



## Stonesfield Primary School - Equality Policy, Plan and Objectives

Stonesfield Primary School is committed to ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, learning abilities, sensory or physical impairment, social class or lifestyle. Stonesfield School recognises differences and is committed to meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school.

Stonesfield school is committed to making special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and families with different religions or beliefs
- Those with special educational needs
- Those with a range of disabilities
- Looked After Children and their carers
- Children and staff who are gay or lesbian
- Staff who are pregnant or have just given birth
- Pupils and staff undergoing gender reassignment

Stonesfield staff and governors regularly analyse the school data, both internal tracking data and external tracking data including but not limited to RAISEonline data and other summative assessment data. As part of analysing the data staff and governors pay particular attention to whether the achievement and progress of all pupils is broadly similar regardless of educational need, background, language or disability.

Stonesfield School is situated in beautiful, stonewalled grounds at the center of the vibrant and attractive village of Stonesfield. We pride ourselves on providing an environment in which everyone feels valued and nurtured so that they can learn and progress to reach their potential. We provide a rich

and creative curriculum so that our pupil's needs are met through exciting learning experiences.

Our School is a smaller-than-average-sized primary school with six classes.

- Most pupils are of White British heritage, the proportion of pupils from minority ethnic backgrounds is well below average as is the proportion of pupils who speaks English as an additional language or at the early stages of speaking English when they join the school.
- The proportion of pupils receiving special educational needs (SEN) support is below average but the proportion of pupils with a statement of SEN or Education and health Care (EHC) plan is above average or 3.1% and rising as we are currently preparing a new EHC plan for a pupil. (national average 1.4%).
- The proportion of pupils eligible for the pupil premium funding, is below the national average.

### **School's Commitment to Equalities**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We will publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually. We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.

We will set and publish equality objectives, at least every four years.

	Equality Policy	Equality Plan
1.	<p><b>Establishing, maintaining and developing a school culture and ethos</b></p> <p>We make every effort to create an atmosphere of mutual respect and trust between child and child; staff and staff; staff and children; staff and parents.</p> <p>We try to be aware of the “messages” we may be giving in the language we use, in the images and displays around the school and in the choice of visitors/speakers invited to school.</p> <p>We promote the principles and practices of equality and justice throughout the School.</p> <p><i>Paragraphs to describe what the school does to:</i></p> <ul style="list-style-type: none"> <li>○ <i>We celebrate diversity/equality with an annual whole school Diversity Day and with values themed weekly assemblies which make reference to equality and diversity</i></li> <li>○ <i>We Celebrate achievement through weekly key Stage Celebration Assemblies giving all pupils and staff an opportunity to share and celebrate achievements both in school and outside school. We celebrate achievement through ‘Star of the Week’ Friday assemblies at which teachers select one pupil from each class to be star of the week for achievements in terms of attitudes to others, to their work or for achievement in curriculum subjects.</i></li> <li>○ <i>We promote positive attitudes towards disabled people and pupils by educating pupils about disability through assemblies and PHSCE and history lessons. We also promote positive attitudes to disability by teaching Paralympic sports eg. Boccia. We celebrate sports for the disabled with annual Olympic/Paralympic Legacy Days during which pupils take part in Olympic and Paralympic sports with specialist sports coaches and equipment eg. Wheelchair basket ball</i></li> <li>○ <i>We promote positive attitudes towards people of different ethnic groups/religions etc. through themed RE teaching days, assemblies and themed topic work in classes for example our topic themes Africa and China. We also visit galleries and museums to celebrate ethnic art/religion and we invite visitors into school to promote positive attitudes for example Chief Chebe a Ghanaian chief. We also take every opportunity to learn about the</i></li> </ul>	<ul style="list-style-type: none"> <li>○ We plan to introduce British Values to all stakeholders, sharing our audit of how we promote British Values in school ensuring all stakeholders have a good understanding by end of the summer term 2016</li> <li>○ We plan to ensure our values including British Values are clear to all stakeholders by further raising the profile of our values in communications to parents (Friday letter) and in displays and assemblies and PHSCE and SMSC teaching to all by end of summer term 2016.</li> <li>○ We aim to increase the number of celebration displays of our work in school concerned with diversity by the end of summer 2016</li> </ul>

	<p><i>different cultures of pupils, parents, carers and staff and to celebrate that diversity in school. We have an annual French Day or evening celebration focused on French Language and culture.</i></p> <ul style="list-style-type: none"> <li>○ <i>We Involve pupils, parents and staff in all our work promoting diversity, inviting them to take part in sports days, French days and to come into school and share expertise too.</i></li> </ul> <p><i>We promote high expectations and model positive attitude:</i></p> <ul style="list-style-type: none"> <li>○ <i>We demonstrate sensitivity to pupils with disabilities and raise awareness of the needs of others in planning activities</i></li> <li>○ <i>Communicate behaviour expectations by modelling behaviour and having clear and consistent expectations using clear and accessible ant-bullying and behaviour policies.</i></li> <li>○ <i>We ensure that we welcome applications for school places and jobs from all sections of the community and our school is accessible to all.</i></li> </ul>	
<p><b>2.</b></p>	<p><b>Preventing and dealing effectively with bullying and harassment</b></p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment,</p> <ul style="list-style-type: none"> <li>○ <i>We regularly Communicate to pupils, parents and staff our abhorrence of all forms of bullying and harassment through values based weekly assemblies and sharing assemblies, PHSCE lessons and through our annual Anti-bullying week in which we revisit policies and focus on positive roles models</i></li> <li>○ <i>We ensure that incidents are reported and addressed swiftly and effectively through our incident record sheets and reflection sheets which provide a record of incidents and how they have been followed up</i></li> <li>○ <i>We record any incidents of bullying and harassment on grounds of race, gender, disability, sexual orientation etc. on blue paper. We analyse and report on these incidents to our governing body and keep detailed records.</i></li> </ul>	<ul style="list-style-type: none"> <li>○ We plan to ensure that anti-bullying assemblies are planned regularly through the year to raise the profile of our policies and practice from September 2016</li> <li>○ We plan to update our reflection sheets to ensure children affected by poor behaviour have a voice and we have evidence of impact</li> </ul>
<p><b>3</b></p>	<p><b>Listening to pupils, staff, parents and others</b></p> <p><i>Describe what the school does to:</i></p> <ul style="list-style-type: none"> <li>○ <i>We listen to student voice through regular monitoring through pupil conference, circle time discussion, governor monitoring discussion and an annual pupil questionnaire. We also provide opportunities for pupil voice through our Student Council and Pupil Parliament (partnership schools)</i></li> </ul>	<ul style="list-style-type: none"> <li>○ We are planning to continue to provide informal opportunities for parents to express and discuss their views of the school with governors through governors serving tea at parents evenings twice a year and by holding regular parent and governor forums during the spring and summer terms of 2016</li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>We actively seek staff views and listen to staff concerns through regular staff meetings, team meetings and annual staff questionnaires and by promoting a culture of trust in which staff feel comfortable expressing their views. We use the information from questionnaires to inform our school development plan for the following year.</i></li> <li>○ <i>We seek the views of parents formally with an annual questionnaire and exit questionnaires and informally through open door policy</i></li> <li>○ <i>We ensure we encourage, enable and hear the full range of views including from those with disabilities by being a fully inclusive school</i></li> </ul>	<ul style="list-style-type: none"> <li>○ We are planning increased opportunities for governors to come into school to monitor the work of the school, including pupil conference (ongoing throughout the year)</li> </ul>
<p><b>4.</b></p>	<p><b>Equalising opportunities</b>  Recognising that some of the groups covered in this policy are likely to be economically disadvantage</p> <ul style="list-style-type: none"> <li>○ <i>We ensure school uniform is affordable by ensuring that most is available at low cost from the high street and offering regular second hand sales</i></li> <li>○ <i>We avoid putting parents under unnecessary financial pressure by giving them advanced warning of school trips and opportunities to pay in instalments. We also offer financial support where needed through funding from a local charity</i></li> <li>○ <i>Promote the take-up of extra-curricular opportunities by offering as many free clubs as possible and providing funded places for disadvantage pupils</i></li> <li>○ <i>We ensure that its charging policy is appropriate and review it regularly</i></li> <li>○ <i>Monitor take-up of extra-curricular opportunities and try to alter provision to promote improved take-up</i></li> </ul>	<ul style="list-style-type: none"> <li>○ We plan to seek to improve provision and take up of after school clubs by running a Change for Life club at school (an initiative to engage less active children in sport) 2016</li> <li>○ We have advertised Pupil Premium funding to parents and have given them information about the benefits of claiming it for their children if applicable ensuring pupils in receipt of the funding can attend after school clubs free of charge.</li> </ul>
<p><b>5.</b></p>	<p><b>Informing and involving parents and carers</b></p> <p>We try to increase parental involvement by improving communication on a formal and informal basis and by offering meetings at a variety of times. We seek to be supportive of staff and parents who are unable to get child care when having to attend meetings at school. We actively encourage all parents, regardless of gender and background, to become involved in school activities, in the school association and in the Governing Body.</p> <p>Recognising that some of the groups covered in this policy are more likely to find school</p>	<ul style="list-style-type: none"> <li>○ We plan to increase the amount and quality of information available to parents on our website – ongoing</li> <li>○ We plan to give parents better quality information about their children’s progress and attainment by revising the current end of year report to include more information about attitudes to learning as well as pupil progress within the new assessment system for 2016</li> </ul>

	<p>intimidating, strange or inaccessible</p> <ul style="list-style-type: none"> <li>○ <i>We give parents access to a comprehensive prospectus of information and hold annual classroom open evenings to explain how the school operates within different classes. Most information is available on our website including a range of policies</i></li> <li>○ <i>We try to provide child care when we offer parent information meetings eg. at recent parent internet safety training evening</i></li> <li>○ <i>We offer a range of ways of communicating between school and parents that meet parents' circumstances and needs including home-school diaries, reading diaries and classroom in future, whiteboards giving weekly and daily information and a weekly Friday newsletter.</i></li> <li>○ <i>We encourage parents to let the school know if they have a particular disability or other need</i></li> <li>○ <i>We encourage parents to discuss their concerns by promoting an open door policy with teachers and head teacher available for meetings by prior arrangement</i></li> <li>○ <i>We ensure that parents understand how well their child is progressing by providing twice yearly parents meetings during which progress and attainment data is shared and by arranging to meet parents and carers as soon as concerns arise about a pupil. We provide a written end of year report and an opportunity to discuss the report with parents.</i></li> <li>○ <i>We provide meetings to explain how parents can help their child at home and we share policies for example our Calculation Policy which might help in this regard</i></li> <li>○ <i>We explain how parents and others can help in school and ask for specific help in our regular weekly newsletters</i></li> <li>○ <i>We encourage parents to join the FoSS and governing body by promoting both bodies positively and by providing opportunities for parents to meet their members informally eg. at new parents meetings.</i></li> </ul>	<ul style="list-style-type: none"> <li>○ We plan to ensure consistent use of whiteboards outside all classrooms to enable teachers to give a weekly overview of learning for parents and to give messages and information daily throughout 2015-2016</li> </ul>
<p><b>6.</b></p>	<p><b>Welcoming new pupils and helping them to settle in effectively</b>  Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year</p> <ul style="list-style-type: none"> <li>○ <i>We ensure a happy start to the school at normal times with invitations to visit, have some induction sessions and days and lots of team building</i></li> </ul>	<ul style="list-style-type: none"> <li>○ we are planning to develop year 6 play leaders in school by training them take on the roles spring and summer terms 2016</li> <li>○ we are planning to find ways of offering more variety of playtime provision for our pupils with disabilities during the winter months</li> </ul>

	<p><i>activities at the start of term, including whole school story telling in week one.</i></p> <ul style="list-style-type: none"> <li>○ <i>We ensure effective school transfer and induction mid-year by providing pupils with induction visits and class 'buddy' for the first few weeks and by ensuring all pupils understand the importance of welcoming new members to the school, we also model warm welcoming attitudes for all new pupils and staff</i></li> <li>○ <i>We ensure that extra help is given to pupils who find change of school challenging, this can include nurture groups, play leader support at playtimes and circle time work on friendships</i></li> <li>○ <i>We ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school. This usually includes induction meetings with parents to discuss needs and working with our SENCO and outside agencies to ensure smooth transition</i></li> </ul>	<p>by planning for possibility of improved and increased playground surface areas investigating funding required 2015-16</p>
<p><b>7.</b></p>	<p><b>Addressing the full range of learning needs</b></p> <p>We make every effort to provide equal access by monitoring the criteria (gender, cultural, social, ability) used for grouping children.</p> <p>We are aware of the balance of time and attention we give to all children so that their needs are met, including time for the undemanding child. To facilitate the meeting of individual needs teachers are given an update of personal information, stored in the pupil's profile.</p> <p>We ensure that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision.</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve,</p> <ul style="list-style-type: none"> <li>○ <i>We ensure curriculum is relevant by regularly updating and reviewing provision and ensuring teachers receive training to implement our curriculum</i></li> <li>○ <i>We ensure teachers use appropriate teaching styles and classroom organization by giving them high quality CPD and by monitoring the</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Our SENCO has developed provision management to establish effective analysis and development of interventions</li> <li>○ in developing our new curriculum we are aware of the need to engage all pupils in chosen topics</li> <li>○ we are planning to increase teachers' knowledge and ownership of their data by ensuring that they enter their own data on OPT and have access to data for groups within their cohort and across the school. Training will be provided so that they can also analyse their own cohort data for groups 2016</li> <li>○ we plan to monitor and evaluate the quality of inclusive teaching in school by regular learning walks giving feedback and evaluating impact of CPD</li> </ul>

	<p><i>quality of inclusive teaching</i></p> <ul style="list-style-type: none"> <li>○ <i>We ensure planning is based on prior learning and we promote flexible grouping to ensure the needs of pupils are met as those needs change</i></li> <li>○ <i>Our marking policy promotes learning for all pupils</i></li> <li>○ <i>We track pupil progress &amp; Identify all under- performing pupils across the school on our Raising Achievement Grids which track interventions and impact, we are aware of difference between girls and boys attainment in different cohorts and are striving to close those gaps</i></li> <li>○ <i>We promote and maintain higher attendance , monitoring data termly and contacting parents to offer support if attendance falls</i></li> <li>○ <i>We promote equal opportunities by ensuring that staff are aware of gender when planning so that planning engages both boys and girls and caters for a range of learning styles</i></li> </ul>	
<p><b>8.</b></p>	<p><b>Supporting learners with particular needs</b></p> <p>We maintain high expectations of all groups of children and we endeavour to help them all achieve their true potential. We ensure that there is no discrimination in assessment procedures. We seek to provide opportunities for appropriate support for any child according to their needs. Recognising that some of the groups covered in this policy are more likely to have particular needs</p> <ul style="list-style-type: none"> <li>○ <i>We prepare Personal Education Plans to focus on learning priorities</i></li> <li>○ <i>We ensure language support is available when required</i></li> <li>○ <i>We provide support through small group or one to one interventions</i></li> <li>○ <i>We provide appropriate training and ongoing support to enable staff to meet particular learning needs</i></li> </ul>	<ul style="list-style-type: none"> <li>○ We are planning to identify gaps in training needs and provide further training in use of equipment to support pupils in wheelchair including use of new standing frames, hoists and manga cushions and other equipment - and ongoing</li> <li>○ Gaps identified in training needs analysis are reflected in development plan</li> <li>○ We are planning to further increase the sporting opportunities available to pupils in wheelchairs in school by providing training to staff and purchase of equipment – ongoing 2016.</li> </ul>
<p><b>9.</b></p>	<p><b>Making the school accessible to all</b></p> <ul style="list-style-type: none"> <li>○ <i>We meet the needs of pupils, staff and others with physical disabilities by ensuring that the school buildings and playground is accessible and by providing appropriate support usually one to one TA support throughout of the school day</i></li> <li>○ <i>We meet the needs of pupils, staff and others with other disabilities by providing appropriate support usually one to one TA support for pupils throughout of the school day</i></li> </ul>	<ul style="list-style-type: none"> <li>○ We are planning to complete the replacement of the ramp to the terrapin and create new ramps to make the school 100% accessible in all areas. By end of summer term 2016, county funding applied for and agreed.</li> <li>○ We are planning to further Improve the physical environment to enable disabled pupils to enjoy more variety of playtime and during PE and games by providing more</li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>We ensure that curricular and extra-curricular opportunities are available for pupils with disabilities</i></li> <li>○ <i>We are Identifying further developments to address outstanding issues where these constitute reasonable adjustments</i></li> </ul>	<p>wheelchair accessible games and activities and after school clubs– spring and summer terms 2016</p> <ul style="list-style-type: none"> <li>○ We apply for funding from County to enable pupils in wheelchairs to access trips and visits in accessible taxis or mini buses – ongoing</li> </ul>
<p><b>10</b></p>	<p><b>Ensuring fair and equal treatment for pupils</b>  Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils in the school</p> <ul style="list-style-type: none"> <li>● We assess the implications uniform requirements have on pupils and modify them where appropriate</li> <li>● We accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)</li> <li>● We ensure that the implementation of uniform and other policy is sufficiently flexible to accommodate the needs of pupils undergoing gender reassignment</li> <li>● We monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others</li> <li>● We ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.</li> </ul>	<ul style="list-style-type: none"> <li>○ ensure that parents are sufficiently well informed to make decisions about their child’s take up of the sex and relationship lessons – Spring Terms 2016</li> </ul>
<p><b>11.</b></p>	<p><b>Ensuring fair and equal treatment for staff and others</b></p> <p>We ensure that the school’s recruitment, selection and promotion procedures are based on good equal opportunities practice, in accordance with the County’s Equal Opportunities in Employment Policy.</p> <p>Under the terms of Performance Management, we regularly review the professional development of all staff within the school.</p> <p>We are aware of the importance of positive role models both in terms of gender and ethnic origin.</p> <p>The School is committed to the principles of dignity at work for all staff. This includes the right to be treated with respect by all managers and colleagues. Any person who fails to act in accordance with this principle may be the subject of formal disciplinary action. (See Dignity at Work Policy)</p>	

	<p>The principle outlined in relation to fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available to all staff, who will be given the opportunity to request training on courses which they believe to be relevant to their role and personal development. There can, of course, be no guarantee that all such requests will be met. Priorities for training allocation will be based on the Schools' overall development plans and budget allocations.</p>	
<p><b>12.</b></p>	<p><b>Encourage participation of under-represented groups</b>  Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially &amp; economically disadvantaged groups,</p> <ul style="list-style-type: none"> <li>○ <i>We recruit governors representative of the pupil population and/or community</i></li> <li>○ <i>We encourage the widest participation in Friends Association (FoSS) activities and involve the community as much as possible</i></li> <li>○ <i>We support individuals and community groups to express their case on matters affecting themselves and their community and we work closely with our local pre-school and a number of local charities</i></li> </ul>	<ul style="list-style-type: none"> <li>○ we plan to hold and coordinate another annual village fete on the school grounds encouraging participation and giving local groups and charities an opportunity to fundraise and raise awareness July 2016</li> </ul>
<p><b>13.</b></p>	<p><b>Monitoring and Evaluating the policy</b>  Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation,</p> <ul style="list-style-type: none"> <li>○ <i>we offer training to staff &amp; governors</i></li> <li>○ <i>we consult pupils, parents and staff on how the policy is working and how it could be improved via questionnaires and informally opportunities for review eg. Coffee focus groups</i></li> <li>○ <i>we monitor and review policy and practice</i></li> <li>○ <i>we consult governors on policy and report evaluations to them</i></li> </ul>	<ul style="list-style-type: none"> <li>○ we plan to improve monitoring and evaluation of policy and practice by planning mid-year review impact assessment and build this into the governor monitoring and evaluation schedule – September 2016</li> </ul>