



EQUALITY STATEMENT

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

**Stanford in the Vale CE Primary School
Single Equality Policy**



Our mission: *Working Together, Achieving Together*

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website.

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Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

If a parent or carer feels that their child is being treated unfairly then they must follow the schools complaints process.

For further information on matters of equality please Equality & Human Rights Commission:

www.equalityhumanrights.com or Department of Education:

www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **February 2018**

Date to be reviewed by the Governing Body **February 2021**

Amanda Willis (Headteacher), Laura McEachern (SEND Co-ordinator), Jane Braddy (SEND Governor) and Janet Warren (Chair of Governors) wrote the scheme. The school has involved comments, suggestions, findings from people with disabilities, people from different ethnic backgrounds, men and women, from the wider community, in its formulation.

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Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

		Stanford School	
		Number	%
Gender	Girls	98	48%
	Boys	105	52%
Ethnicity	White British	194	95.5%
	Any other White Background	2	1%
	Black - Caribbean	2	1%
	Black - Other	0	-
	Asian - White	0	-
	Asian - Pakistani	1	0.5%
	Asian - Bangladeshi	0	-
	Asian - Any Other Asian Background	2	1%
	Chinese	0	-
	Any other minority ethnic group	2	1%
Free School Meal Eligibility	Not Eligible	186	92%
	Eligible	17	8%
Religion/Belief	Buddhist/Taoist	0	-
	Christian	100	49%
	Hindu	0	-
	Jewish	0	-
	Muslim	0	-
	Sikh	0	-
	Other	0	-
	Refused	0	-
	No Religion / Not specified	103	51%
Special Educational Need	No Special Educational Needs	168	83%
	SEN Support	35	17%
	Statemented	2	1%
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	5	14%
	Social, Emotional and Mental Health	5	14%
	Hearing Impairment	1	3%
	Moderate Learning Difficulty	10	29%
	Visual Impairment	1	3%
	Multisensory Impairment	0	-
	Physical Disability	1	3%
	Profound & Multiple Learning Difficulty	0	-
	Speech Language & Communication Need	6	17%
	Specific Learning Difficulty	5	14%
	Severe Learning Difficulty	0	-
	Other Difficulty/Disability	1	3%



Things we do well:

- We invite in and promote positive role models as part of our curriculum and collective worship.
- The children and staff are very supportive and kind towards each other. The older children support and nurture the younger children, through their various roles: peer mediators, playground monitors, lunchtime clubs...
- We do not tolerate any form of intolerance and abuse, and we have a clear policy for dealing with incidents of this nature. Very few incidents of bullying and minimal number of exclusions.
- We provide a curriculum that includes representations of all groups: World topics, PSHE and circle time to develop tolerance, celebrating diversity in all subjects, promoting positive role models from different backgrounds in History and Geography and Science topics, Links with other schools.
- We have class worry worms and friendship benches to ensure children are all included and happy within the school environment.
- All groups have a voice within the school – children through the school council, sports leaders and SPS council.
- We have improved our school building to ensure it is accessible for all and adequately resourced.
- We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that all pupils can participate.
- We use language that does not offend, and we make staff and pupils aware of the importance of language.
- Our children leave Stanford School with good results, having progressed well throughout their primary years. The school gives them strong, secure academic, personal and social skills, ready for future life.
- The school regularly reviews the way resources are matched to the needs of all the children. To improve our provision, adjustments are frequently made to classroom organisation, the deployment of support staff, timetabling and staff training.
- We seek and respond to guidance from the parents and the children, throughout the year and specifically at the Termly / Annual Reviews.
- We will approach and engage with outside organisations/professionals for the benefit of the children and staff.

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Things we would like to improve

	Actions	By whom	Start	Finish	Evidence that it is completed
Promote positive attitudes to diversity.	Invite visitors into school to enhance the curriculum, collective worships... To visit a range of places that promote positive attitudes to diversity.	Clare Webb All Staff All Staff	Feb 2018 Feb 2018	Ongoing Ongoing	The children are polite and very positive in the way they deal with visitors. On trips they behave appropriately and with respect.
To explore and understand the issues further so that the school can begin to diminish the difference.	To improve our children's writing results, so that more children achieve higher results. To ensure all children make good progress.	Rachel Cook All Staff Headteacher All Staff	Feb 2018 Feb 2018	July 2018 July 2018	Our writing results are in line with or higher than National. All children make good progress.
To explore and understand the issues further so that the school challenges all children, especially the more able children, across all areas of the curriculum.	To introduce applying / problem solving tasks so all children are challenged in all lessons.	SLT All Staff	Feb 18	Ongoing	Observations, learning walks and scrutinises show children are being challenged within lessons. More children are achieving greater depth / exceeding.
To explore and understand the reasons for the absence and what support can be given to individual pupils to begin to improve attendance rates.	To ensure all children attend school for at least 90% of the time, if not more. To ensure all children arrive at school on time for registration.	Headteacher Emma Payne Headteacher Emma Payne	Feb 2018 Feb 2018	Feb 2020 Feb 2020	To increase attendance and reduce the number of children late for registration.