



**Equality Policy
and Equality Action Plan**

Date of action plan:	Feb 2024
Person Responsible:	S Richardson
To be reviewed:	Ongoing

St Michael and All Angels School Characteristics 2024

Number of pupils on roll	197
Number of SEN pupils	24 identified as having additional needs SEN Support 3 EHCP
Number of Pupil Premium	34
Main Language	English 190 Tamil 1 Polish 1 Ukrainian 1 Turkish 2 Mandarin 2

School Characteristics

Saint Michael and All Angels CE Primary is an average sized school in Lancashire, though smaller than the national average; the school roll is 200. Almost all pupils (97%) are of White British heritage and approximately a half come from families whose socio-economic circumstances are best described as being in the two most disadvantaged groups in terms of deprivation across England and Wales. (Lower banding D and E 52% (LSIP 22/23).

The number of pupils eligible for Pupil Premium Grant (PPG) is approximately 23% pupils; this is below the Lancashire average (LA 29%) but about the national average (NA 17%).

The proportion of pupils with SEND is 15% and is just above the Lancashire average of 11% and remains just above the national average of 13%. The school has one CLA (Children Looked After) and one service child. The school works in partnership with a number of external agencies to support the children and their families.

The school's attendance is broadly in line with the national average (97.8%) with no permanent exclusions.

St Michael and All Angels Equality Action Plan

Our Action Plan aims to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are often referred to as the three aims of the general equality duty.

Equality Strand	Priority	Actions	Lead Responsibility	Timescales	Measurable Success Indicator
Race	Ensure that all role models are reflective of a range of cultures	Invite diverse range of visitors from other cultures and faiths Create links with Marsden Primary school	SLT	Ongoing	Children are more able to talk about different faiths and cultures. Children can enunciate why people have different beliefs and experiences. Children know other children of different faith and race personally.
	Plan on-going events that will embrace diversity, encourage positive attitudes and understanding of pupils with protected characteristics including different forms of disability	Involvement in National Deaf Awareness Week Awareness-raising assembly on autism and the difficulties this presents Art and music planned to celebrate diversity e.g. art Louise Bourgeois spider sculpture Plan assemblies on cultural events throughout the year, e.g. Chinese New Year, and invite speakers into school Anti-bullying week Assemblies on different people e.g. Rosa Parks, Martin Luther King Art projects- Expressing Identity Through Arts (Gosha Gibek Brand)	All staff	Ongoing	Children are more able to talk about different faiths and cultures. Children can enunciate why people have different beliefs and experiences Children can talk about the experience of discrimination.

	Ensures the curriculum provides opportunities to learn about different cultures and faiths locally, nationally and globally	Whole school curriculum map revised by SLT. New Statutory Framework and curriculum planning for Reception reflects this.	SLT Reception Lead	Summer 2024	Staff and children can justify why we learn about certain topics in the curriculum .e.g. Sir Learie Constantine West Indian cricketer who played for Nelson lawyer and politician who served as Trinidad and Tobago's High Commissioner to the United Kingdom and became the UK's first black peer
Disability Equality	To break down barriers to the perception of disability	To celebrate the achievements of disabled role models national and globally. E.g. Paralympian visit by Invite visitors who have a range of disabilities Art and music planned to celebrate diversity e.g. art Tom Yendell paints with his mouth and feet.	SLT, P.E. lead	Summer 24	Children talk positively about overcoming perceived barriers. Children are inspired by people who have overcome difficulties and challenged themselves.
	To reduce the physical barriers to disability at school	Provide large text where needed. Wheelchair access installed. ICT bought in school to identify and support dyslexic pupils Specialist teachers to assess and advise the school on Access Arrangements and support for individual children e.g. Qualified Teacher of the Visually impaired Provision in place for VI child Laptops for all pupils who need this Access Early intervention for the new Reception intake e.g. Seek advice from the Mobility Officer and Advisory Teacher for Visual Impairment for a prospective pupil with visual difficulties and ensure reasonable steps are taken to make the school as accessible as possible and ensure all curriculum materials are enlarged appropriately	SENCO SLT Reception teacher	Ongoing Reception intake Summer 24	Wheelchair access installed to side and front entrance Summer 2020. Ensure children who are disabled have access to school trips/residentials Participation of pupils with protected characteristics in extra-curricular activities, including residential trips and activities out of school, the School Council, Headboy and Girl and positions of responsibility. Pupils with additional needs have suitable provision to access the curriculum and facilities at school. It is a legal duty to implement accessibility plans to increase the extent to which

					disabled pupils can participate in the curriculum, improve the physical environment to enable disabled pupils to take better advantage of their education.
Gender Equality	To increase the participation rates of girls in sport outside the curriculum requirements to be reflective of the school population.	PE Lead to actively seek participation for girls.	PE Lead	Ongoing	To increase the participation of girls in sports clubs and out of school clubs by 10%
	To ensure the school promotes gender identity	Provide a balance of male and female role models through school e.g. Rosa Parks, Corrie Ten Boom Library has a balance of texts to about both male and female role models. Resources reviewed to ensure that they provide children with a range of images and messages about diversity and which challenge stereotyping e.g. posters, books, computer software	All staff and curriculum leads	Ongoing	Both boys and girls talk positively about male and female role models.
Community Cohesion	To achieve a greater awareness of national and community identity, particularly in Nelson and Colne	To increase opportunities for visitors from different cultures and faiths- adults and children to visit school. Joined Building Bridges Project. Developed links with Marsden Primary school- years 3 and 4. To ensure cultural events are celebrated throughout the year e.g. Diwali, Ramadan Foulridge's racial composition in 2011 was 99% White and 1% Asian. The largest religious groups is Christian 81% Muslim is 1% Compared to Nelsons racial composition of white 59% and Asian 41% Christian 39% and Muslim 38% Actively take part and contribute to the following organised by Building Bridges:	SLT DHT from Marsden to co-ordinate visits	Various trips and zoom calls over the year between classes	Children are aware of the diversity of culture outside Foulridge and in other nearby schools. Children are increasingly knowledgeable about events outside the Christian calendar learn about world development issues, global issues and our interdependence on each other

		<ul style="list-style-type: none"> • Winter Bloom event (Year 5) • Expressing Identity Through Arts (Gosha Gibek Brand) • Nashid Choir (School choir) • Pendle Peace Walks (whole school) • Pendle Festival of Culture (whole school) 		<p>6th March 2024</p> <p>7th March 2024</p> <p>20th Feb 2024</p> <p>November 2023 July 2024</p> <p>July 2024</p>	
	To create a sense of pride in the children regarding the local area.	To continue to upkeep the flower plot in the Community Garden in Foulridge.	School Business officer Eco Club	Ongoing	Children have a sense of pride and knowledge of their local area and are active in the upkeep.
	To become involved in local community activity	<p>Encourage children to attend the football sessions and holiday clubs held at school. Local nursery Lake View, uses our hall facilities for free every Friday.</p> <p>To provide activities in the local area e.g. the Community Youth Action Group- Kickboxing 10-week course, 3-week pizza making course.</p>			Children experience different activities and meet people from different faiths and cultures.
Sexual Orientation	To recognise people are different and have can contribute to diversity in a society.	Provide opportunities to include teaching about the contributions of men and women, gay people and disabled people and our shared human needs and similarities, irrespective of ethnic and cultural background. Sessions on What makes us the same?	All staff HT assembly	Ongoing	Children are able to recognise that we can be different but have some shared human needs and similarities, irrespective of ethnic and cultural background
All	To ensure groups of children who are not	To identify group of pupils who are not making expected progress and provide	SLT SENCO	Ongoing with termly	Progress and achievement data on individuals and

	making progress (academically or socially and emotionally) are supported to make accelerated progress to be at least in line with their peers.	intervention work, such as group work or mentoring Rigorous pupil progress meetings and data tracking using the new Itrack allows early identification of the children who are not ARE. Staff training on intervention programmes. Monitoring and evaluation of the intervention programmes. Nurture support provided by a trained teaching assistant to support emotional and social wellbeing. National Wellbeing Award undertaken April 2024. Senior Mental Health Lead Training undertaken by Headteacher	Nurture TA All Staff and TAS	Pupil Progress Meetings April 2024 Year-long Course	groups (RAISE online, school SIMS termly assessment tracking data, data on interventions, before and after)
All	Attendance is found to be an issue with a particular group of pupils; mentoring is planned to support these pupils	Robust first response to attendance by School Business Officer. Tracking of attendance using CPOMS and termly analysis by the Headteacher. Support for individuals whose attendance is not 97% including Nurture support, access to After School Club and Breakfast club.	School Business Officer HT Pastoral Lead	Ongoing with termly analysis by the HT	Attendance data on individuals and groups

Checklist for school staff and governors on Equality Act 2010 planning

- Is pupil achievement monitored by protected characteristics? Are there any trends or patterns in the data that may require additional action?

Rigorous systems of analysis of pupil performance data by protected characteristics, including clear monitoring and evaluation by governors, so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning. The new Itrack system allows easy filtering of many characteristics.

- Are the current reporting systems for bullying and prejudice-related incidents understood and followed by all pupils, staff and visitors?

Use of CPOMS to analyse any bullying and behaviour reports/logs, analysis of incidence logs (staff), evidence that governors analyse data identifying any trends and take required actions including ensuring swift action by staff when incidents happen.

- Does the school take part in annual events such as various fund-raising events connected to different charities and other national campaigns that raise awareness of disabilities, gender differences, etc to raise awareness of equality and diversity?

The school raised money for a boy who lost both his legs due to meningitis in September 2020, an overseas Charity Hope in Sri Lanka, Down Syndrome etc.

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

School Accessibility Plan is up to date.

Wheelchair ramps were installed to the main entrance and side all entrance during Summer 2020.

Is information available to parents, visitors, pupils, past pupils and staff in formats which are accessible if required? Is everyone aware of this?

Stakeholders are made aware that information can be made available in different formats, for example large print, translating services etc, and are consulted on this facility. This is part of the Accessibility Plan.

Are staff aware of the 2010 Equality Act and their responsibilities to comply with the Act? Are they aware of the different forms of discrimination? Are they aware of the term 'reasonable adjustments' and what this means in practice?

Some evidence of on-going staff training and support. An equality policy is reviewed annually, adopted and implemented.

Are procedures for the election of parent governors open to all candidates and voters? How are different protected characteristics represented on the governing body and does this broadly reflect the diversity within the community?

The governing body has a recruitment procedure which actively encourages membership from protected groups. Procedures for election are accessible to all protected groups.

Have recruitment guidelines been changed to ensure that no health questions are asked at interview, or health questionnaires completed before offering a job? Are reasonable adjustments in place for staff with a disability? Are the recruitment, promotion and training opportunities monitored for staff with protected characteristics?

The school has adopted an up-to-date recruitment policy. Evidence is kept of questions asked at interview. The senior leadership team and the governing body seeks advice and support from Human Resources services when necessary. Staff recruitment, promotion and training are monitored by the governing body.

Does the governing body have clear and transparent systems which demonstrate how SEN funding, the pupil premium and LAC funding are spent, with clear links to how this money is spent and what impact it has on those groups with the relevant protected characteristics?

The school has clear financial systems, with clear lines of accountability, terms of reference and minutes of finance meetings, showing clear strategic planning with regard to these separate streams of funding. The governing body monitors and evaluates the impact of funding on protected groups and can evidence that the funding has a direct impact on school improvement.

- Where possible, necessary and relevant, and in accordance with data protection legislation, is information collected on protected groups (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation) with regard to both pupils and staff? Is this information used to improve the provision of services? Are auxiliary aids and services provided for disabled pupils?

The school gathers such information and uses it to understand the school context in relation to protected characteristics. Further guidance on monitoring is available from the Equality and Human Rights Commission's website (EHRC). We follow guidance and take into account data protection legislation when gathering information about people. We collect information in relation to gender, race, disability/SEN and free school meal status. For other protected characteristics such as sexual orientation, other methods of information gathering may be necessary such as anonymous surveys as some pupils may not be 'out' about their sexual orientation. Sexual orientation may not be apparent in primary school children so there would be no need to collect data on this protected characteristic. Other data includes bullying and prejudice-related incidents.