



# Sunningwell C of E Primary School

## WHOLE SCHOOL POLICY FOR Equality

### What sort of school are we?

Sunningwell CE Primary School is an inclusive, rural, church school built on the foundations of its Christian values. We are situated in a small village between Oxford and Abingdon; the catchment of the school includes our village, neighbouring hamlet Bayworth, the local army base Dalton Barracks, Abingdon and Oxford.

### Aims of Equality Policy

Equality at Sunningwell is about providing equality of opportunity and excellence for all in order to promote the highest possible standards of achievement. Equality applies to all members of the school community – pupils, staff members, governors, parents and our community.

It is based on the following core values and ethos as expressed in our school's mission statement.

*The aim of our school is to 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. The school will encourage children to: care about each other, build friendships, develop a good attitude to their learning and a responsibility for their behaviour in order to enhance the quality of life within the school.*

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, race, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of the school community to ensure inclusion for all and to prepare pupils for full participation in a pluralistic, diverse society.

### Leadership and Management

- All the school policies reflect a commitment to equal opportunities.
- The governing body and school management set a clear ethos which reflects the school's commitment to equality for all members of the school community.
- The school promotes positive approaches to valuing and respecting diversity.
- The school management works in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.
- All staff members contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents.
- The evaluation of policies is used to identify specific actions to address equality issues.
- Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content.

### Staffing: Recruitment and Professional Development

- The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.
- Steps are taken to encourage people from under represented groups to apply for positions at all levels in the school.
- Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff members are familiar with it as part of their induction programme.
- The skills of all staff members, including support and part-time staff members are recognised and valued. All staff members are given status and support and are encouraged to share their knowledge.
- Staff members' handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.
- Staff members and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

## **Curriculum**

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- pupils of any gender;
- pupils learning English as an additional language;
- pupils from minority ethnic groups;
- pupils who are gifted and talented;
- pupils with special educational needs;
- pupils who are looked after by the local authority;
- pupils who are at risk of disaffection and exclusion.

- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.
- All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.
- The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.
- Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

## **Teaching and Learning**

- Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued. All pupils have access to the mainstream curriculum.
- Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.
- Teachers take positive steps to include all groups or individuals.
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.
- 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.
- Teachers encourage pupils to become independent and to take responsibility for their own learning.
- Teachers 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 all pupils, they promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

## **Assessment, Pupil Achievement and Progress**

- All pupils have the opportunity to achieve their highest standards. Assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.
- The school monitors and analyses pupil performance by gender, ethnicity and background and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.
- Staff members have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.
- Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
- All pupils have full opportunities to demonstrate what they know, understand and can do and, therefore, benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.
- Staff members use a range of methods and strategies to assess pupil progress.

## **School Ethos**

- The school opposes all forms of racism, harassment, prejudice and discrimination.
- The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

- Staff members foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.
- The school caters for the dietary and dress requirements of different religious groups.
- The school enables pupils and staff members to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand these.
- Clear procedures are in place to ensure that staff members deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant DfE policies and guidance such as those for anti-bullying and dealing with racist incidents.
- All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.
- Pupils, staff members and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.
- Staff members are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

### **Behaviour, Discipline and Exclusions**

- The school expects high standards of behaviour from all pupils.
- Exclusions are monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.
- It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
- All staff members operate consistent systems of rewards and discipline.
- Pupils, staff members and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any one is always unacceptable.

### **Personal Development and Pastoral Care**

- Pastoral support takes account of religious and ethnic differences.
- The school provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.
- The school takes account of and meets the needs of Traveller pupils.
- Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are disciplined in accordance with school policies and provided with relevant support to consider and modify their behaviour.

### **Admissions and Attendance**

- The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.
- Information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.
- The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- Provision is made for leave of absence for religious observance which includes staff members as well as pupils.
- Provision is made for pupils on extended leave so that they are able to continue with their learning.
- Attendance is monitored and action is taken in order to reduce any disparities between different groups of pupils.

### **Partnership with Parents and the Community**

- Progress reports to parents are accessible and appropriate, 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.
- The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.
- Information material from the DfE for parents is easily accessible in user friendly language and is available in languages and formats other than English as appropriate.
- Meetings for parents are made accessible for all.
- Informal events are designed to include the whole community – including children.

**Responsibilities**

- The Governing Body and Head Teacher will ensure that the school complies with all relevant equalities legislation.
- The Governing Body and Head Teacher will ensure that the policy and related procedures and strategies are implemented.
- The Head Teacher will ensure that all staff members are aware of their responsibilities under the policy.

**Monitoring and Review** - This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community. The effectiveness of the policy will be evaluated by the teaching staff and the Governing Body sub-committee.

*Equality/Word/Office/2016*

Reviewed Sept 2016 – Dates and signatures to be added below

\_\_\_\_\_ Head Teacher

\_\_\_\_\_ Chair of Governors

\_\_\_\_\_ Presented to FGB

This document has been written with reference to

<https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty>