

## **Believe-Achieve-Belong**

### **Together with Christ**

*In the light of St Michael the Archangel, we strive to be champions of all Christians and to the Church itself.*

### **Christ Centred Aim- Believe**

- to live the Gospel values and live life to the full with forgiveness, love and respect and kindness for all.

### **Teaching and Learning Aim- Achieve**

- to learn, grow and inspire as we act as role models when we care for others, the world and the environment

### **Community Aim -Belong**

- to be messengers of Christ opening a door to the Church for the community to share its Gospel values both locally and globally.

We pray that our patron, St Michael the Archangel protects our school, community and Church.

Our vision for our school is set out in our Mission Statement above and in addition we have a due regard to:-

- ❖ advance equality of opportunity
- ❖ eliminate unlawful discrimination, harassment and victimisation
- ❖ foster good relations
- ❖ undertake general duties underpinned by specific duties
- ❖ protect the following 9 characteristics:- i. age ii. disability iii. race iv. sex (gender) v. gender assignment vi. marriage/civil partnerships vii. religion/belief viii. sexual orientation ix. pregnancy or maternity

St Michael and All Angels acknowledges the exceptions to the discrimination provisions for schools that existed under previous legislation- such as the content of the curriculum, collective worship and admissions to single sex and schools of a religious character, are all replicated in the new act 2010.

In line with the Equalities Act, 2010 and the school’s Equality Policy and Public Sector Equality Duty commitment statement, the following objectives demonstrate the school’s focus on providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community. These objectives have been arrived at following discussions with members of the school community, an analysis of pupil progress and a review of the school’s developing population over recent years. Progress against these objectives will be monitored termly by reports to Governors and will be formally reviewed annually over the next four years. The timescale and procedures for monitoring the objectives may be amended in the light of new guidance or changes to relevant legislation.

Roles and Responsibilities Chain of accountability The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Key Priorities for Action Achievements to date

- Curriculum to include skills for all groups of children- engagement of all groups of learners (pupil questionnaires)
- To ensure staff implement their CPD related to the teaching of the RSE (Relationships Sex and Health) statutory requirements from Sept 2022, with specific reference to the teaching of the protected characteristics.
- To ensure that all pupils are more aware of the ethnic and cultural backgrounds of their peers and also have an increased understanding of the need to treat others fairly in line with our school beliefs.

Area of Improvement	Success Criteria	Actions and Persons Responsible	Timescale and monitoring
<p><b>Curriculum to include skills for all groups of children- engagement of all groups of</b></p>	<p>(a) For pupils to be engaged in learning through high</p>	<p>English Leader-GHulme Curriculum Leader-JMcKay SENCo-MTrayer</p>	

<p><b>learners in reading (pupil questionnaires)</b></p>	<p>quality texts which support their awareness of a diverse community and world.</p> <p>(b) Pupils to know and use texts and poems to show their awareness of positive relationships with a diverse school community</p>	<p>(a) For staff in each year group to plan and use a diverse variety of literacy texts to support an engage pupil reading (EYFS to Yr 6)</p> <p>(b) For staff to use a wide variety of texts and poems to enable pupils to promote positive relationships</p> <p>(c) Purchase of new texts across key stages to ensure that pupils have high quality accessible literature</p>	<p>Spring 2022</p> <p>(a) Monitoring through Subject Leader allocated time-action planning by Subject Leader.</p> <p>Summer 2023</p> <p>(b) Pupil Voice</p>
<p><b>To ensure staff implement their CPD related to the teaching of the RSE (Relationships Sex and Health) statutory requirements from Sept 2022, with specific reference to the teaching of the protected characteristics</b></p>	<p>(a) To further raise staff awareness regarding the statutory requirements of the RSE curriculum</p> <p>(b) (b) That all staff are fully aware of their responsibilities regarding the teaching of the protected characteristics</p> <p>(c) That parents are appropriately consulted regarding the curriculum details of RSE and of their parental rights in relation to the statutory requirements</p> <p>(d) That the school fully meets its statutory obligations in the teaching of the protected characteristics</p> <p>(e) that the appropriate views and needs of any member of the school Community who has any of the</p>	<p>RSE Leader-L Bowman PSHE Leaders- S Rossiter/R Tracy</p> <p>(a) An initial whole staff training session – followed by a regular updates and reference to DFE and Ofsted statutory guidance</p> <p>(b) A policy will be in place, training of all staff completed and governors briefed on their responsibilities</p> <p>(c) The implementation of the curriculum into each class timetable, appropriate resources in place and external guidance gathered in relation to teaching, assessment and ensuring the views of the school</p>	<p>(a) Monitoring will be by termly reports to governors and by the establishment of a means of capturing feedback from parents, pupils and staff.</p> <p>(b) The delivery of the curriculum will be closely monitored by SLT and the views of pupils and parents gathered at appropriate times and taken into account</p> <p>(c) There will be a formal review of implementation in the summer term.</p> <p>(d) An external review will be undertaken by the school consultants</p>

	<p>protected characteristics is taken into account.</p>	<p>community are taken into account</p> <p>(d) Appropriate guidance is sought from the Archdiocesan trustees. To ensure the school meets all its statutory requirements</p> <p>(e) the governors have overall responsibility for ensuring that all statutory requirements are met. The day to day implementation and monitoring will be delegated to the SLT and lead teachers for RSHE</p>	<p>(e) The views of the school community will be sought by questionnaires and this will inform the annual review.</p>
<p><b>To ensure that all pupils are more aware of the ethnic and cultural backgrounds of their peers and also have an increased understanding of the need to treat others fairly in line with our school beliefs.</b></p>	<p>(a) That any examples of racist or homophobic acts are reduced to nil.</p> <p>(b) That pupils have an increased awareness of the different races and cultural backgrounds which form our school community.</p> <p>(c) That pupils are more aware of the impact of sensory or physical disability on the lives of others in their local and the wider community.</p>	<p>(a) By the use of appropriate programmes pupils are made aware on any inherent prejudices they may exhibit and of the importance of treating all other pupils and adults with mutual respect and understanding.</p> <p>(b) A log is maintained regarding any possible examples of inappropriate racist or homophobic behaviours and how they are robustly and fairly dealt with.</p>	<p>(a) Monitoring will be by termly reports to governors and evidence will be gathered by feedback questionnaires, the analysis of incident logs and information gathered by the school council.</p> <p>(b) Implementation and strategy planning will initially be the responsibility of the SLT and then by teaching and support staff in consultation with the school council.</p>

