

Equality Policy and Plan



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Reviewed by:	Full Governing Body

Equality Policy and Plan

Date of the last Review:	June 2024
Next Review Date:	July 2026

Stockham Primary School

Equality Policy and Plan: 2025-2026

Equality Policy and Plan

Equality Policy Introduction

Stockham Primary School is committed to providing equality of opportunity for all our pupils and staff, and freedom from discrimination. We will always challenge stereotyping and prejudice.

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:

- Disability
- Gender Reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or Belief – includes lack of belief
- Sex (referred to previously as gender and includes issues of transgender)
- Sexual Orientation
- Age (employees only)
- Marriage and Civil Partnership (employees only)

Stockham Primary School's mission is '*Soaring high – for all children to work together to achieve their best*' and equality underpins the successful implementation of this mission.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Anxiety and school avoidance
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions

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- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

These elements are also reflected in our Equality Statement and Objectives.

The school recognises that it has a legal obligation under the disability discrimination act to meet the needs of people with disabilities even if it requires giving them more favourable treatment.

http://portal.oxfordshire.gov.uk/content/public/LandC/SandPM/Equalities/dda/Disability_Equalities_Schemes.pdf

	Equality Policy	Equality Plan
1.	<p>Establishing, maintaining and developing a school culture and ethos</p> <p>Stockham is committed to providing an environment of nurture and respect encompassing everyone in the school: and promoting positive attitudes towards a diverse population including all those with protected characteristics. An open-door policy encourages a whole family involvement in the school community and helps to ensure we maintain our high expectations of positive behaviour.</p>	<p>Stockham will continue to provide a wide range of opportunities for children to embrace diversity (e.g. visits from Paralympians, people of different cultures and religions, materials to challenge traditional gender and sexual stereotypes) and celebrate achievements (assemblies, house points, class treats for good behaviour)</p> <p>Staff and children are challenged to eliminate unconscious bias (no girls sports or boys sports, diversity of family types), recognise prejudice and understand that discrimination is not acceptable</p>
2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment, systems are in place to record any bullying incidents or prejudice against groups with protected characteristics (e.g. staff or parental observations, anonymous boxes for children to report incidents, anti-bullying ambassadors).</p> <p>Any bullying or harassment is dealt with swiftly and effectively by school staff. All incidents are reported to governors at the full governing board meetings.</p> <p>Assemblies are used to promote respect and wellbeing and equality for all children. These themes are also shared with the wider community via school newsletters</p>	<p>Parents are made aware of Stockham's zero tolerance to bullying and discrimination when children start school and this is reinforced through school communications throughout the year</p> <p>School activities related to events such as anti-bullying week, religious festivals, Black History month etc are communicated to parents and carers via the school newsletter or Parentmail notifications</p> <p>Please see our anti-bullying policy for more details</p>
3	Listening to pupils, staff, parents and others	

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	<p>The Stockham Governors and SLT will survey the children, staff and parents throughout the year to ensure that all voices, views or concerns are heard and actioned. Additionally, the school operates an open-door policy whereby families and the community can meet with the headteacher to raise any concerns</p>	<p>The school will respond to feedback raised through surveys or discussions. We will make changes or seek external consultation to ensure that all people with protected characteristics feel heard and are able to access an optimal school experience e.g ensuring all paths round the school are wheelchair accessible, providing a calm-space at lunchtimes etc</p>
4.	<p>Equalising opportunities Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, Stockham will strive to ensure that no child misses out on opportunities due to financial pressures. Every effort will be made to allow provide access to affordable school, uniform, appropriate use will be made of Pupil Premium funding to attend school trips and experiences and promoting the take-up of a wide range of extra curricular after school clubs.</p>	<p>Friends of Stockham maintain a supply of affordable second hand uniform that is advertised via the school newsletter and on FoS Facebook page.</p> <p>It is made clear that contributions to school experiences are voluntary and that families are given the chance to discuss any financial pressures with the Headteacher in confidence.</p> <p>A large variety of after school clubs are provided free of charge by school staff and change termly</p>
5.	<p>Informing and involving parents and carers Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, Stockham works hard to promote an ethos of inclusivity between children, families and staff. Multiple channels of communication are made available; face-to-face, telephone and email.</p> <p>Families and children are encouraged to discuss any concerns they have about starting or attending school. Where appropriate, external agencies will collaborate with the school and families to address any anxieties and parents and carers are invited to attend coffee mornings to meet with SEND team, educational psychologists or play therapists.</p> <p>Parents are invited to attend regular parents' evenings and those children with SEND will be invited to pupil profile review 3 times a year</p>	<p>School contact details are made readily available throughout the community via website, phone book and via Oxfordshire County Council.</p> <p>Translations of parent communications will be made available</p> <p>Ensuring that 'absent parents' receive communication</p> <p>Parents are encouraged to join the Governing Board, the PTA (Friends of Stockham) and to volunteer to help at school events</p>
6.	<p>Welcoming new pupils and helping them to settle in effectively Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year,</p>	<p>Children starting Foundation class will be invited to a transition afternoon in the Summer term before they start school and the school year begins with a staggered start with</p>

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	<p>Stockham School aims to make every child feel confident and secure when starting school. The nurture culture described in our Equality Statement and Objectives is intended to make sure that children feel welcomed, whether starting school in September or transferring during the year.</p> <p>Where children are known to have a protected characteristic, disability or are particularly anxious, extra help will be provided to ensure children settle into their new environment.</p>	<p>small groups of children to ensure children feel confident in their environment,</p> <p>Each class will participate in a transition day to meet their next year's teacher in the last term of the year. This allows staff to understand any anxieties that children may have and appreciate provisions needed for all children to thrive.</p> <p>The school operates a 'buddy' style system, whereby older children support younger children. This can be seen during sports leader buddies, reading buddies and in theme day activities. Older children help new children in the school to settle quickly by acting as a peer mentor.</p>
7.	<p>Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve, Stockham's curriculum will allow pupils to access a broad and balanced curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disadvantaged pupils, disabled children, higher achieving pupils and those who have English as an additional language.</p>	<p>Equality considerations and actions to ensure relevance for all children are outlined in specific subject curriculum policies</p> <p>The needs of individuals are met by providing reasonable adjustments, dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and when appropriate, differentiated tasks which enable all pupils to make good progress over time.</p> <p>The progress of pupils with SEND is monitored and reviewed during pupil profile meetings (See SEND Information Report and SEND Policy). Provision is made to celebrate all achievements, including those children who may not attain an expected level of development for their year group, via the Pebbles scheme.</p>
8.	<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs, Stockham aims to provide strong support for all children on our roll.</p>	<p>Gaps identified in training needs analysis are reflected in staff development plan</p>

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	<p>This will include</p> <ul style="list-style-type: none"> • providing home-learning packs for children who cannot attend school for any periods of time due to physical, medical or mental health needs. • Our SENDCo works tirelessly with class teachers and external agencies to prepare comprehensive Personal Education Plans for children with learning difficulties • Language support is available as required • Staff training is provided where skills gaps are identified to ensure staff can meet the learning needs of all children in the school • Encouraging families and carers of children where particular needs or protected characteristics have already been identified to meet and plan for the child's needs with school staff ahead of their admission • Homework club can be initiated as a breakfast club or after-school club where additional support is needed 	<p>For additional information please see our SEND Information Report and SEND Policy</p>
9.	<p>Making the school accessible to all</p> <p>Stockham is committed to making our school welcoming and accessible to children, staff and visitors with disabilities. The curriculum (and extra-curricular activities) is developed to ensure that opportunities are available for everyone involved, including those with protected characteristics.</p> <p>Anyone experiencing difficulties in accessing the full school experience is encouraged to raise the issue with school staff.</p>	<p>Full details on how the school is made accessible for all is outlined in our Accessibility Plan</p>
10.	<p>Ensuring fair and equal treatment for staff and others</p> <p>Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school, the school will follow guidance on safer and non-discriminatory recruitment.</p> <p>The staff code of conduct, and our school ethos of nurture and respect, will ensure that <u>all</u> members of staff are treated with dignity, have a safe working environment and provided with opportunities to develop their skills throughout their time at Stockham.</p>	<p>Staff wellbeing and progression will be monitored through 1-2-1 development meetings, annual appraisals and anonymous wellbeing surveys.</p>
11.	<p>Encourage participation of under-represented groups</p>	

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	Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, active efforts are made to recruit, from within the school and wider community, an ethnically and culturally diverse representation amongst the Governing Board and the Friends of Stockham.	Adverts to recruit governors are placed on local noticeboards, Facebook groups and or through local businesses to attract a diverse range of applicants with a wide range of skills.
12.	Monitoring and Evaluating the policy Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation, Stockham will implement a continuous cycle of 'plan, do and review' to ensure that equality is front and centre of everything that we do. This will include staff and governor training, policy review and feedback from those using it day to day and wider community, impact assessment to ensure our equality plan is fit for purpose, meeting our stated objectives and ultimately providing feedback to all stakeholders.	All relevant policies and plans published on our website include a focus on equality. Our school prospectus demonstrates the inclusivity of our school Changes shown to be required will be reflected in our School Development Plan

Key documents referred to in this policy are as follows:

- Equality Statement and Objectives
- Accessibility Plan
- Anti-bullying Policy
- Curriculum subject policies
- SEND Information Report
- SEND Policy

Version History

Version	Date	Description of Changes -
1.0	June 2023	Issuance of the policy
1.0	July 2024	Reviewed and assessed as fit for purpose
1.1	July 2025	Reviewed and assessed as fit for purpose