



# **Stockham Primary School**

## **Equalities Statement and Objectives for Publication**

Issue Date:	July 2023
Reviewed by:	Full Governing Board
Date of the last Review:	May 2023
Next Review Date:	May 2027

## Public Sector Equality Duty (PSED)

The Equality Act 2010 introduced the PSED and protects people from discrimination, harassment and victimization. Under the Equality Act 2010, the school has a duty not to discriminate against people on the basis of Protected Characteristics. These are:

- 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
- The protected characteristics of 'Age' and 'Marriage and Civil Partnership' apply to schools as employers, but not with regard to the treatment of pupils or prospective pupils

The Equality Duty has three core aims and at Stockham Primary School we aim to meet our obligations by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Act requires all public organisations, including schools, to comply with the PSED and two specific duties. These are to:

- Publish information to demonstrate compliance with the three aims of the Equality Duty within all their functions and to do this at least annually.
- Set and publish equality objectives, at least every 4 years.

## Equality Objectives

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

Our equality objectives have been developed by Governors, the Head teacher and the Senior Leadership Team (SLT) in line with our vision statement and school priorities:

*Stockham School will inspire life-long curiosity, develop knowledge of the wider world and equip each child with the skills and aspirations to make the most of every opportunity; shaping their future and the communities around them,*

Our school priorities are:

- To excel in providing a cohesive, progressive and deep broad and balanced curriculum that reflects a diverse world
- To foster a culture of nurture, self-care and respect across the whole school community
- To ensure all pupils benefit from a whole school progressive and embedded approach to building cultural capital
- To integrate sustainability throughout the school providing opportunities for all pupils to engage with the natural environment

We have laid out how each of these objectives links to our Equality duty below. In addition, we at Stockham will work to take our Equality Duty into account whenever we review or draft a new policy for our school; equality underpins everything that we do in the school.

Equality Objective	Success Criteria (Measuring progress)	Actions	PSED Aims	Protected Characteristic
Provide a cohesive, progressive and deep broad and balanced curriculum for all children that reflects a diverse world	<p>Children can make links in learning across subjects and across year groups</p> <p>Children make positive progress in their academic achievements assessed via maths mastery, phonics assessments, early reading and a lifelong love of reading and learning</p> <p>Throughout their time at Stockham, children show deepening understanding of the diversity of our world and pro-actively share their experiences and knowledge</p> <p>Children do not demonstrate any conscious or unconscious bias in relation to gender or sexual stereotypes</p> <p>Assessment systems for SEND – the Pebbles system is in place to measure successes of all children</p> <p>Children willingly get involved in the planning of trips, experiences and opportunities to explore community e.g. thinking about questions to ask visitors, things to discover</p> <p>Children successfully use appropriate language to discuss reproduction, gender and identity as outlined in the Jigsaw PHSE programme e.g. <a href="http://www.stockham.oxon.sch.uk/storage/secure_download/d3c5bE9LbUg0L3kyeUx6cElvY0JRUT09">http://www.stockham.oxon.sch.uk/storage/secure_download/d3c5bE9LbUg0L3kyeUx6cElvY0JRUT09</a></p>	<p>Implementation of our bespoke, progressive curriculum based purely around the children of Stockham. Ensure materials cover a broad range of diversity within curriculum with careful consideration of children of all learning abilities.</p> <p>‘Stop, Start, Carry On’ review of Long-Term Curriculum (2 yearly cycle) to optimise the curriculum and to respond to worldwide events</p> <p>Ensure children have exposure to a wide range of books in the school library and materials around the school to challenge and encourage them to think about a diverse world (ethnic minority authors and topics, challenging gender stereotypes, LGBTQ+ focus)</p> <p>Challenge gender stereotypes by providing materials demonstrating a range of models for modern masculinity and femininity from Foundation class through to Y6</p> <p>Use the Jigsaw scheme within PHSE curriculum to educate on reproduction, gender and different forms of family, building understanding in an age-appropriate way e.g ‘Changing Me’ puzzle seeks to give children the tools and language to cope positively with changes associated with growing up</p> <p>Include different cultures and communities via visitors, trips etc (e.g. visits to care home, careers visits, NSPCC)</p>	<ul style="list-style-type: none"> <li>• <u>Eliminate discrimination</u></li> <li>• <u>Equality of opportunity</u></li> <li>• <u>Fostering good relations</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Disability</u></li> <li>• <u>Gender Reassignment</u></li> <li>• <u>Pregnancy and maternity</u></li> <li>• <u>Race</u></li> <li>• <u>Religion or Belief</u></li> <li>• <u>Sex</u></li> <li>• <u>Sexual Orientation</u></li> <li>• <u>Age</u></li> </ul>

<p>Foster a culture of nurture, self-care and respect across the whole school community</p>	<p>Children feel proud to be a part of the Stockham family with everyone being a valued member of the community. School staff are seen as being good role models for the children and wider community</p> <p>Children take pride in taking responsibility for their own environment e.g. Eco-monitors, classroom monitors</p> <p>Recognition and recording of progress and achievement for children of all abilities -</p> <ul style="list-style-type: none"> <li>• Pebbles scheme acknowledges granular progress for children with SEND or working below expected level</li> <li>• academic progress to expected level and greater depth</li> <li>• house points</li> <li>• weekly Soaring High certificates to celebrate academic progress, behavioural and attitudinal success</li> <li>• termly ACE cards</li> <li>• Good Vibes Postcards to say thank you for acts of kindness throughout the school community</li> </ul> <p>Wellbeing feedback is assessed and measured via questionnaires for staff, children and parents.</p> <p>Children demonstrate a good understanding of what constitutes healthy decisions (food, nutrition, exercise) and self-care (including mental health strategies such as mindfulness, meditation etc) and the school is seen as a calm and safe space</p>	<p>Stockham is committed to providing an environment of nurture and respect encompassing everyone in the school:</p> <ul style="list-style-type: none"> <li>• KS2 children support the younger children and take responsibility for their school family through Sports Leaders, House Captains, Reading Ambassadors, Anti-bullying Ambassadors</li> <li>• Celebration assemblies, with parents showcase great work and achievements throughout the term</li> <li>• Continue with regular enrichment days linked to wellbeing e.g. Y6 junior citizenship to provide children with successful preparation for next stage of life e.g. moving class, transition into KS2 or to secondary school.</li> <li>• Continuing use of the JIGSAW scheme to provide a holistic PHSE programme that builds in an age-appropriate manner during the children's time at Stockham. This will include the 'Healthy Me' puzzle which covers emotional health, choices around substances, nutrition, medical health, physical activity and rest/sleep</li> <li>• Aim to equip children with self-nurture methods such as meditation, mindfulness and yoga</li> <li>• Support whole-school behaviour systems in a positive and consistent way across the school.</li> <li>• Ensure supportive systems are in place for vulnerable families. We aim that every family that needs it has access to the appropriate initiatives and support</li> <li>• Aim to continue having wellbeing lunchtimes (run by parents), volunteer readers, sports lunchtimes in line with our soaring high ambitions</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminate discrimination</li> <li>• <u>Equality of opportunity</u></li> <li>• <u>Fostering good relations</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Disability</u></li> <li>• Gender Reassignment</li> <li>• <u>Race</u></li> <li>• <u>Religion or Belief</u></li> <li>• Sex</li> <li>• Sexual Orientation</li> <li>• Age</li> </ul>
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Ensure all pupils benefit from a whole school progressive and embedded approach to building cultural capital	<p>Children are excited to participate in aspirational opportunities presented to them and can demonstrate their learnings through spoken, written and artwork</p> <p>Children demonstrate empathy towards others</p> <p>Continuing low incidences of prejudice related behaviour</p>	<p>At Stockham, a carefully planned curriculum ensures that children progressively build their cultural capital knowledge throughout their time at school. This includes</p> <ul style="list-style-type: none"> <li>• Providing experiences that may otherwise not be available to all children e.g. virtual museum tours, visits to the beach, farms, opportunity for use of enriched vocabularies</li> <li>• Using school funding in a way that bridges gaps between children of all backgrounds, incomes and abilities e.g off-site residential trips or theatre visits, visiting authors/poets</li> <li>• Encouraging understanding of what life was/is like for people of a different generation (via links with care home, challenging book topics) or from unfamiliar countries or cultures (study of different faiths/religions, exposure to a wide range of art, music, performance or texts)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Eliminate discrimination</u></b></li> <li>• <b><u>Equality of opportunity</u></b></li> <li>• <b><u>Fostering good relations</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Disability</u></b></li> <li>• Gender Reassignment</li> <li>• <b><u>Race</u></b></li> <li>• <b><u>Religion or Belief</u></b></li> <li>• Sex</li> <li>• Sexual Orientation</li> <li>• <b><u>Age</u></b></li> </ul>
To integrate sustainability throughout the school providing opportunities for all pupils to engage with the natural environment	Children understand that everyone in the world has a right to live in a good environment and can voice their opinion on how they would change things for the better.	Environmental sustainability is embedded across the curriculum – children are encouraged to consider their own local environments (forest school, eco-monitors, school council), how our actions impact the global environment and how we can make a positive change (letters to government, questions to MP)		

## Version History

Version	Date	Description of Changes
1.0	Jun 2023	Creation of new Equalities Statement and Objectives document for publication