

Thoughtfulness, Respect and Hard Work

Sandford Hill Primary School

Equality and Diversity Policy



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1. Statement

At Sandford Hill Primary School we aim to meet our obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our Equality and Diversity Policy strives to ensure that no member of the school community or any person in contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. Areas include; race, colour, nationality, ethnic or national origin, religion, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, age or spent convictions.

Treating all people with **thoughtfulness and respect** and recognising the value of each individual are key elements of our school ethos. This means a continuing commitment to ensuring that our services meet the individual needs of pupils in our school and actively valuing the diverse lifestyles and cultures both locally and nationally. As well as working to promote this within our school we strive to embed these values into our children, so that they embrace difference and are able to live harmoniously in a diverse society. We also have a commitment to ensuring that our employment practices are fair and promote equality.

We will ensure that the aims of this policy are reflected in all of our policies, practices and procedures. In accordance with our statement and school values we aim to:

- respect the human rights of all our pupils;
- educate our pupils and staff about equality and diversity; and
- respect the equal rights of our staff and other members of the school community.

Aim 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and curriculum equity whatever their ability, background, gender or cultural identity.

Aim 2: Relevant differences are recognised

Policies, practices and our school curriculum do not discriminate but may be scaffolded to take account of differences of life experience, outlook, background, and in the kinds of challenges and disadvantage which people may face.

Aim 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and our school curriculum promote positive attitudes and interaction, mutual respect and good relations between people of different ability, background, gender or cultural identity.

Aim 4: Staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

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2. Roles and responsibilities

The governing body will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years;
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher;
- consider annually any issues that might have arisen and how these have been / are being addressed;
- ensure it is familiar with all relevant legislation and the contents of this document; and
- attend appropriate equality and diversity training.
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The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors;

All staff will:

- support the headteacher in promoting knowledge and understanding of the equality and diversity amongst pupils;
- foster good relationships between pupils and with parents;
- deal with prejudice-related incidents;
- be able to recognise and tackle bias and stereotyping;
- support the PSHE Leader in identifying any curriculum training needs;
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

3. Contextual analysis

At Sandford Hill Primary School there are 468 children on roll. The Index of multiple deprivation shows that 249 Sandford Hill pupils (52.7%) are from the 20% most deprived households. Indeed, since 2016 the percentage of pupils (excluding nursery) who are eligible for free school meals has increased by 186%. There is a 3-year Pupil Premium Strategy document in place to meet the needs of our most deprived pupils.

The SEND register remains stable at 11.8% of pupils on roll. However, there has been an increasing number of pupils who have been identified as having SEMH (Social, Emotional and Mental Health issues). To address this growing trend, we have established the Home Hub and plan to develop the support for SEMH children, with the senior inclusion support assistant qualified as a registered ELSA (Emotional Literacy Support Assistant).

The school pupil population includes 20 ethnic groups. The White British percentage (85%) has remained similar over a sustained period of time. The EAL (English as an Additional Language) register remains stable at 10% of the school register with 24 different languages. We continue to support these pupils with an EAL teaching assistant 3 days a week. At the time this policy was written, there are four Looked After Children and three Previously Looked After Children.

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4. Advancing equality of opportunity

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); and
- encouraging pupils 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 activities).

5. Fostering good relations

Our school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, and personal, social, health and economic (PHSE) education, but also activities in other curriculum areas.
- Holding assemblies dealing with relevant issues and we will also invite external speakers to contribute.
- Working with our local community.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

6. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays;
- is accessible to pupils with special educational needs and disabilities; and
- has equivalent facilities for boys and girls.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

7. Links with other policies

This document links to the following policies:

- DDA Policy
- PHSE/RSE Policies
- RE Policy
- Relationships Policy

8. Equality objectives 2021 – 2022

- Develop a written record keeping system to capture our equality duties and the relevant questions we ask ourselves when planning school trips and activities.
- Implement the statutory PSHE and Relationships Curriculum
- Implement the revised Stoke on Trent RE Curriculum
- Arrange a Sports Week (in the Autumn Term) with a focus on equality of opportunity, inclusion and fairness
- Arrange a Cultural Diversity Week (in the Summer Term)