

Sandown Primary School and Nursery Equality Policy



Policy Contact Person	Mr Charlie Lindsay
Review Frequency	Annually
Signed by Approver	
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1. Introduction

This Equality Policy for Sandown Primary School supersedes all previous school policies, schemes and plans around equality. It is based on the latest version of East Sussex County Council's (ESCC) 'Exemplar Equality Policy for Schools'. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. Protected characteristics which schools must take in to account when publishing equality information are as follows:

- Disability
- Carers
- Race (ethnicity)
- Religion or belief
- Sex (gender) or gender reassignment (transgender)
- Sexual orientation
- Pregnancy and Maternity

There are also two other protected characteristics for which schools do not have a direct duty:

- Age (of staff)
- Marriage and Civil Partnership

2. Key Principles

Our Equality Policy is:

2.1 Inclusive of our whole school community as follows, who we engage with and who may have an active part to play in its continuing review and development:

- parents/carers;
- pupils;
- teaching, support and ancillary staff;
- the governing body;
- external advisors;
- external agencies;
- extended services providers;
- staff of contracted services;
- visitors to the school;
- students on placement.

- 2.2 The basis for treating all people fairly and creating a community in which everyone has the opportunity to fulfil their potential - irrespective of their gender, transgender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.
- 2.3 A commitment to ensuring equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.
- 2.4 A commitment to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.
- 2.5 A commitment to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

3. Key Purpose

The purpose of this Policy is to set out how our practice and policies have due regard to meet the General and Specific Duties of the Public Sector Equality Duty (PSED) of the Equality Act 2010.

3.1 The General Duty requires that the school, in the exercise of all its functions must have 'due regard' to:

- eliminating discrimination, harassment and victimisation;
- advancing equality of opportunity between those who share a protected characteristic;
- fostering good relations between those who share a protected characteristic and those who do not.

3.2 The Specific Duty requires that the school, in the exercise of the General Duty must:

- Publish information to demonstrate compliance with the General Duty.
- Prepare and publish one or more equality objectives.

4. Our School Within The Wider Context

4.1 Overview

- Sandown Primary School and Nursery is a large primary school. The number of pupils on roll places the school above the 80th percentile of schools nationally.
- Sandown Primary School and Nursery draws the majority of its pupils from surrounding wards.
- The school deprivation factor is above the National indicator.

4.2 Analysing School Performance , (ASP) Information

- Currently we have 540 children on roll.
- The percentage of pupils known to be eligible for free school meals is 43% compared to the National average of 26.0%.
- The percentage of pupils with support for Special Educational Needs is 13.8%
- The number of pupils with a education Health Care Plan is 6 pupils compared to the National average.
- The percentage of girls is 50%, which is slightly lower than the National average.
- The percentage of children from minority ethnic groups is 5.4%, which is well below the national average of 30.7%.
- The percentage of pupils categorised as 'White British' is 92.3%, which is above the National average of 70.4%.
- The percentage of pupils first language believed not to be English is 2.3%%, which is well below the National average of 17.3%.

4.3 Governors

- Currently we have 11 school governors including the Headteacher.
- 100% of governors are White British.
- 0 members of the governing body have a registered disability and 1 member (13.5%) has a long term regulated medical condition.

4.4 Staff

- We have a total of 87 staff members.
- 83 are female and 4 are male.

- If staff have a registered disability, temporary disability or have a short or long term regulated medical condition, then they may choose to disclose this if they feel there may be a need for reasonable adjustments to be put in place for them to meet the requirements of their position.

4.5 Physical environment

- All building work since 2002 has been carried out in line with East Sussex Accessibility policy. The school has an updated Accessibility Plan in place.

5. Our Approach

We seek opportunities to embrace the following key concepts, especially in the Spiritual, Moral, Social and Cultural Development (SMSC) provision of the school and the addressing of British Values through the wider curriculum:

5.1 Shared Humanity

Identifying commonality and shared values, aspirations and needs, underpins our approach to equality. We value our fundamental similarities and universality.

5.2 Valuing difference and diversity

We appreciate the richness within our differences and look for ways of celebrating and understanding them better.

5.3 Interdependence, interaction and influence

We recognise that, as they evolve, distinct cultures and beliefs will impact on and inform each other.

5.4 Social cohesion

Within our school and within our local community.

5.5 Excellence

We aim to inspire and recognise high personal and collective achievement throughout our community and beyond.

5.6 Personal and cultural identity

We will provide opportunities to explore and value the complexity of our personal and cultural identities.

5.7 Fairness and social justice

We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

6. Our vision values

Sandown Primary School and Nursery has developed its own Vision Statement Values which support and underpin our approach and commitment to equality and thinking about equality related issues.

6.1 Bringing Home and School Together

The school working to engage the local community through communicating effectively and celebrating difference to raise aspirations and ambitions for all.

6.2 High Aspirations

Supporting all school community members to be ambitious; have high aspirations; and always expect the best.

6.3 Nurturing Everyone

Ensuring that everyone in the school community is given the best opportunities to achieve, through good teamwork, celebrating everyone's achievements and helping every individual achieve the best that they can be.

6.4 Pride in All We Do

Recognising and rewarding everyone for their achievements and effort by creating independent and investigative learners; creative thinkers; risk takers; harmonious team workers; and outstanding ambassadors for the school and community.

6.5 Quality Education

Providing a curriculum which aims to develop all children's learning through joined up thinking to enable them to spend time to consolidate deeper learning before moving on to new learning.

6.6 British Values

Democracy, The Rule of Law, Individual Liberty mutual respect and tolerance of those with different faiths and beliefs and those without faith.

7. Our Duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and look to identify opportunities for involving our school community in the process in order to ensure better outcomes for all.

7.2 We will ensure we identify opportunities for promoting our vision, the key principles and purposes and our duties on equality legislation across all aspects of school life, including the provision of extended services.

7.3 These opportunities are likely to include all or some of the following, dependent on our current priorities:

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents, families and partner agencies;
- extended schools activities;
- preparation for entry to the school through the School Readiness Project;
- school policies;
- breaks and lunchtimes;
- the provision of school meals;
- interaction with peers;
- opportunities for assessment and certification;
- testing arrangements;
- behaviour management approach and sanctions;
- exclusion procedures;
- school clubs, activities and school trips;
- the school's arrangements for working with other agencies;
- preparation of pupils for the next phase of education;
- learning and teaching and the planned curriculum;
- classroom organisation;
- timetabling;
- grouping of pupils;
- homework;
- access to school facilities;
- activities to enrich the curriculum, for example, a visitor to the school ;
- school sports;
- employees' and staff welfare.

8. The Roles and Responsibilities Within Our School Community

8.1 The Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy;
- ensure that the equality objectives arising from the policy are part of the School Development Plan (SDP);
- oversee the effective implementation of the policy;
- ensure staff have access to training which helps to implement the policy;
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information;

- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

8.2 Our Governing Body will:

- designate a governor with specific responsibility for the Equality Policy;
- ensure that the equality objectives arising from the policy are part of the School Improvement & Development Plan (SDP);
- support the Headteacher in implementing any actions necessary;
- engage with parents and partner agencies about the policy;
- evaluate and review the policy annually and the objectives every 4 years.

8.3 Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy;
- provide a lead in the dissemination of information relating to the Policy;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this policy as detailed in the School Development Plan (SDP).

8.4 Our pupils will:

- be expected to act in accordance with the Policy;
- be encouraged to actively support the Policy.

8.4 Our parents/carers will:

- have access to the Policy through a range of different media appropriate to their requirements;
- be encouraged to actively support the Policy;
- be encouraged to attend any relevant meetings and activities related to the Policy;
- be informed of any incident related to this Policy which could directly affect their child.

8.5 Our school staff will:

- be fully aware of the Equality Policy and how it relates to them;
- understand that this is a whole school issue and support the Equality Policy;
- make known any queries or training requirements.

8.6 Relevant voluntary or community groups and partner agencies will:

- be encouraged to contribute their perspective on the Policy;
- be encouraged to support the Policy;
- be encouraged to attend any relevant meetings and activities related to the Policy.

9. Our Policy - Participation and Involvement

9.1 Our Pupils - through School Council meetings, Circle Time, Personal, Social and Health Education (PSHE) lessons, Pupil Pursuit and focused pupil voice interviews with children representing a range of Minority, Marginalised and Potentially Vulnerable Groups within the school e.g. Special Educational Need (SEN); gender; low/high attainers.

9.2 Our Staff - through Teaching and Support Staff Meetings and Continuing Professional Development and Training (CPDT) opportunities.

9.3 Our School Governors - through discussion in Governor Meetings and by reading and evaluating the final version, and subsequently updated versions, of the policy and consideration of any current associated guidance.

9.4 Our Parents/Carers – through promoting engagement with Parentmail, Class Dojo and questionnaires.

9.5 Our Partners In The Community – through working to expand the life experience of our children by developing network connections, such as Thrive, and involvement with school partnerships, community organisations and wider community social/cultural groups, e.g. Friary Gardeners.

10. Our Policy – Using Information

10.1 We have used Analysing School Performance data to support us in developing this policy.

10.2 We are vigilant regarding bullying and collect related pupil data. Information is also gleaned through the work of the School Council and other pupil voice opportunities, for example; circle time and PSHE activities.

10.3 We have established good links with our local community and are working hard to develop links with our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can develop mechanisms for addressing them within school.

10.4 By listening to those within our community and to our partners, we hope to be able to identify new areas of work, improve existing approaches and focus our energy where it is required.

11. Commissioned Services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard.

12. Our Staff

12.1 We comply fully with legislation which protects our staff (including teachers, teaching assistants, student teachers, office and site team) from discrimination based on the protected characteristics.

12.2 With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

12.3 This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

12.4 We will ensure the safety and well-being of our staff and take seriously any act or incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

12.5 We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

12.6 Our leadership team will be provided with training opportunities to help them understand their equality duties/and or the differing needs of protected groups within our school community.

12.7 We have mechanisms in place to identify areas for the continuing professional development of all staff.

13. Responding To Hate or Prejudice Based Incidents and Bullying

13.1 We recognise that hate incidents or prejudice based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

13.2 We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

13.3 Through our school vision and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

13.4 We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

13.5 The school's Anti-bullying Policy is available to parents on request and comments on the policy are welcomed. There is a clear procedure to be followed - set out in the policy, should bullying ever occur.

14. Our Equality Objectives

1. To narrow the gap between pupil groups identified as part of the school's regular monitoring and review of pupil progress and achievement.
2. To ensure that the actions and associated outcomes of the school's Accessibility Plan are systematically monitored and evaluated during its three yearly review cycle.

3. To improve stakeholder consultation and contribution to the Equality Policy's regular review cycle.

See Appendix 1 for our Equality Objectives Action Plan

15. Implementation, Monitoring and Reviewing

15.1 This version of our Equality Policy was published in June 2020.

15.2 The policy will be made available to view on our school website. Additionally, copies/adapted copies will be available on request from the school office (a small charge may be incurred to cover copy costs).

15.3 Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our Governors who have agreed and published this policy which also sets out our Equality Objectives.

15.4 The policy will be reviewed and analysed annually, in consultation with stakeholders, to evaluate whether it has furthered the aims of the general equality Duty and facilitated progress towards achievement of the school's Equality Objectives.

16. Related Documentation

- Sandown Primary School Vision document.
- Special Educational Needs (SEN) Policy
- Anti-bullying Policy
- Spiritual, Moral, Social and Cultural Development (SMSC) Policy.
- British Values Policy.
- Personal, Social and Health Education (PSHE) Policy.
- 'The Equality Act 2010 and school: Departmental advice for school leaders, school staff, governing bodies and local authorities.' Department for Education. (May 2014.)
- 'Public Sector Equality Duty Guidance for Schools in England.' Equality & Human Rights Commission. (November 2012.)

Equality Policy Appendix 1

SANDOWN PRIMARY SCHOOL: Equality Action Plans 2022 – 2026 (Interim Review 2024)

Target 1	Actions	Timescale	Responsibility	Outcomes
<p>To narrow the gap between pupil groups identified as part of the school’s regular monitoring and review of pupil progress & achievement.</p>	<ul style="list-style-type: none"> • Analysis of available national comparative data (i.e. Analysing School Performance, Ofsted Data Dashboard, Fischer Family Trust Dashboard). • Identify any pupil attainment gaps for groups related to Equality Act protected characteristics, SEN, High Achievers and Pupil Premium (Disadvantaged) Pupils. • Incorporate in to the School & Development Plan (SDP) challenging target milestones in reading, writing and mathematics to close any identified attainment gaps. • Regularly track attainment progress against milestones in Pupil Progress Meetings and identify/implement targeted pupil support arrangements and intervention strategies. • Systematically review and improve, via regular Pupil Progress Meetings and senior leader/subject leader monitoring, the effectiveness of support arrangements and intervention strategies. • Ensure regular governing body focused monitoring of pupil attainment and progress in relation to identified attainment gaps. 	<p>Annually (as published or updated)</p> <p>Annually</p> <p>Termly</p> <p>As per the school’s Monitoring, Evaluation & Review Cycle.</p> <p>Governor Monitoring Visits & Governing Body Meetings.</p>	<p>Headteacher and Senior Leadership Team</p> <p>Headteacher and Governing Body</p> <p>Assistant Headteacher and Class Teachers</p> <p>Headteacher, Senior Leadership Team and Class Teachers</p> <p>Chair and Link Governors</p>	<p>Achievement Gaps identified</p> <p>Challenging target milestones incorporated in to the SDP</p> <p>Targeted pupil support and intervention strategies identified and implemented</p> <p>Impact effectiveness of Targeted pupil support and intervention strategies monitored.</p> <p>Governor visit report forms and governing body minutes evidence questioning and challenge focused on closing attainment gaps.</p>

SANDOWN PRIMARY SCHOOL: Equality Action Plans 2022 – 2026 (Interim Review 2024)

Target 2	Actions	Timescale	Responsibility	Outcomes
<p>To ensure that the actions and associated outcomes of the school's Accessibility Plan are systematically monitored and evaluated during its three yearly review cycle.</p>	<ul style="list-style-type: none"> • Raise awareness of Accessibility Plan content through publication on the school's new website and enabling staff access to a reference copy in the staffroom. • Synch monitoring of targets, actions and planned outcomes with current School & Development Plan (SDP) monitoring. • Incorporate targets, actions and planned outcomes with forward SDP planning. • Link targets to Budget planning costings for current SDP year and forward planning. • Incorporate monitoring and ongoing evaluation in to the school's regular self-evaluation cycle. • Ensure staff responsible for targets are aware and link actions and planned outcomes with appraisal evaluation and monitoring discussions. • Ensure Accessibility Plan amendments and adjustments are noted as part of ongoing monitoring arrangements. • Record emerging needs and identify targets for Accessibility Plan forward planning purposes. • Implement regular Governing Body monitoring of progress towards targets, actions and planned outcomes. 	Annually	Deputy Headteacher & Chair of Governors	Plan published on new website and reference copy in place.
		Annually	Headteacher & Chair of Governors	Accessibility Plan targets synched and incorporated.
		Annually	Headteacher & School Business Manager	Projected costs incorporated as necessary.
		Annually + review meetings	Headteacher & Appraisers	Staff aware of action responsibilities.
		As per the school's Monitoring, Evaluation & Review Cycle.	Headteacher & SLT	Possible future targets identified.
		Governor Monitoring Visits & Governing Body Meetings.	Chair and Link Governors	Governor visit report forms and governing body minutes evidence questioning and challenge related to the Accessibility Plan.

Equality Policy Appendix 1 (continued.....)

SANDOWN PRIMARY SCHOOL: Equality Action Plans 2022 – 2026 (Interim Review 2024)

Target 3	Actions	Timescale	Responsibility	Outcomes
<p>To improve stakeholder consultation and contribution to the Equality Policy’s regular review cycle.</p>	<ul style="list-style-type: none"> • Raise awareness of Equality Policy content and Equality Objectives through publication on the school’s new website and enabling staff access to a reference copies in the staffroom. • Pupil views gathered via Personal, Social, and Health Education (PSHEe) and Spiritual, Moral, Social and Cultural (SMSC) curriculum activities and work of the School Council and focus groups. • Parent views gathered via parent mail question responses and formal meeting contact opportunities such as parental consultations, SEN review meetings, Family Liaison Worker (FLW) meetings and parent focus groups. • Community partner views gathered via questionnaires related to pupil participation in extended school activities. • Staff views gathered via Continuing Professional Development & Training (CPDT) opportunities. • Senior Leadership Team (SLT) views gathered via monitoring and evaluation of implementation and outcomes of the Equality Policy and its’ associated Equality Objectives across the school. • Governing Body views gathered via regular monitoring, review and updating of Equality Policy and Objective Outcomes and collation of stakeholder views. 	<p>Annually</p> <p>Termly</p> <p>Termly opportunities as calendared.</p> <p>Across the school year</p> <p>As relevant CPDT opportunities</p> <p>SLT meeting agenda item</p> <p>Governor Monitoring Visits & Governing Body Meetings.</p>	<p>Deputy Headteacher & Chair of Governors</p> <p>Assistant Headteacher & Class Teachers</p> <p>Headteacher, Assistant Headteacher & FLWs</p> <p>Deputy Headteacher</p> <p>Headteacher & SLT</p> <p>Chair and Link Governors</p>	<p>Equality Policy & Objectives published on new website and reference copies in place.</p> <p>Pupil views captured and incorporated.</p> <p>Parent views captured and incorporated.</p> <p>Partner views captured and incorporated.</p> <p>Staff views and SLT analysis captured and incorporated.</p> <p>Equality Policy reviewed annually and Equality Objectives updated 4 yearly.</p>