



Stanwell Fields CofE Primary School **Equality Policy**

Date this policy was first approved by the Governing Body: 10th July 2012
Reviewed: January 2016

Stanwell Fields Cof E Primary School is a member of Spelthorne Schools Together, a Confederation of twenty five schools in the borough of Spelthorne. As a confederation we are committed to ensuring equality of opportunity for everyone in our school community.

POLICY INTRODUCTION

This policy sets out the Stanwell Fields' approach to promoting equality, as defined within the Equality Act (2010). It covers gender, race, disability, age, religion, belief, sexual orientation, pupils who are pregnant, undergoing (transgender) or who have undergone gender reassignment and socio-economic background and the school's statutory duty to produce a Single Equality Scheme from April 2012.

THE SCHOOL CONTEXT

Stanwell Fields CofE Primary School is a larger than average primary school set in a densely populated area, close to Heathrow airport. Pupils come predominantly from working class backgrounds characterised by a number of social housing estates where adult aspirations within the community are low but where pupils' aspirations are rising.

The school has strong links with local churches, particularly St Mary's Church as well as with the London Diocesan Board for Schools (LDBS) and the Spelthorne Confederation of Schools.

Key Contextual Factors:

- 430 pupils on roll organised into 16 classes, including morning nursery
- Currently our year 2 cohort holds a bulge class which will move through the school
- A high number of children entering EYFS are below age related expectations, with a number entering with speech and language delay
- 33% of pupils are classed as Pupil Premium (FSM and Ever 6)
- The percentage of pupils with English as an additional language and those from minority ethnic groups is above national average
- We have a number of pupils who present with Social, Emotional and Mental Health (SEM) needs

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

EQUALITY – AIMS AND VALUES

Stanwell Fields aims to provide equality and excellence for all in order to promote the highest possible standards. Our school vision is to encourage and support thoughtful, happy and responsible children with a lifelong passion for learning within a Christian Community. We nurture a culture of respect for others, recognising and celebrating the differences between people within our diverse society. The school believes in the equal value of each of its pupils and employees and strives to ensure that all are treated with equal respect and opportunity in all levels of school activity and employment.

As a member of Spelthorne Schools Together we also work together with other schools in the borough to enhance achievement for our children and young people and to ensure equality of opportunity.

Stanwell Fields and the confederation will work together to promote equality by:

- ensuring a culture of respect for others
- promoting equality by recognising and celebrating differences between people
- a community where pupils are well prepared for life in a diverse society

THE SCHOOL'S APPROACH TO PROMOTING EQUALITY

The overall objective of this Equality Policy is provide a framework for Stanwell Fields CofE Primary to pursue its equality duties 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.

Through this Equality Policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds. This covers race, ethnic or national origin, language, religion or belief, gender, transgender and gender reassignment, sexual orientation, marital or civil partnership status, disability, age, responsibility for children or other dependants, trade union or political activities, social class, where the person lives or spent convictions.

The principles of this policy should apply to all members of the extended school community, pupils, staff, governors, parents and community members.

IMPLEMENTATION

Promoting equality of opportunity

- Provide equality training and awareness raising
- Use inclusion checklist to evaluate teaching and learning
- Review the curriculum and make changes to promote equality of curriculum access
- Adapting and improving the physical environment to facilitate access
- Ensure equal access to after school provisions and enrichment activities for all
- Survey parents
- Ensure all school documentation and other PR materials promote equality
- Regular School Council meetings to encourage pupil voice

Eliminating discrimination

- Identify members of the school community at risk
- Challenging and eliminating all forms of discrimination and related harassment
- Audit disadvantage, if any, of individuals and groups
- Monitor pupil achievement of different groups
- Use inclusion checklist

- Include disability equality on risk assessments
- A curriculum which exposes children to diversity through focusing on different cultures, countries, environments, faith and societies
- Provide equal access to learning opportunities, clubs, visits, homework facilities etc.
- Evaluate arrangements for pupils with medical conditions eg. alternative seating for pupils unable to use the field
- Maintain high standards and expectations of behaviour

Eliminating harassment

- Continue annual focus on Anti bullying in the Autumn term including:
Anti-bullying week
PSHE
Student Council – reviewing anti-bullying policy
- Review and revise Behaviour Policy
- Follow up rigorously on incidents involving discrimination and harassment, send returns to SCC (prejudice related incidents form)
- Maintain playground / lunch time initiatives eg Quiet Time, Buddies
- Review procedures for wet play

Promoting positive attitudes

- Highlight role models from the news, sport etc. or from within the school
- Challenge stereotypes and increase awareness and understanding
- Use positive images in the curriculum and increase familiarity
- Aspirations day
- British Values displays

Encouraging participation in public life

- Promote and plan for participation in school activities
- Allocate roles of responsibility

Taking steps to meet needs even if this requires more favourable treatment

- Adapt school behaviour procedures
- Use individual behaviour plans
- Provide support and intervention and additional opportunities
- Enable quiet time and time out
- Make physical adjustments to furniture, seating arrangements etc.

A COHESIVE COMMUNITY

Stanwell Fields and Spelthorne Schools Together continue to strive to promote a cohesive community, promoting equality in the school and its extended community, the school in its geographical community, the community of schools in Spelthorne, the community of Britain, the global community, communities of the faith and voluntary sector, communities of friends.

In order to achieve a cohesive community, we will:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure teaching, learning and the curriculum explores and addresses issues of diversity
- ensure that British Values are explicitly taught and the children understand them

ROLES AND RESPONSIBILITIES

School governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed

The Chair of the Governing Body is responsible for:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment and prejudice related incidents
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)
- Monitoring exclusions

The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- modelling good practice, dealing with prejudice related incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- keeping up to date with the law on discrimination and taking training and learning opportunities

Pupils are responsible for:

- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
 - the anti-bullying policy and specifically racist and homophobic bullying
 - developing school/class rules which challenge discriminatory behaviour

Parents/Carers are responsible for:

- raising equality and diversity issues with the Head teacher and governing body
- signing and supporting the home/school agreement
- modelling good practice, dealing with prejudice related incidents on the school premises and grounds

Visitors, volunteers and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.

**The member of staff with responsibility for overseeing equality practices at Stanwell Fields is:
Colin Franklyn**

The governor with responsibility for overseeing equality practices at Stanwell Fields is: Jacquie Banthorpe

Monitoring, Reviewing and Assessing Impact

Stanwell Fields' Equality Policy is supported by a Single Equality Scheme which will be monitored and reviewed by staff and governors during the Spring Term of each academic year to ensure that it remains effective in eliminating discrimination, continues to promote access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making. This should be linked to the school development plan and include targets determined by the governing body for promoting equality. The Headteacher will provide monitoring reports for review by the Governing Body. These will refer to the school population, key initiatives and progress against targets and future plans.

Links to other policies

In general the principles of equality should apply to all other school policies but specifically links to the Single Equality Scheme.

Appendix 1

Stanwell Fields School Information Gathering

We collect information for assessing the impact of the Equality Policy through the following ways.

Recruitment :

- recruitment and induction processes
- professional interviews
- staff questionnaires

Pupil achievement:

- performance data
- provision maps
- progress of intervention groups
- care team records
- SEND and gifted and talented registers

Learning opportunities :

- lesson observations
- inclusion checklist and other checklists for evaluating learning
- talking to children
- enrichment and extended school activity data eg participation percentages

Social relationships

- care team meetings / information gathering
- staff / pupil feedback
- behaviour logs
- behaviour reporting and recording systems
- initiatives eg pyramid club, Happy to be Me, ELSA
- medical room records
- school council

Admissions, transitions, exclusions

- SIMS data analysis
- regular analysis of data for attendance and punctuality

Arrangements for using information gathered

- Annual review
- School leadership team
- Governors
- Inclusion of equality statements in other school documentation

Contributes to :

- SEF and school self review process
- school improvement planning process
- budgeting process
- SLT, SIP and year group monitoring process