

Little Stoke Primary School



Equality Information & Objectives (Including Single Equality)

Signed:	Anne Sargent (Head Teacher)	
	Scott Pells (Chair of Governors)	
Last Review	January 2020	
Next Review	January 2021	

See additional Equality Statements in Appendices.

Introduction

Specific duties that schools must follow are outlined in the Disability Discrimination Act.2005 and the Equality Act 2010 respectively and the accompanying regulations. This Equality Plan sets out in detail how the school intends to meet its statutory duties and follow best practice. It is effectively a strategy and action plan which summarises the school's approach to equality across the whole school community and future actions will become part of the School Development Plan where appropriate.

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Purpose - Aims and Values

The purpose of the Equality Plan at Little Stoke Primary School is about providing equality and excellence for all in order to promote the highest possible standards. The principles of this plan apply to all members of the school community – pupils, staff, governors, parents and community members.

The overall objective is to provide a framework for the school to pursue its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

We have a commitment to promoting equality and to eliminating discrimination and harassment. At Little Stoke we strive to ensure that everyone is treated with respect and dignity. Each person at our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school aims to work actively to promote equality and foster positive attitudes and commitment to an education for equality.

We do this by:

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths stereotypes misconceptions and prejudices
- Encouraging everyone in our school community to gain a positive self-image and high self esteem
- Having high expectations of everyone involved with the whole school community
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all

Leadership, Management and Governance

The governing body is committed to meeting its duties under equality legislation. It is the responsibility of all staff, including those helping on a voluntary basis, and partner organisations to promote equality. The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work. The school ensures the involvement of staff and governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

The school adheres to recruitment and selection procedures which are fair, equal and line with statutory duties and local authority guidance. The school seeks to encourage people from under-represented groups to apply for positions at all levels in the school.

New staff are introduced to this equality document as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan.

Staff receive appropriate guidance to enable them to deal effectively with bullying and discriminatory incidents. The equality link governor is Steve Wells. He will:

- Meet with the designated member of staff for equality (Anne Sargent – HT) annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

Personal development and pastoral care

The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate. The school provides appropriate support for EAL pupils, parents and carers, offering information in different languages on request.

The school will use monitored data, including that relating to disability, ethnicity, gender and SEN to monitor admissions, attendance, exclusions and the use of sanctions and rewards.

Learning and Teaching

All pupils have access to the mainstream curriculum in accordance with DfE guidelines.

Classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks. Pupil grouping in the classroom is planned and varied.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

School Curriculum

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

The curriculum builds on pupils' starting points and needs and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. Subjects contribute to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects and values diversity. Teachers encourage pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils. The school will give due regard to parental preferences and concerns.

Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

Admissions, Attendance, Behaviour, Discipline and Exclusion

The admissions process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils. This is carried out by South Gloucestershire Admissions service.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school is mindful of this when dealing with incidents of unacceptable behaviour. All staff apply consistent systems of rewards and sanctions by following the school's behaviour policy.

Exclusions and attendance are monitored and effective action is taken in order to reduce gaps between different groups of pupils. Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues.

There are strategies to reintegrate excluded pupils, which address the needs of all pupils.

Pupils, staff and parents are aware that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable

Attainment, Progress and Assessment

Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

Staff use a range of methods and strategies to assess pupil progress. The school ensures that assessment is free of gender, racial, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

Partnership with Parents and the Community

The school endeavours to provide information material for parents in accessible, user-friendly language and formats and the school will endeavour to provide information in community languages, and alternative formats when requested.

Progress reports to parents are provided in a range of formats (annual and mid-year report in written format, termly progress reports provided verbally with signing on request) in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school. When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

The school works in partnership with parents and the community to address specific incidents and to develop

positive attitudes to diversity. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties.

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Related Statements:

Appendix 1 Race and Gender Statement

Appendix 2 Disability Equality Statement

Appendix 3 Inclusion Statement

Appendix 4 Ethnic Minority Statement

Appendix 5 Traveller Children Inclusion Statement

Little Stoke Primary School

Racial and Gender Equality Statement

Racial and Gender equality should permeate all aspects of school life and it is the responsibility of every member of the school community to ensure this happens.

We will not tolerate racial harassment or gender discrimination of any kind and we are committed to:

- Promoting equality of opportunity.
- Promoting good relations between members of different racial, cultural and religious groups.
- Eliminating unlawful discrimination.

Guiding Principles

In fulfilling our legal duties we are guided by three essential principles:

1. Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
2. Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
3. Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

We aim to have equal opportunities for all by:

- Giving freedom from discrimination for all members of the school community on grounds of race, language, gender, religion, class, lifestyle, cultural background, age, sexual orientation or disability.
- Ensuring that every member of the school is regarded as being of equal worth and importance.
- Ensuring the right of everyone to equal chances/opportunities.
- Enabling every child to have the right to equal access.
- Helping all children fulfil their potential.

The school recognises:

- The inclusive nature of the National Curriculum and the opportunities Citizenship presents for encouraging 'respect for diversity'.
- The importance of recognising festivals from diverse faiths.
- That minority ethnic groups include gypsy travellers, Refugees, and Asylum seekers and less visible minority groups.
- That Showmen Travellers also have a distinctive cultural identity.
- The important contribution immigrants and their descendents have made to Britain.
- The importance of Global Citizenship.
- The importance of strong home/school and wider community links.
- Our duty under the Race relations (Amendment) Act 2000.
- The recommendations of the inquiry into the death of Stephen Lawrence.

"That Local Education Authorities and school governors have the duty to create and implement strategies in school to prevent and address racism" (Recommendation 68).

Definition of institutional racism is "the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people"

A racist incident is "any incident which is perceived to be racist by the victim or any other person"

Responsibilities

- The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented
- The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- All staff are responsible for;
 - Dealing with racist, homophobic and other hate-incidents;

- *Being able to recognise and tackle bias and stereotyping;*
- *Promoting equal opportunities and good race relations;*
- *Avoiding discrimination against anyone for reasons of ethnicity, disability or gender;*
- *Keeping up to date with the law on discrimination;*
- *Taking up training and learning opportunities.*

Information and resources

We ensure that the content of this policy is known to all staff and governors and also, as appropriate to all pupils and parents. All staff and governors have access to a variety of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents and comply with all reasonable requests relating to religious observance and practice.

Breach of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing body.

It is the duty of the school to challenge all types of discriminating behaviour,

e.g. unwanted attention – verbal and physical;

unwelcome or offensive remarks or suggestions about other persons' appearance or character.

extremist religious views

The school has a clear, agreed procedure for dealing with these incidents. Any incident must be reported to the Head Teacher who will complete the LA form. The top copy is sent to the LA and the school retains the second copy. Governors are informed through the termly Head Teacher report.

Little Stoke Primary School

Disability Equality Statement

Little Stoke School strives to ensure that its culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity. The purpose of the DES is to improve equality of opportunity for all disabled people who use the school premises.

The definition of disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives (e.g. cancer, diabetes, epilepsy, HIV, ASD, etc)

We recognise:

- Our duty under the Disability Discrimination Act (2005) as amended by SENDA (2001)
- Schools and LAs must:
 - Not treat disabled pupils less favourably; and
 - Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- That the LA and School Governors have the duty to publish Accessibility Strategies and Plans.

Arrangements are in place to gather information on the recruitment and retention of disabled employees and to ensure that all disabled parents and carers can participate in school life and that policy and practice is effective.

Scope of the Accessibility Plan

This plan covers all three main strands of the planning duty:

- 1) Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
- 2) Increase the extent to which disabled pupils can participate in the schools' curriculum.
- 3) Improving the delivery of information to pupils with disabilities

Little Stoke School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Raising awareness of disability amongst school staff through a programme of training
- By providing written information for pupils with disabilities in a form which is user friendly
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language

Little Stoke School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor: Admissions, Attainment, Attendance, Exclusions, Selection & recruitment of staff, Governing body representation

Little Stoke Primary School Inclusion Statement

*Inclusion is not a simple concept, restricted to issues of placement. Its definition has to encompass broad notions of educational access and recognise the importance of catering for diverse needs. Increasing mainstream access is an important goal. However, it will not develop spontaneously and needs to be actively planned for and promoted. Moreover, inclusive principles highlight the importance of meeting children's individual needs, of working in partnership with pupils and their parents/carers and of involving teachers and schools in the development of more inclusive approaches. Inclusion is a **process** not a state.*

Key principles

Valuing diversity: *All children are educable and are the responsibility of the education service. They should be equally. Children present a rich and diverse range of strengths and needs. Inclusion is most likely to be achieved when this diversity is recognised and regarded positively.*

Entitlement: *Children are entitled to receive a broad, balanced and relevant curriculum. Wherever possible, this should be in a mainstream school, recognising that appropriate support, advice and resources may be necessary to achieve this. Parents and young people are entitled to express a preference for where that education should take place.*

Dignity: *All children and their parents are entitled to be treated with respect and to have their views taken into account. All arrangements should protect and enhance the dignity of those involved.*

Individual needs: *The development of inclusive practice should not create situations within which the individual needs of children are left unmet. A range of flexible responses should be available to meet such needs and to accommodate their diversity.*

Planning: *All educational and inter-agency planning should be based on inclusive principles. Inclusion requires ongoing strategic planning at both system and individual pupil level. Considerable effort is needed to overcome the barriers to inclusion that exist.*

Collective responsibility: *The principle of inclusion extends into society as a whole. Within schools, LEAs and government departments, it should therefore be an issue for **all** staff rather than the exclusive responsibility of a particular group of individuals.*

Professional development: *Inclusion requires both extension of the application of existing skills and the development of new ones. All staff will need to feel supported through this process and have access to a range of advice and resources.*

Equal opportunities: *There is a potential tension between an emphasis on those 'standards' which lead to a placement in a hierarchy and the pursuit of inclusion. Whilst the two are not incompatible, it is essential that the tension is recognised and that account is taken of all pupils' needs in planning educational development.*

School Governors' should:

Seek to ensure that there is an agreed understanding within the school of the broader meaning of inclusion; that it concerns the entire process of education and not simply where children are placed

Recognise the links between inclusive education and catering for diversity. This means promoting a whole school ethos that values all children and their families

Foster a climate that supports flexible and creative responses to individual needs. A lack of success in initial responses should not be deemed an adequate reason to abandon inclusion, but rather as a 'starting point'

Recognise inclusion as part of the school's equal opportunities policy with clear arrangements for its implementation, funding and monitoring

Ensure that all school improvements and policies take account of inclusive principles

Ensure that the admission of pupils with special educational needs is handled positively and sensitively.

Ensure that appropriate assessment and support arrangements are in place, both within the school and involving external agencies, so that children's needs are properly addressed

Work collaboratively with local authority officers and other local agencies to identify any existing barriers to inclusion and consider how these may best be overcome

Recognise that changes in practice will need the support of all staff and the school community as a whole.

They will need to be consulted and involved in developments from the beginning

Enable staff access to suitable professional development opportunities which will support the development of inclusive practice

Little Stoke Primary School**Ethnic Minority Children Inclusion Statement**

We are fortunate to have ethnic minority children at our school. Some speak only English, others are bilingual and some are learning English as an Additional Language (EAL).

General Information

- Ethnic minority children, and in particular those learning EAL, should not be regarded as having Special Educational Needs (SEN). Research tells us that it takes up to two years to develop 'basic interpersonal communication skills' but from five to seven years to acquire the full range of literacy skills ('cognitive academic language proficiency') needed to cope with the literacy demands of GCSE.
- Information on how to support Ethnic Minority, and in particular EAL children, is part of the induction programme for teachers new to the school.

Induction

- Parents and children are welcomed by administrative staff who deal sensitively with issues.
- The Headteacher/Deputy Head meets with families to explain school policies and procedures.
- Children have a labelled place for their belongings and a place to keep their work.
- Children are allocated a 'buddy' to look after them at play-times and lunch-times.
- Children are paired with good language role-models in the classroom who can offer peer support for curriculum access.
- Previous schools are contacted as soon as possible to get pupil records.

Data

- Assessment data is analysed by ethnicity and home language to enable resources to be targeted effectively at underachieving groups.
- Attendance of children at school, at extra-curricular activities and at targeted teaching activities, as well as attendance of parents at consultations, is monitored and analysed by ethnicity. Strategies are put in place to improve attendance where necessary.

Curriculum

- During themed learning we will celebrate the culture and religions of our children in school
- Resources giving a positive view of the culture and lifestyle of others have been purchased and are used by Class Teachers during theme work.

Little Stoke Primary School

Traveller Children Inclusion Statement

We are fortunate to have Travellers at our school. This guidance has been written to ensure that children from Traveller families are integrated fully into our school.

General Information

- *Gypsy Travellers have one of the lowest results of any ethnic group and are a group at risk in the education system.*
- *Travellers should not automatically be regarded as having SEN. Many children are underachieving because of poor access and lack of opportunity to learn, rather than any learning difficulty.*
- *The school is proactive in working with parents.
Homes are visited by staff when possible
The telephone is used to follow up attendance and parents rung before parents evening.
Children have in the past been collected for SAT tests.*
- *Information on Traveller support is part of the induction programme for teachers new to the school.*
- *The Traveller support teacher provides annual staff development for the staff.*

Induction

- *Parents and children are welcomed by administrative staff who will deal sensitively with issues like form filling in.*
- *The Head Teacher meets with parents and children to explain school policies and procedures.*
- *EMTAS will target support on newly arrived children and children who are returning after periods of travelling.*
- *The school family link worker will give pastoral support*
- *Children will have a labelled place for their belongings and a place to keep work before they arrive*
- *Children will be given a 'buddy' who will look after them at play and lunch times.*
- *Children will be paired with others in the classroom who will offer peer support for curriculum access.*
- *Previous school to be contacted as soon as possible to get pupil records.*

Data

- *All assessment data will be analysed by ethnicity. This analysis enables resources to be targeted more effectively.*
- *Attendance for extra-curricular and targeted teaching will be monitored.*
- *Attendance of parents at consultations will be monitored and alternative times arranged if necessary.*
- *Attendance of Traveller children will be monitored and analysed. Strategies to improve attendance will be put in place when needed.*
- *Contact will be maintained with families who are travelling.*

Curriculum

- *EMTAS works with the school to ensure that the themed curriculum celebrates Traveller culture.*
- *Resources have been purchased which give a positive view of the Travellers culture and lifestyle.*
- *The Traveller support teacher and traveller support worker work closely with class teachers to ensure children have access to the full curriculum.*