



# Sunningwell CE Primary

## School Equality Policy, Information and Objectives 2023



Sunningwell CE Primary School is committed to ensuring equality; providing equal opportunities within its Christian ethos of care and inclusion. Equality of opportunity applies to all members of the school community – pupils, parents, staff, governors, volunteers and community members.

### Aims

Our school aims to meet its 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 and foster good relations across all characteristics between people who share a protected characteristic and people who do not share it
- Make objectives specific, measurable, attainable, relevant and time-bound (SMART).

And from our Mission Statement we will...‘help children to develop personally, socially, emotionally, spiritually, physically and intellectually in an atmosphere of community spirit and environmental awareness, where rights also bring responsibilities.’ Further information on the mission statement can be found online at <https://www.sunningwell.oxon.sch.uk/wp-content/uploads/2014/10/Mission-Statement-2015.pdf>

### Legislation and guidance

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](#).

### Roles and responsibilities

The governing board 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.

The headteacher will promote knowledge and understanding of the equality objectives amongst staff and pupils, identify any staff training needs, and deliver training as necessary. All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the equality plan – see page 2.

### **Eliminating discrimination**

Sunningwell C of E Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. New staff receive training on the Equality Act as part of their induction, and all staff will receive refresher training every September.

### **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 who 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 needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. enabling all children to access the curriculum as fully as possible).

### **In fulfilling this aspect of the duty, the school will (where there is no possibility of particular children being identified):**

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of race related bullying).
- Publish further data about any matters associated with protected characteristics, identifying any issues which could affect our pupils.

### **Fostering good relations**

The 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, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to actively participate, and the school will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

### **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 disabilities.

- Has equivalent facilities for boys and girls.

We also welcome our duty under the Education and Inspections Act (Jan 2007) to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

<b>Equality Policy (Intent)</b>	<b>Equality Plan Objectives (Implementation)</b>	<b>Impact (by when)</b>	<b>Who</b>
<b>Establishing, maintaining and developing a school culture and ethos</b> <ul style="list-style-type: none"> <li>▪ Celebrate diversity/equality.</li> <li>▪ Celebrate achievement.</li> <li>▪ Promote positive attitudes towards disabled people.</li> <li>▪ Promote positive attitudes towards people of different ethnic groups/religions etc.</li> <li>▪ Involve pupils, parents and staff.</li> <li>▪ Promote high expectations.</li> <li>▪ Demonstrate sensitivity to pupils with disabilities.</li> <li>▪ Communicate behaviour expectations.</li> <li>▪ Ensure that it welcomes applications for school places and jobs from all sections.</li> </ul>	1. Share Values through assemblies and class work <ol style="list-style-type: none"> <li>‘I will show you my faith by my works’ James 2:18</li> <li>Perseverance, Friendship, Forgiveness, Trust, and TOBY</li> </ol>	Children and staff are aware of the school values and demonstrate them in their daily interactions. (Reviewed each term in Pupil Progress meetings).	AL ED
	2. Staff and governors to act as good role models; welcoming all.	The whole community is welcomed. Review annually (RA)	Govs
	3. Develop further understanding through the curriculum, CPD including anti-bullying, specific needs training, talks and presentations by local/national and international groups	Children and staff demonstrate tolerance and acceptance of others and are inclusive and welcoming. RA	Staff
<b>Preventing and dealing effectively with bullying and harassment</b> <ul style="list-style-type: none"> <li>▪ Communicate to pupils, parents and staff its dissatisfaction of all forms of bullying and harassment.</li> <li>▪ Ensure that incidents are reported and addressed swiftly and effectively.</li> </ul> Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.	1. Build inclusive ethos (through curriculum, worship, modelling etc.)	Medium term plans/class observations/books/displays show positive influence of protected characteristics.	Staff
	2. Recording and reporting of incidents	As needed	Staff
	3. Analyse data	Review July to feed into SDP	AL
<b>Listening to pupils, staff, parents and others</b> <ul style="list-style-type: none"> <li>▪ Hear the student voice.</li> <li>▪ Actively seek staff views and listen to staff concerns.</li> <li>▪ Seek the views of parents.</li> <li>▪ Ensure it encourages, enables and hears the full range of views including those with disabilities.</li> </ul>	1. School’s Parliament	Children feel their voice and opinions are heard. Termly	ED/AL
	2. Governors talking with pupils	Governors are able to gauge children’s opinions and use these to inform policy. Termly	
	3. Parental/pupil questionnaires	Parents’ and children’s views are considered when building the SDP Annually	

<b>Equalising opportunities</b> <ul style="list-style-type: none"> <li>▪ Ensure school uniform is affordable</li> <li>▪ Avoid putting parents under unnecessary financial pressure</li> <li>▪ Promote the take-up of extra-curricular opportunities</li> <li>▪ Ensure that charging policy is appropriate</li> <li>▪ Monitor take-up of extra-curricular opportunities (annually)</li> </ul>	1. Use Poor's Land fund to enable all to participate in a range of events and activities	All children have access to activities offered by the school	AL/PG
	2. Advertise 'pre-loved' uniform sales (PTA)	All children have access to affordable uniform – PP funded if needed.	JN/LP
	3. Use and monitor the Pupil Premium money allocated to the school	That children entitled to PP have equal access to activities and are 'thought of first'	AL/PG
	4. Ensure clubs are as affordable as poss. Supplemented by PP funds if necessary	Club costs are comparable to other local providers	PG
<b>Informing and involving parents and carers</b> Ensure that some of the groups covered in this policy who are more likely to find school intimidating, strange or inaccessible: <ul style="list-style-type: none"> <li>▪ Understand how school operates</li> <li>▪ Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs</li> <li>▪ Encourage parents to let the school know if they have a particular disability or other need</li> <li>▪ Encourage parents to discuss their concerns</li> <li>▪ Ensure that parents understand how well their child is progressing</li> <li>▪ Explain how parents can help their child at home</li> <li>▪ Explain how parents and others can help in school</li> <li>▪ Encourage parents to join the Friends or governing body</li> </ul>	1. Contact using email, Arbour, text, telephone and providing translations if necessary	All parents have access to all communications from the school	PG
	2. Ensure that 'absent parents' receive communication – office	All parents are informed about their child's welfare and development	PG
	3. Create a range of opportunities for parents to come into the school including sharing assemblies, coffee mornings, reading together etc.	Parents are seen in school and have opportunities to build relationships with teachers and staff.	AL/ED
<b>Welcoming new pupils and helping them to settle in effectively</b> <ul style="list-style-type: none"> <li>▪ Ensure a happy start to the school at normal times</li> <li>▪ Ensure effective school transfer and induction mid-year</li> <li>▪ Ensure that extra help is given to pupils who find change of school challenging</li> <li>▪ Ensure well-planned school adjustments are made to cater for a child with disabilities (if possible, in advance of starting at the school)</li> </ul>	1. Assessment of new pupils to be undertaken by class teachers	Teachers show a good knowledge of children's capabilities and their next steps in learning	Staff
	2. Class teachers, HT and SENCo to monitor children's social and emotional welfare	Children report that they feel safe and have a trusted adult that that they can talk to	Staff AL/ED
<b>Addressing the full range of learning needs</b> <ul style="list-style-type: none"> <li>▪ Ensure curriculum is relevant</li> <li>▪ Ensure appropriate adaptation, support and classroom organisation</li> <li>▪ Planning is based on earlier learning</li> </ul>	1. See SDP/Action Plans and Creative curriculum outline	Children demonstrate that they know more and have developed skills taught	Staff/AL
	2. Develop and maintain provision maps to ensure SEND children have support to progress with	SEND children are making good or better progress and achieving	ED

<ul style="list-style-type: none"> <li>▪ Feedback guidance promotes learning of all</li> <li>▪ Track pupil progress to identify those under-performing</li> <li>▪ Promote and maintain higher attendance strategies &amp; monitoring</li> </ul>	their peers	good outcomes	
	3. Establish effective analysis and development of intervention	As 2.	ED
	4. Monitor attendance through Arbour and put in internal and/or external support where needed	Attendance is broadly in line or better than national for similar schools	PG
<b>Supporting learners with particular needs</b> <ul style="list-style-type: none"> <li>▪ Provide distance learning packs for children out of school</li> <li>▪ Use formative assessment to focus on learning priorities</li> <li>▪ Provide Basic Skills support through 1-1</li> <li>▪ Ensure language support is available as required</li> <li>▪ Provide Homework/Revision support</li> <li>▪ Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission if possible.</li> </ul>	1. Support gaps identified in training needs analysis for staff	Staff report that they have the required skills to support children with particular needs	ED
	2. Provide the correct support for children with external agencies	Children have programmes of support from external agencies where possible	ED/PG
<b>Making the school accessible to all</b> <ul style="list-style-type: none"> <li>▪ Meet the needs of pupils, staff and others with physical and other disabilities</li> <li>▪ Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities</li> <li>▪ Identify further developments to address outstanding issues where these constitute reasonable adjustments</li> </ul>	1. Supervision for children with disabilities	Children with particular needs are supervised as needed	ED
	2. Health and Safety audit to include focus on accessibility	The school and the curriculum as far as possible are accessible to all	PG
<b>Ensuring fair and equal treatment for pupils</b> <ul style="list-style-type: none"> <li>▪ Ensure fair admissions procedure (applicable to Foundation/Church Controlled School)</li> <li>▪ Assess the implications uniform requirements have on pupils and modify them where appropriate</li> <li>▪ Accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)</li> <li>▪ Ensure that the implementation of uniform and other policy is sufficiently flexible to accommodate the needs of pupils undergoing gender reassignment</li> <li>▪ 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> </ul>	1. Behaviour Policy	Children are supported to behave respectfully and in a regulated way to their peers, staff and the wider community	AL
	2. Admissions Policy	That the County admissions policy leads to equal access to the school	OCC
	3. Relationship, Sex and Health Education policy	That children are supported to develop an understanding of SRE which is respectful	AL

<ul style="list-style-type: none"> <li>▪ Ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively</li> </ul>			
<p><b>Ensuring fair and equal treatment for staff and others</b></p> <ul style="list-style-type: none"> <li>▪ Ensure non-discriminatory recruitment and employment practices</li> <li>▪ Promote dignity at work</li> <li>▪ Encourage the development of all staff</li> </ul>	1. Safeguarding – recruitment	All who work with children in the school have been vetted	AL/PG
	2. Dignity at Work	All staff members are aware of their rights and responsibilities regarding dignity at work	AL/PG
	3. Fair and timely references given	References are taken up prior to interview and followed up before the start of an appointment	AL/PG
<p><b>Encourage participation of under-represented groups</b></p> <ul style="list-style-type: none"> <li>▪ Recruit governor representative of the pupil population and/or community</li> <li>▪ Encourage the widest participation in PTA activities</li> <li>▪ Support individuals and community groups to express their case on matters affecting themselves and their community</li> </ul>	1. Continue to encourage all groups to be represented in school activities	That the community is offered the opportunity to be part of the governing body, the PTA and have a voice in matters concerning the school.	Clerk to govts/AL
<p><b>Other</b></p> <p>The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to 'old pupils' communications and activities.</p>	1. Continue to encourage past pupils into the school for visits or work experience.	Former pupils return for work placements and voluntary work.	PG/AL
<p><b>Monitoring and evaluating the policy</b></p> <ul style="list-style-type: none"> <li>▪ Train all staff &amp; governors</li> <li>▪ Consult pupils, parents and staff on how the policy is working and how it could be improved</li> <li>▪ Monitor and review practice</li> <li>▪ Carry out impact assessments to evaluate practice</li> <li>▪ Report to governors</li> <li>▪ Report to parents and pupils</li> </ul>	1. Update website	Website	LP/AL
	2. Update school's self-evaluation	Ensure SEF reflects our statutory duties regarding equality	AL
<p><b>Monitoring arrangements</b></p> <p>The headteacher will review the equality information we publish annually. This document will be reviewed by the governors (or a subcommittee of governors) at least every 4 years. This document will be approved by the Chair of Governors.</p>		<p><b>Links with other policies</b></p> <p>This document links to the policies:</p> <ul style="list-style-type: none"> <li>- Accessibility plan</li> <li>- Risk assessment(s)</li> </ul>	