

THUNDERSLEY PRIMARY SCHOOL

Equalities Policy 2022



Member of staff Responsible	<i>Emma Dawson</i>
Policy produced	<i>March 2012</i>
Policy agreed/last reviewed	<i>March 2022</i>
To be reviewed	<i>Spring 2023</i>
Other Policies Related	<i>Teaching and Learning Policy, SEND policy; Anti-bullying policy</i>
Other Paperwork Attached (appendix)	

1. Introduction

This equalities policy is an amalgamation of all the equalities legislation into one single equality policy for Thundersley Primary School.

2. Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Thundersley Primary School equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

3. Policy Commitments

3.1. Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum builds on pupils' starting points and is appropriately planned to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups, including Gypsies and Travellers
 - pupils who are gifted and talented
 - pupils with special educational needs
 - pupils with a disability
 - pupils who are in public care
 - pupils who are at risk of disaffection and exclusion
 - lesbian, gay or questioning young people
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

3.2. Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation.

To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement. To that end, we track individual children's progress as well as those of groups within the school
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

3.3. Promoting Equality: The ethos and culture of the school

- At Thundersley we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- Children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school should reflect diversity across all aspects of equality;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors, Parents/Carers with disabilities (this not only includes physical access, but takes account wider access to school information and activities); or when English is an additional language
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

3.4. Promoting Equality: Staff Recruitment and Professional Development

We will recruit people regardless of age, gender, ethnicity, ability, social background and sexual orientation.

- All posts are advertised formally to ensure the best candidates are available for a post (unless posts have been ring fenced to specific groups of staff such as in re-structuring);
- All staff and governors involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- Supply staff and contractors will be made aware of the equalities policy and practice;

- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies is kept under regular review.

3.5. Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and the Headteacher is responsible for recording and monitoring incidents;
- The school will report to Governors and parents on the school's approach to dealing with prejudice related incidents.

3.6. Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Thundersley aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parents surveys, newsletters and informal discussion to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils are made to feel welcome.

4. Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

4.1. The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly;
- The actions, procedures and strategies related to the policy are implemented and that these are clearly stated in the School Improvement Plan;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

4.2. The Head Teacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy;
- Co-coordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

4.3. All school staff have responsibility for:

- The implementation of the school's equalities policy;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

5. Equality Objectives and Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will be communicated with staff, parents, carers and governors by the Head Teacher. Each year the headteacher will set equality objectives which will be embedded within the School Improvement Plan. Progress towards objectives to be reported termly to Governing Body Committees

Equality Objectives

Objectives	Outcomes Success criteria	Actions to achieve outcomes	Key people responsible	Timescale
To monitor assessment data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group	All teachers create a curriculum which is engaging for all pupils SLT to carefully track the attainment and progress for pupils with the "Protected Characteristics". Ensure reasonable adjustments are in place for these children. Where appropriate, work with outside agencies to achieve the best progress for our children.	Monitor termly and measure impact in line with assessment cycle	SLT and all staff	Monitor termly and measure yearly
To improve the progress and attainment of all disadvantaged pupils in KS2 so that the difference between their outcomes and those of <i>other pupils nationally decreases</i>	The difference between outcomes for pupil premium children and all other children decreases (see RAISE online/FFT 2019)	<ol style="list-style-type: none"> 1. Ensure that decisions on PPG / Catchy up spending are based on effective Self-evaluation / research 2. Explore how other schools are improving outcomes for PPG children 3. Produce a report stating proposed spending plan 4. Put in place monitoring timetable 	ED/LA	Monitor termly and measure impact yearly
To increase the proportion of boys who are making expected progress in writing in all year groups.	Attainment gap between boys and girls in writing is narrowed	<ol style="list-style-type: none"> 1. Teachers to ensure that curriculum is engaging to boys 2. Teachers to ensure that boys are clear as to what they have to do to improve their writing. 	Class teachers	Ongoing Half termly tracking
To ensure that materials used in school promote equality and diversity	Children's' attitudes and actions reflect that they have a tolerant view of those around the who may be different in a wide range of ways.	Staff to monitor their use of images/ resources to ensure that they represent diversity and promote tolerance of difference	All staff	Monitor termly and measure impact yearly

To increase the membership of vulnerable pupils to out of school clubs and activities	Take up of clubs and extra-curricular experiences across all groups is broadly equal	<ol style="list-style-type: none"> 1. Monitor the current take up of clubs 2. Carry out pupil perception of those who have not attended clubs 3. Take action based on Pupil voice 	LA	Monitor termly and measure impact yearly
To improve attendance of Pupil Premium and SEN groups.	Gap in attendance between SEN and non SEN, FSM and non FSM narrows	<ol style="list-style-type: none"> 1. Continue half termly attendance monitoring 2. Regular communication to parents about the importance of regular attendance in newsletter 3. Involving outside agencies where appropriate 4. Rewards for children whose attendance is excellent 	LA Attendance officer	Half termly tracking to measure progress towards the objective
Actively seek pupils' views about the equality that exists in the school.	Pupils feel that they systems in the school are fair and equitable to all students? Issues raised are dealt with swiftly and monitored for impact.	Headteacher / Governing body Headteacher Termly reports to governors	All staff School Council to devise a questionnaire.	Re-administer the questionnaire x2 per year.