

Equality, Diversity, Inclusion and Justice Policy 2025/2026

At Michael Faraday School, we are committed to creating an inclusive, equitable and respectful community where every individual feels welcome, valued and safe. Our vision and values underpin all aspects of school life and actively promote equality, challenge discrimination and advance social justice.

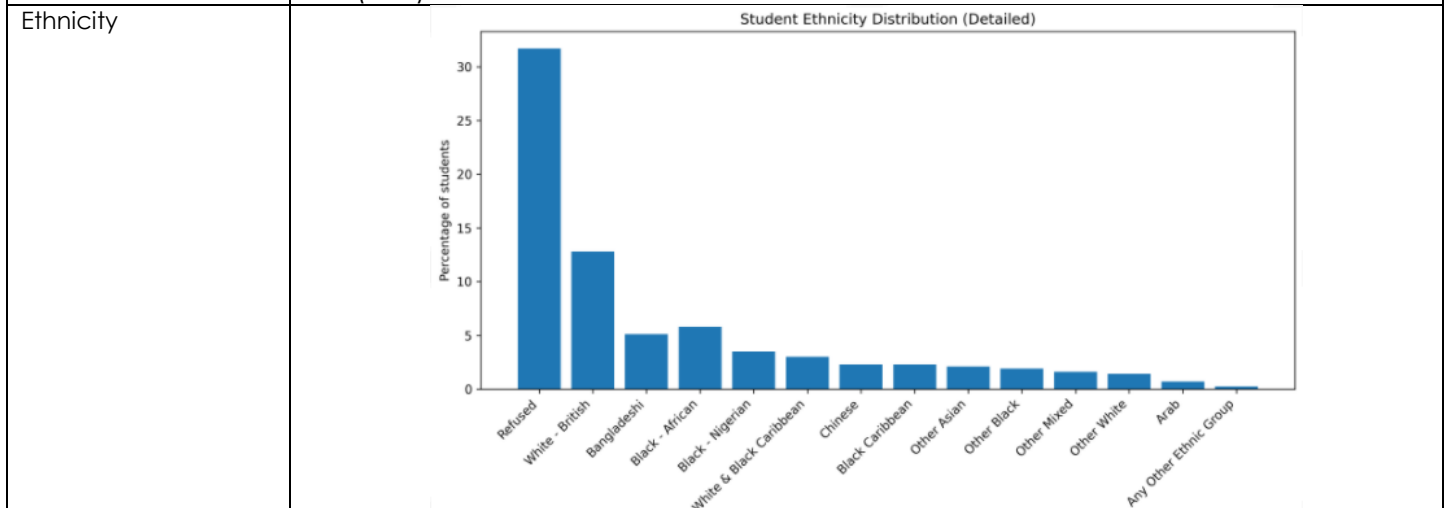
We hold high expectations for all pupils, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, or social and economic background. We recognise that every member of our community brings unique experiences, strengths and perspectives and we celebrate this diversity as a strength.

Our approach to equality, diversity, inclusion and justice is guided by the following core principles:

- We are one community of unique learners.
- We recognise, respect and take pride in our differences.
- We demonstrate understanding, compassion and care for all.
- We foster positive attitudes, strong relationships and a shared sense of belonging.
- We promote good practice and aim for fair representation across staff and governance.
- We actively seek to reduce and challenge barriers to equality and inclusion where they exist.

In line with the Public Sector Equality Duty (PSED) set out in the Equality Act 2010, the school publishes equality information and sets measurable objectives to eliminate discrimination, advance equality of opportunity and foster good relations across our community.

Characteristic	Breakdown
Number of pupils	430 M: 204 F:226
Number of staff	68 M:4 F:64
Number of governors	12 M: 5 F: 7
Religion	Non-denominational school
Attainment on entry	Around 40% of children enter in line with the national average on entry in Reading, Writing and Maths from a catchment area which is mainly Walworth.
Pupil Mobility	16 of the current number on roll joined the school during the last academic year from other schools. 29 children left the school as they moved out of the area in the last academic year.
PPG	151 (35%)
EAL	253 (59%)
SEND	138 (32%)



Objectives

Objective 1:

To reduce inequality of outcomes by increasing attainment and progress for disadvantaged pupils and other vulnerable groups.

This will be achieved by:

- Using robust data analysis to identify gaps in attainment and progress.
- Providing timely, targeted support and interventions that remove barriers to learning.
- Ensuring high-quality teaching and adaptive practice across all classrooms.

Success will be evidenced by:

- Improved attainment and progress outcomes for disadvantaged pupils and vulnerable groups.
- A continued narrowing of attainment gaps over time.

Objective 2:

To strengthen a culture of respect, belonging and representation so that all members of the school community feel safe, valued and celebrated.

This will be achieved by:

- Delivering an inclusive, representative curriculum and SMSC programme that reflects protected characteristics and diverse lived experiences.
- Promoting positive attitudes through assemblies, pupil voice, staff training and community engagement.
- Maintaining clear systems for reporting and addressing discrimination, prejudice or harassment.

Success will be evidenced by:

- Positive feedback from pupil, staff and parent surveys.
- Incidents related to discrimination or prejudice will be rare and, where they do occur, will be addressed swiftly and effectively to prevent recurrence.
- Pupils demonstrating respectful and inclusive behaviours.

Objective 3:

To improve communication, language and oracy outcomes for pupils facing barriers related to SEND, EAL or socio-economic disadvantage.

This will be achieved by:

- *Embedding a whole-school approach to oracy, with a high focus on the explicit teaching and reinforcement of ambitious vocabulary across the wider curriculum.*
- *Providing targeted speech, language and communication support where needed.*
- *Supporting staff to deliver inclusive, language-rich teaching.*

Success will be evidenced by:

- *Improved confidence, participation and communication skills among identified pupils.*
- *Accelerated progress and increased access to the full curriculum.*