



Fingringhoe C of E
(VA) Primary School

Equalities Policy

Approved: May 2019
Review: May 2022 and updated annually

Equalities Policy

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 Fingringhoe 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).

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Head Teacher. She will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area who is the SEND governor: **Jenny Brick**
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Policy Commitments

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 – in 2018, teachers at Fingringhoe Primary School reviewed the curriculum content and linked activities to ensure that it reflected this policy's objectives ;
- 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.

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;
- 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 pupils in their own learning.

Promoting Equality: The ethos and culture of the school

- At Fingringhoe Primary School, 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;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes

physical access, but takes account wider access to school information and activities);

- 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 advocacy, **"Pupil Voice"**, **pupil audits**, 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.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are 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 are kept under regular review.

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 has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

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

Fingringhoe Primary School 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 parent forums, 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 e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

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

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; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- 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.

The Headteacher 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 and schemes;
- Co-ordinating 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.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- 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.

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. The main findings from equality impact assessments will be published for the school community.

Equalities **Action Plan**

Equality Objective No. 1 Set May 2019

To improve the outcomes for lower attaining and disadvantaged pupils so that their progress is good when compared with their starting points

Actions:

- ensure pupils in each class have access to quality first teaching (lesson observations and dips)
- set high expectations of all pupils in relation to their starting points
- inform pupils of their next step targets
- involve pupils in monitoring their progress by sharing with them what they can do well and what their next steps in learning are
- monitor attainment and progress of lower attaining pupils half termly at pupil progress meetings and change provision within class if expected progress is not being achieved
- conduct work scrutinies of books belonging to lower attaining pupils
- provide intervention for lower attaining pupils who are not making expected progress despite access to quality first teaching
- inform parents of the expectations a teacher has for a child and how they can support their child to attain their targets

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • Lower attaining and disadvantaged pupils' progress is at least in line with national standards when compared to their starting points. 	<ul style="list-style-type: none"> • KS2 outcomes • Termly monitoring of data • Reading and spelling ages • Progress in books

Equality Objective No. 2 Set May 2018

To narrow the gap between boys and girls outcomes in reading and writing.

Actions:

- ensure all pupils in each class have access to quality first teaching (lesson observations and dips)
- set high expectations of all pupils in relation to their starting points
- review the curriculum and resources, including the 'literacy spine' | (class texts) to ensure that there is a broad and balanced range of opportunities and experiences on offer that engage a range of pupils from all backgrounds and gender
- monitor attainment and progress of boys alongside girls at half termly at pupil progress meetings and discuss provision within class and across

the school regularly

OUTCOMES	MEASURED BY
<ul style="list-style-type: none">Boys' attainment is in line with girls' attainment in reading and writing.	<ul style="list-style-type: none">KS2 outcomesTermly monitoring of dataReading and spelling agesProgress in books
Review end 2018: <ul style="list-style-type: none">End of KS2 data was in line for middle attainers for boys and girls.Boys working at greater depth were under-represented.	

Equality Objective No. 3 Set May 2019 To ensure that all staff are aware, up-to-date and confident in using terminology relating to gender, sex and orientation, according to DfE guidance, our school policy and age appropriateness
Actions: <ul style="list-style-type: none">ensure teaching staff have access to high quality resources and training to deliver the expectations

OUTCOMES	MEASURED BY
<ul style="list-style-type: none">Scheme of work in place which is in line with the latest guidance on Relationships, Sex and Health Education	<ul style="list-style-type: none">Teacher auditPSHE/SMSC 360 review