



Stamford Green Primary School and Nursery

Equality Policy Including Equality Information and Objectives

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____*
- Children and Learning Committee Meeting _____
- Resources Committee Meeting _____

Date: 6.12.24

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Stamford Green Primary School Equality Policy

1. Aims and Context

- a) Stamford Green Primary School and Nursery is a three form entry school with a nursery for two to four year old children. It is built on a split level. Our vision statement is 'Working together to be the best we can' and this permeates school life through our seven commitments to each child. Stamford Green operates equality in its day to day practice in the following ways.

2. Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- a) Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- b) Monitor achievement data by sex and special educational needs and/or disability and action any gaps. This monitoring is shared with governors.
- c) Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- d) Ensure equality of access for all pupils and prepare them for life in a diverse society.
- e) Use materials that reflect the diversity of the school, population and local community in terms of race, sex and special educational need and/or disability, without stereotyping.
- f) Promote attitudes and fundamental British Values that will challenge racist, extremist or any discriminatory behaviour or prejudice. This is reflected in our school values.
- g) Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. Please see our Collective Worship Policy and our Opportunities and Thrive Experiences Compendium.
- h) Seek to involve all parents in supporting their child's education.
- i) Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- j) Include teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

3. Admissions and Suspensions/Exclusions

- a) Our admissions arrangements are fair and transparent, and do not discriminate on race, sex, disability or socio-economic factors as per the Surrey Admissions Policy.
- b) Suspensions/Exclusions will always be based on the school's Behaviour Policy and DfE guidance. We will closely monitor suspensions/exclusions to avoid any potential adverse impact.

4. Equal Opportunities for Staff

- a) We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- b) As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

- c) Equality aspects such as sex, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re evaluating staff structures, to ensure decisions are free of discrimination.
- d) Actions to ensure this commitment is met include:
 - i. Monitoring recruitment and retention including bullying and harassment of staff;
 - ii. Continued professional development opportunities for all staff;
 - iii. Leadership and Management Team support to ensure equality of opportunity for all.

5. Equality and the Law

- a) According to the Equality Act 2010, schools need to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:
 - i. Sex
 - ii. Race
 - iii. Disability
 - iv. Sexual Orientation
 - v. Religion or Belief
 - vi. Gender Reassignment
 - vii. Pregnancy or Maternity
 - viii. Marriage and Civil Partnership
 - ix. Schools should consider age as a relevant characteristic in their role as employers, but not in relations to pupils.
- b) The General Duty requires us to have due regard to the need to:
 - i. Eliminate conduct that is prohibited by the Equality Act 2010
 - ii. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
 - iii. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

6. Roles and Responsibilities

- a) The role of Governors: The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, sex and special educational needs and/or disability. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, sex or disability.
 - i. The Governors take all reasonable steps to ensure that the school environment gives access to people with special educational needs and/or disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
 - ii. The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, sex or disability.
 - iii. The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or special educational needs and/or disability.

- b) The role of the Headteacher. It is the Headteacher's role to implement the school's Accessibility Plan and she is supported by the Governing Body in doing so.
 - i. The Headteacher ensures that all appointment panels give due regard to this plan, so that nobody is discriminated against when it comes to employment or training opportunities. The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
 - ii. The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- c) The role of all staff: teaching and support staff
 - i. All staff will ensure that all pupils are treated fairly, equally and with respect.
 - ii. All staff will strive to provide material that gives positive images based on race, sex and special educational needs and/or disability, and challenges stereotypical images. All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
 - iii. Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

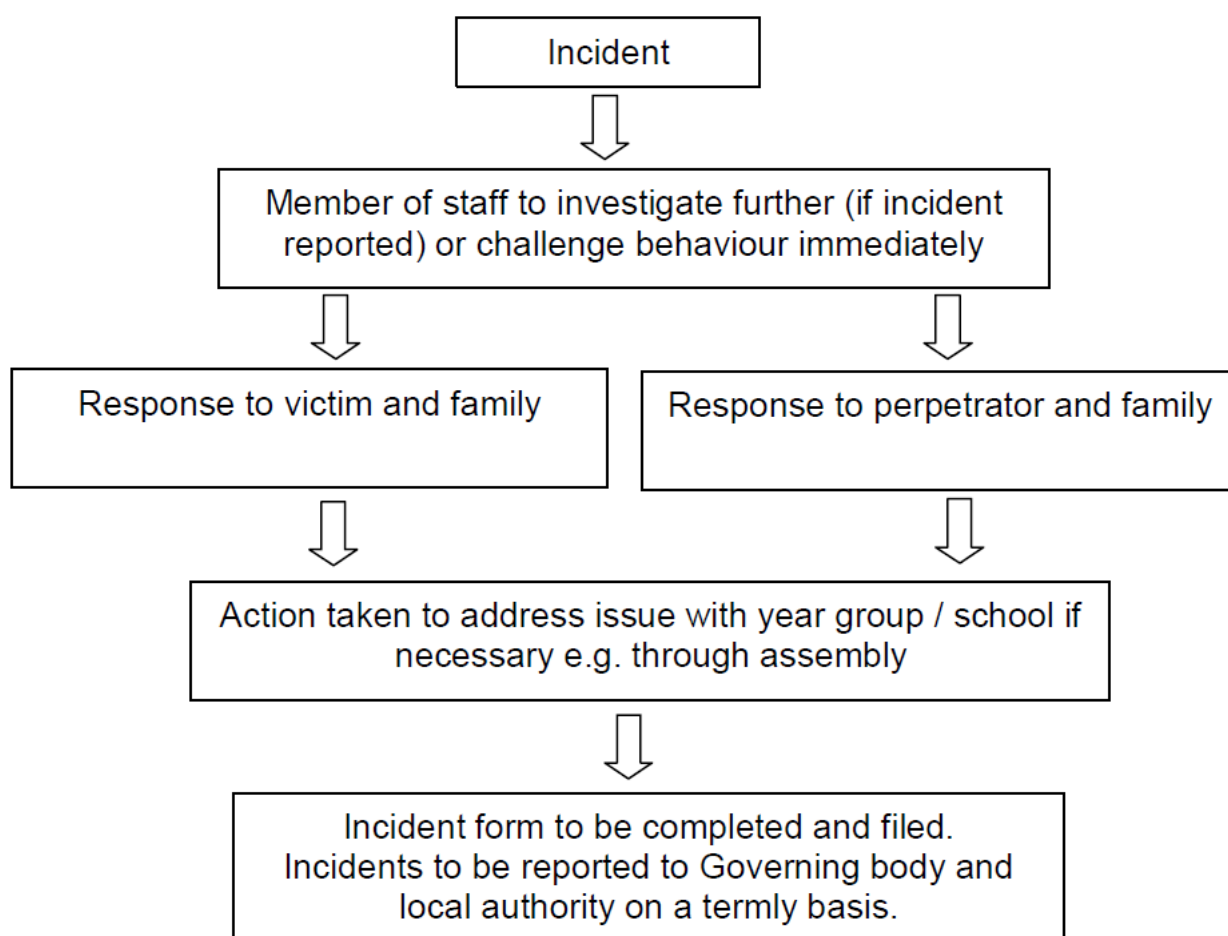
7. Eliminating discrimination

- a) Stamford Green will eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- b) Harassment on account of race, sex, special educational needs and/or disability or sexual orientation is unacceptable and is not tolerated within the school environment.
- c) All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.
- d) Racist and homophobic incidents and other incidents of harassment or bullying are investigated according to the Behaviour Policy, Anti-Bullying Policy and the Whistleblowing Policy. All incidents are reported to the Leadership and Management Team (LMT) and racist incidents are reported to the governing body and local authority on a termly basis.
- e) What is a discriminatory incident?
 - i. Harassment on grounds of race, sex, special educational needs and/or disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.
- f) Types of discriminatory incidents that can occur are:

Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or sex;

- i. Use of derogatory names, insults and jokes;
- ii. Racist, sexist, homophobic or discriminatory graffiti;
- iii. Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- iv. Bringing discriminatory material into school;
- v. Verbal abuse and threats;
- vi. Incitement of others to discriminate or bully due to victim's race, special educational needs and/or disability, sex or sexual orientation;
- vii. Discriminatory comments in the course of discussion;
- viii. Attempts to recruit others to discriminatory organisations and groups;
- ix. Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- x. Refusal to co-operate with other people on grounds of race, sex, special educational needs and/or disability or sexual orientation.
- xi. Excluding or ignoring someone on the grounds of their protected characteristics.
- xii. Repeated and deliberate micro behaviours to belittle someone or a group of people.

g) Responding to and reporting incidents. It should be clear to pupils and staff through the sharing of the flow chart below, how they report incidents. All staff, teaching and support staff, should view dealing with incidents as vital to the well-being of the whole school.



Appendix 1

Equality Information and Objectives – 2022 to 2025

At Stamford Green we continuously strive to ensure that everyone is treated with respect and dignity. Every person in our school is given fair and equal opportunities to develop their full potential and participate fully in our school community.

This document sets out the school's equality and accessibility objectives and other information demonstrating how the school complies with its specific duties under the Public Sector Equality Duty, in particular with regard to sex, age, race, disability, religion or belief, sexual orientation (including marriage or civil partnership), gender reassignment, pregnancy or maternity, Equality Act, 2010.

The equality aims and objectives of the school and nursery are:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not.

Within the context of our school this means we want:

1. All children, whatever their particular needs and situations to:
 - (a) Feel happy and safe at school
 - (b) Make the progress expected of them by the school.
2. All children, staff and parents/carers feel that the children's behaviour is good.
3. All children, staff and parents/carers feel that they are listened to and treated with respect.

Equality Objectives	How we are complying with PSED
<p>PSED 1. Eliminate discrimination and conduct that is prohibited by the Equality Act 2010.</p>	<ul style="list-style-type: none"> • We have reviewed and revisited and underlined the centrality of equality and inclusion in policies, curriculum, systems and processes. • Curriculum Compendiums take account of diverse representation and actively promote achievements of those with a diverse background. • Our curriculum ensures teachers use a wide variety of examples of role models in their subjects / lessons, engaging in positive discussions on diversity and promoting the idea that it is possible for everyone to achieve their goals in life regardless of race, gender or disability. • Policies reflect the Equality Act and are reviewed in line with specified timeframes. • In our school we recognise that our children belong to a society and world that is diverse and multi cultural and this is reflected in our recently reviewed Collective Worship Policy. • Weekly assemblies will focus on Diversity, Equity, Inclusion and Belonging (DEIB), race, disabilities and sex, avoiding negative stereotyping. • A wide variety of Opportunities and Thrive Experiences for children's personal developmentIn our school we recognise that our children belong to a society and world that is diverse and multi

	<p>cultural.</p> <ul style="list-style-type: none"> • Our school focuses on a different value each month which we believe to be relevant to everyone irrespective of their background and beliefs (e.g. Respect, Tolerance, Self-belief etc.) • There are very few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities and educate.
<p>PSED 2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.</p>	<ul style="list-style-type: none"> • The school uses Pupil Progress data to assess ongoing progress, tracking different pupil groups to ensure that a focus is maintained on ensuring all children from all groups continue to make progress at least in line with their peers. • Attendance forms part of the Class Teacher meeting in fortnightly meetings and is included in the Pupil Progress (PPR) review process. • Attendance data is reviewed weekly by the Leadership and Management Team (LMT) to monitor groups and identify trends. Actions are delegated and impact reviewed. • Where appropriate, class teachers should make initial contact with the family to reiterate the importance of attendance and support required. Attendance Agreements are created to record the chronology of support, address barriers and create action plans to increase attendance. • There are established and effective monitoring systems in place to track pupil achievement and attainment. All groups and individuals are tracked and teachers are careful to intervene to prevent incidents of behaviour or bullying. The majority of pupils report in annual surveys that they feel safe in school, and that they have someone they can talk to. • Our Anti-Bullying and Behaviour Policies are reviewed regularly with our community. • Termly analysis focuses on the achievement of a wide range of vulnerable groups which is also shared with the governors.
<p>PSED 3. Fostering good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</p>	<ul style="list-style-type: none"> • Equality, Inclusion and Belonging are central to our school ethos. Our focus as a school through assemblies, including DEI and values, enables pupils to focus on identifying and developing shared values. We have deliberately planned our curriculum and collective worship so that our pupils learn about the protected characteristics and fostering good relations alongside learning about difference and diversity, both in our own community and others including the global dimension. • We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media and also in person too. Emails home include the weekly Information so parents/carers are informed about the learning and curriculum. In the morning and after school staff are available on the three gates, as well as the office for conversation and to help. • Our School Council, made up of children from Years 2 - 6, is democratically appointed • Our Kindness Ambassadors and Eco Warriors are made up of children from Years 2 – 6, also appointed democratically. • Pupil leadership roles include Head and Deputy roles, House Captains, Y2 prefects etc. These

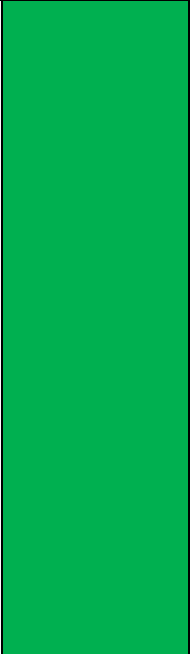

	opportunities follow the ethos of inclusivity and equality when selecting roles alongside.
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Appendix 2

PSED Action Plan

We have selected equality objectives that will improve the experience of pupil groups based on analysis and the identification of areas where there is potential for improvement.

Objectives and Actions	Success Criteria	Date of Review	Responsibility	BRAG
PSED 1. Curriculum and Collective worship are undertaken to reduce and/or eliminate negative stereotypes of race, special educational needs and/or disability and sex across the school and to promote positive understanding.	Weekly assemblies will focus on DEI, race, disabilities and sex, avoiding negative stereotyping. Curriculum Compendiums take account of diverse representation.	Termly	Teachers and Deputy Headteacher: Teaching and Learning	
PSED 1. Stakeholders receive requisite training in a range of equalities / diversities issues.	CPD / INSET delivered to staff promote confidence in challenging prejudice and promoting equality.	September 2023	Headteacher/DEIB Lead	
PSED 1. The school ensures that reasonable adjustments are made for any staff member or pupil with a physical disability or mental health need to better meet their needs and ensure that any disadvantages they experience are supported.	Staff and pupils are successful and supported individually.	Ongoing	Extended Leadership Team	
PSED 2. Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Children have examples of people from diverse backgrounds and abilities to inspire, motivate and help shape their character and personality. To help pupils to recognise appropriate behaviour and try to acquire positive qualities by seeing examples and representation of successful people from all walks of life.	Ongoing	All Staff	

<p>PSED 2. To increase the attendance of children with SEND and PP so that it is in line with their peers.</p>	<p>Attendance forms part of the Class Teacher meeting in weekly meetings. Actions are delegated and impact reviewed.</p> <p>Where appropriate, class teachers should make initial contact with the family to reiterate the importance of attendance and support required. Termly assemblies focussed on the importance of attendance.</p> <p>Attendance expectations communicated with families.</p> <p>Attendance information to be provided in all parents/carers and teacher consultations.</p> <p>Attendance expectations to be made clear to parents/carers of potential new school joiners.</p> <p>Attendance to be celebrated weekly in assemblies.</p>	<p>Ongoing</p>	<p>Deputy Headteacher: Inclusion and Class Teachers</p>	
<p>PSED 3. Any disrespect for, or intolerance of, people of different faiths, cultures or ethnicities, or of people with disabilities, is always challenged directly.</p>	<p>Any incident is challenged immediately. Support is offered.</p>	<p>September 2024</p>	<p>All staff</p>	
<p>PSED 3. Anti-Bullying Policy is reviewed to include more strategies that staff can use.</p>	<p>Staff training ensures everyone is knowledgeable about the strategies.</p>	<p>Ongoing</p>	<p>Deputy Headteacher: Inclusion</p>	