within the school community.</p> <p>Pupils feel confident that their opinions will be taken into account.</p> <p>Governors and staff are aware of their statutory responsibilities in promoting disability equality.</p> <p>Parents feel valued and included and have access to the school community.</p> <p>Strong links are made with the local community.</p>



Race Equality Action Plan

Objective	Action	When	Success criteria
<p>Teaching and Learning</p> <p>To ensure the needs of all Black, Asian and Minority Ethnic children are being met through the curriculum. Through assemblies, visits, visitors into school and planned lessons as part of the PSHE curriculum, circle time.</p> <p>Curricular activities are planned to enhance pupils self-esteem and tackle barriers which will raise their aspirations.</p>	<p>To ensure the curriculum is inclusive of BAME children's heritage and meets their needs.</p> <p>In year groups ideas are shared and planned, and added to the school's curriculum map.</p> <p>Positive images of Black, Asian and Minority Ethnic people are displayed around school and positive language and terminology is used.</p> <p>Appropriate training provided to new staff and when needed.</p>	<p>Ongoing in year group meetings. Teachers are responsible for considering the content of the curriculum and how this will impact upon BAME pupils.</p> <p>Ongoing audit of resources by phases</p> <p>Training to regularly take place on promoting and understanding race equality.</p> <p>Staff to attend LEA courses, staff meetings.</p>	<p>BAME children are happy, making good progress and their needs are being met.</p> <p>All children feel included and their needs are being met.</p> <p>All staff have a thorough understanding of race equality issues.</p> <p>There is positive imagery visible throughout the school and in school books and resources.</p>
<p>Monitoring and Assessment</p> <p>To monitor individual children's progress.</p> <p>Impact assessment</p>	<p>Monitor children's progress from EYFS upwards and identify areas of concern</p> <p>SLT to review plan annually</p> <p>Monitor teaching resources. Ensure they reflect a range of cultures represented in the school.</p>	<p>Monitor children's progress from EYFS upwards and identify areas of concern – teaching staff.</p> <p>Look at data and identify needs (termly).</p> <p>Target children are identified in target setting meetings lead by a senior leader.</p> <p>Intervention programmes are put in place for children who are underachieving such as one to one support, early literacy support, and small group work.</p>	<p>Areas of concern are identified; discussion takes place and plans made to address needs.</p> <p>Progress will be reviewed and new actions written.</p>

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<p>Accessibility All pupils, staff, parents and carers are guaranteed access to services where possible</p>	<p>No school visit takes place before a full risk assessment and analysis of needs is made, with direct reference to race equality.</p> <p>When organising trips, clubs, etc all staff to consider accessibility.</p> <p>A voluntary contribution is asked for if cost implications, but all parents are invited to attend regardless of payment being made.</p>	<p>ongoing</p>	<p>All children, staff, parents and carers can access trips, clubs, etc where possible.</p> <p>All parents feel included and able to attend regardless of income and affordability.</p>
<p>Participation and Engagement</p> <p>BAME pupils are given responsibilities within school and are supported to express their feelings.</p> <p>Communicate and consult with BAME parents/ carers to identify their needs and ensure participation in school life.</p> <p>To seek every potential opportunity to promote positive attitudes towards BAME people in the local community.</p>	<p>BAME pupils are represented on the School Council and as many as possible are trained to be Buddies.</p> <p>Parents talking about their culture to classes in the school</p> <p>To regularly celebrate different cultures and ethnicity of St Michaels community</p>	<p>Events are held at school for children to invite parents to attend, Learning Together sessions, summer fair, curriculum week, Creative Partnership work</p>	<p>BAME children have responsibility and are highly visible within the school community.</p> <p>Pupils feel confident that their opinions will be taken into account.</p> <p>Governors and staff are aware of their statutory responsibilities in promoting race equality.</p> <p>Parents feel valued and included and have access to the school community.</p> <p>Strong links are made with the local community.</p>