



Stonehouse Park Federation

Equality Policy and Scheme

Ratified by the Finance and Strategy Committee: May 2022

To be reviewed: Every three years

Next review: May 2025

1. Policy statement

- a) In accordance with our Federation Vision ‘Learning, playing and working together: where everyone is welcome and everyone can succeed’ we pledge:
- to respect the equal human rights of all our pupils;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:
- ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity,
 - religion or belief, and
 - socio-economic background.

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalised.

Grouping of children is flexible, planned and varied to reflect the requirements of learners and their social development needs. Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Children will be encouraged to be a resource for their peers. Staff encourage children to become independent and assist them in taking responsibility for the management of their own learning and behaviour. Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school provides 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.

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

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 e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our children and we draw upon the expertise of our school community wherever possible.

Equality and diversity issues are reflected in our school's employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The accessibility plan held by Stonehouse Park Federation is also drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

The community cohesion plan in Section 11 below addresses our duty under the Education and Inspections Act 2006.

3. Community cohesion

Stonehouse Park Federation is made up of a diverse community combining children from varied backgrounds and families. Approximately 38% of children are in receipt of pupil premium, 25% of children have special educational needs, 4% of children have English as an Additional Language. The school adopts a flexible and proactive approach create a sense of belonging for all children and

4. Responsibilities

One named governor takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Executive Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Executive Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

5. Staff development

Training and development in relation to equality and cohesion is planned based on staff development requirements identified through the appraisal and school development process. This is reported on three times a year within the continuing professional development section of the Deputy Headteachers report to governors.

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years and then replaced in November 2024.

7. Reporting on progress and impact

Progress with the actions listed below will be reviewed annually by the governors learning committee and published within the table used in sections 10 and 11.

8. How we conduct equality impact assessment

In order to monitor the potential impact of school practice in terms of the protected characteristics ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation, and age.

The leadership team triangulate information from a range of monitoring practices including:

- Monitoring of pastoral logs and behaviour incidents on CPOMS
- Pupil progress review meetings
- Assessment information (teacher assessment and summative data)
- Reviews of recruitment documentation
- Curriculum reviews and monitoring

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence through the monitoring practices listed in section 8.

Children's views are anonymously gathered through the Gloucestershire Pupil Wellbeing Survey. This gives comparisons to similar groups across the LA and highlights areas of pastoral need with analysis by group.

Parent views are gathered through online questionnaires combining Ofsted questions with additional questions specifically designed to support federation development.

Staff and governor views are shared through relevant meetings and discussions linked to the information gathered from children and parents.

10. Equality Objectives 2022-25

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
For all children to be scaffolded to access their full curriculum entitlement including through pre-teaching to overcome identified barriers where needed.
For all parents to be enabled to support their children's learning.
For the curriculum to reflect and embrace every member of our school community.

11. Community Cohesion Plan 2022-25

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of "community" are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
i. Teaching, learning and the curriculum	The humanities, RE and PSHE curriculum reflects the school community and intrinsically uses both the local area and children's personal family links. The curriculum is designed to raise awareness of other cultures which children may not encounter first hand.
ii. Equity between groups in school, where appropriate	Children experience equality of provision and fair assessment. Use is made of national standardised tests and 'blind' moderation (including use on no more marking online) to validate teacher assessment. Pupil progress meetings ensure the needs of every individual, academic and pastoral, are fully considered.
iii. Engagement with people from different backgrounds, inc. extended services	Links are established and maintained with a variety of groups and services including but not limited to: <ul style="list-style-type: none"> • Local churches and religious groups • Family Support Workers • Local sports clubs • A range of early help services