



St Michael's
C.E. Primary School

Equality Objectives and Action Plan

Last reviewed: September 2026
Next review due: September 2027



"Courage to Flourish in the Love of God"

Our Theologically Rooted Christian Vision



Courage to Flourish in the Love of God

"I have come that [you] may have life, and have it to the full" (John 10:10)



*"Be strong and courageous... the Lord your God will be with you
wherever you go." (Joshua 1:9)*

These biblical texts underpin our vision summary, 'Courage to Flourish in the Love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values:

COURAGE



Phillippians 4:13

"I can do all things through him who strengthens me."

HOPE



John 1:5

"The light shines in the darkness, and the darkness has not overcome it."

LOVE



1 Corinthians 13:4-8

"Love is patient and kind... it does not rejoice at wrongdoing but rejoices with the truth."

FORGIVENESS



1 John 1:9

"If we confess our sins, he is faithful and just and will forgive us"

TRUST



Proverbs 3:5-6

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."

COMMUNITY



Hebrews 10:24

"Let us be concerned for one another, to help one another to show love and to do good."

THANKFULNESS



1 Thessalonians 5:18

"Be thankful in all circumstances, for this is God's will for you"

Equality at St Michael's CE Primary School

At St Michael's Church of England Primary School, equality is at the heart of everything we do. Guided by our theologically rooted Christian vision, **Courage to Flourish in the Love of God**, we believe every member of our community is uniquely created in the image of God and deserves to be valued, respected and given every opportunity to flourish.

Our vision is rooted in Jesus' promise:

"I have come that they may have life, and have it to the full." (John 10:10)

and God's encouragement to Joshua:

"Be strong and courageous...the Lord your God will be with you wherever you go." (Joshua 1:9)

These verses shape our commitment to ensuring every child experiences a genuine sense of belonging, receives the support they need to achieve their very best and develops the confidence to flourish through an inclusive culture where every child experiences high expectations, belonging and genuine participation in school life.

Equality at St Michael's is not about treating every child the same. Instead, we recognise that every child is unique and may require different levels of support, provision and opportunity in order to achieve equitable outcomes. We actively identify and remove barriers to learning, participation and wellbeing so that every child can access the full life of the school.

We recognise that equality is achieved not by treating everyone the same but by ensuring every pupil receives the support, adaptations and opportunities they need to succeed. This includes making reasonable adjustments for disabled pupils and fulfilling our duties under the Equality Act 2010, the SEND Code of Practice and the Public Sector Equality Duty.

This is particularly important within our school community where a significant proportion of pupils have Special Educational Needs and Disabilities (SEND), and many pupils require additional support to overcome barriers to learning. We are committed to ensuring these pupils access the same ambitious curriculum, wider opportunities and leadership experiences as their peers through adaptive teaching, reasonable adjustments, high-quality pastoral support and carefully targeted interventions.

We welcome our responsibilities under the Equality Act 2010 and are committed to:

- eliminating unlawful discrimination, harassment and victimisation;
- advancing equality of opportunity for all;
- fostering respect and positive relationships across our diverse community;
- ensuring every child has the opportunity to **Achieve, Belong and Thrive**.

We recognise our responsibilities towards all protected characteristics identified within the Equality Act 2010 including:

- age

- disability
- gender reassignment
- marriage and civil partnership (staff)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Our equality objectives have been intentionally designed around these three principles. We believe children are most successful when they belong within a safe and inclusive community, achieve through an ambitious curriculum that removes barriers to learning, and thrive through rich opportunities, strong relationships and excellent pastoral care.

Our Commitment to Equality

Our commitment to equality is demonstrated through:

- an ambitious curriculum which is accessible for every learner through adaptive teaching;
- high expectations for every pupil regardless of background or starting point;
- early identification and support for pupils with additional needs;
- effective use of SEND, Pupil Premium and other funding to remove barriers to learning;
- a strong behaviour curriculum which explicitly teaches respect, kindness and belonging;
- high-quality pastoral support through The Hub, ELSA and wider inclusion provision;
- ensuring all pupils can participate fully in educational visits, clubs, leadership opportunities and enrichment activities;
- listening carefully to pupil voice and working in partnership with families;
- ongoing professional development so staff understand inclusive practice and their responsibilities under the Equality Act 2010.

Removing Barriers Through Targeted Funding

We strategically deploy SEND funding, Pupil Premium, Recovery Premium where applicable and other available resources to ensure pupils receive the support they need to succeed. Funding decisions are evidence-informed and regularly reviewed to evaluate their impact on participation, progress, attendance, wellbeing and wider outcomes.

Equality is monitored through:

- achievement and progress;
- attendance and persistent absence trends;
- punctuality and engagement with the Attendance Curriculum;
- behaviour and safeguarding information;
- participation in wider opportunities;
- pupil, parent and staff voice;
- wellbeing information.

Objective 1

Ensure every pupil achieves through an ambitious, knowledge-rich and inclusive curriculum. Leaders continually evaluate how successfully disadvantaged pupils, pupils with SEND and other vulnerable groups access, experience and succeed within the full curriculum.

Rationale

A significant proportion of our pupils have SEND or require additional support to access learning successfully. We are committed to maintaining high expectations for every learner whilst removing barriers through adaptive teaching, early intervention and carefully targeted support.

Key actions	Success measures
• Continue to develop adaptive teaching across all classrooms. • Monitor attainment, progress and attendance of vulnerable groups each half term. • Ensure SEND, disadvantaged and vulnerable pupils access the full curriculum. • Review interventions to ensure they have measurable impact. • Monitor participation in wider curriculum opportunities. • Provide ongoing CPD for staff on inclusive classroom practice. • Ensure reasonable adjustments are implemented consistently for disabled pupils. • Continue to strengthen adaptive teaching so that all pupils, including	• Improved outcomes for SEND and disadvantaged pupils. • Increased participation in wider curriculum opportunities. • Reduced gaps where appropriate. • Positive pupil voice demonstrating children feel successful. • Pupils with SEND successfully access learning alongside their peers wherever appropriate.

those with SEND, can successfully access the same ambitious curriculum.	
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Objective 2

Ensure every child feels they belong within our school community.

Rationale

Children thrive when they feel valued and experience positive relationships. Through our Christian vision, The St Michael's Way, restorative practice and Behaviour Curriculum, we explicitly teach children how to build respectful relationships and celebrate difference.

Key actions	Success measures
• Continue embedding The St Michael's Way Behaviour Curriculum. • Deliver the Attendance Curriculum. • Monitor attendance, punctuality and persistent absence trends for vulnerable groups, including pupils with SEND and disadvantaged pupils. • Celebrate diversity through the curriculum, worship and wider experiences. • Teach pupils about respectful relationships, protected characteristics, equality and inclusion through the curriculum, collective worship and personal development programme. • Promote pupil leadership opportunities. • Gather regular pupil voice. • Monitor bullying, behaviour and attendance trends. • Promote a culture of dignity, respect and inclusion where discriminatory	• Pupils report feeling safe and included. • Reduced incidents of discriminatory behaviour. • Strong attendance. • Positive relationships evident across school.

language, bullying and prejudice-based incidents are challenged promptly and effectively.	
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Objective 3

Enable every child to thrive through strong partnerships, inclusion and wider opportunities.

Rationale

Children flourish when schools work closely with families and provide rich opportunities beyond the classroom. We are committed to ensuring every child, regardless of background or need, can fully participate in the life of the school.

Key actions	Success measures
• Monitor participation in clubs, visits and leadership roles. • Remove financial or practical barriers wherever possible. • Continue strengthening partnerships with parents. • Work collaboratively with external agencies to secure the best possible outcomes for pupils requiring additional support. • Celebrate diversity through curriculum and community links. • Review the impact of SEND and Pupil Premium funding.	• Increased participation across all groups. • Positive parent feedback. • Strong community partnerships. • Governors receive regular impact reports.

Embedding Equality

Equality is everyone's responsibility. Leaders, governors, staff, pupils and families work together to ensure St Michael's remains a fully inclusive school where every individual is welcomed, valued and supported to achieve, belong and thrive. Through our Christian vision, we actively remove barriers, celebrate diversity and promote a culture of dignity, respect and aspiration for all.

Monitoring and Evaluation

Leaders routinely evaluate equality through:

- attainment and progress
- attendance and persistent absence
- behaviour and suspensions
- safeguarding information
- participation in enrichment
- pupil voice
- parent voice
- staff voice
- SEND provision reviews
- governor monitoring

Findings directly inform the School Development Plan, SEND Development Plan and wider improvement priorities.