

# **Sparsholt C of E primary School**

## **Equality Information and Objectives**

### ***School Policy Statement on Equality and Community Cohesion***

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

For more information please contact:

**Lynn Laver** (Member of staff with responsibility for equality issues)

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The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

### ***Part 1: Information about the pupil population***

Number of pupils on roll at the school: 134

#### *Information on pupils by protected characteristics*

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

#### *Information on other groups of pupils*

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

- 2 children have English as a second language
- 2 children are eligible for free school meals.

### ***Part 2: How we have due regard for equality***

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2012 and that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage
- We have a school behaviour policy that promotes good behaviour and provides sanctions for poor behaviour
- We have an anti-bullying policy that promotes positive relationships and has a statement about what we believe constitutes bullying and what will happen as a result of this
- We deal promptly and effectively with incidents and complaints of bullying and harassment that may include cyber bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion, and belief and sexual orientation. We keep a record of all such incidents (if they occur) and notify those affected of the action we have taken
- We celebrate anti-bullying each year
- We have a SEN policy
- We have an Accessibility Plan
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

## **Disability**

We are committed to working for the equality of people with and without disabilities.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

In the academic year 17/18 we have focussed on a number of groups to ensure that they improve attainment and make expected progress. These groups have been predominately white British children from low socio economic backgrounds (Pupil Premium). We support and monitor children with SEND, and ensure that all groups have the same access to the curriculum and opportunities in school. Maths and English have been a whole school target but this year we will be focussing on Maths and more able pupils.

### ***How we foster good relations and promote community cohesion:***

We have close links with St Stephen's Parish Church, Sparsholt and activities within the benefice. Our foundation governors include a lay reader and the Rev'd Michin. Every two years we have a visiting Rabbi and we are making links with a local mosque.

We are part of both Henry Beaufort and The Westgate Secondary School pyramid meetings and hold events involving all the local schools.

We have a variety of visitors for worship throughout the year.

### ***What has been the impact of our activities? What do we plan to do next?***

Sparsholt c of E primary School is a very happy and welcoming school. Children and staff respect diversity and see it as an advantage to be celebrated. We have close links with the local community and are involved in a very positive way.

## **Religion and belief**

We are committed to working for equality for people based on their religion, belief and non-belief. We have a number of religions in the school community, but there has not been a significant group that is showing gaps in attainment.

### ***How we advance equality of opportunity:***

We teach according to the RE Agreed Syllabus. We celebrate the festivals of the main religions represented in school and the three religions studied throughout the primary phase. At Sparsholt C of E Primary School we foster a respect for each other's' cultures, religions and beliefs. This has been noted by the children in pupil questionnaires.

### ***How we foster good relations and promote community cohesion:***

We have close links with St Stephen's Church and have a variety of visitors in to discuss their beliefs and festivals. We celebrate the festivals represented by the religions in school and encourage the children to share their beliefs in school.

### ***What has been the impact of our activities? What do we plan to do next?***

A mutual respect for each other and a feeling of ease and acceptance. Learning about other religions and ways of life. Our children are involved in the community outside the school building and see their place in it.

## **Sexual orientation**

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

We are not aware that we have any LGBT pupils in school, or families that fit into this category. We are a very inclusive school and celebrate all types of families and encourage appropriate discussion about family make up and groupings.

### ***How we advance equality of opportunity:***

Annually with Year 6 pupils we discuss the "Different Families, Same love" poster highlighting equality of all sexual orientations and family types.

***How we foster good relations and promote community cohesion:***

We support pupils to develop skills to be confident learners and accepting of one another's lifestyles and beliefs, through PSHE, RE, and daily worship / celebration worship. All children are given time to speak and share ideas and feel included and to know it is alright to be different. Any use of homophobic language is very rare, but when it has occurred it is dealt with immediately by the HT and recorded. We work with positive role models to help reduce bullying and acknowledge Anti Bullying Day.

***What has been the impact of our activities? What do we plan to do next?***

We are a very happy school where staff pupils and parents feel supported. We are very inclusive and tolerant of peoples' belief and feelings. Our pupil School Governors are very active and regularly bring projects or concerns to the attention of school staff.

***Part 3: Consultation and engagement***

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Newsletters
- Parent/Teacher Consultation Evenings and Information Evenings
- Questionnaires
- Pupil School Governors
- Worship
- Staff Meetings
- Governor Meetings

#### **Part 4 - Accessibility Plan**

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. The Accessibility Plan will contain relevant and timely actions to:

- increase access to all areas of the school day for children with a disability, ensuring that children with a disability are as, equally, prepared for life as are our children who do not have a disability (this covers teaching and learning, participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these children in accessing the curriculum)
- show how access is to be improved for children with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

#### **Curriculum – The Current Position**

Collaborative work with our local secondary schools. Annually Senior staff, including SENCo and Year 6 staff meet with secondary schools staff to share information ahead of transfer

- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- Ensuring that school visits and trips are accessible for all children
- Providing a range of free after school clubs
- Developing staff knowledge & skills in managing children with SEND

#### **Priorities for 2017-21**

- To continue working with the local secondary schools on transition
- To encourage more pupils to access extra-curricular activities

#### **Physical Access – The Current Position**

- most of the building is not wheelchair accessible
- there is not a designated disabled bay in car park
- parents evening is held in all classrooms; if a class does not provide suitable access for a pupil, parent or other attendee, alternative arrangements will be put in place to ensure
- meetings are accessible to all people
- the school has one disabled toilet
- there are handrails on stairs
- wall colours are neutral.
- blinds are installed in all classrooms where sunlight glare is an issue

#### **Priorities for 2017-21**

- to consider installing visual fire alarms
- to discuss with Hall/Car park Committee option for disabled parking bay

#### **Written information – The Current Position**

- visual timetables are produced for identified children
- newsletters to parents are available in hard copy and electronically on the website in PDF format which can be read by text readers.
- most information is available electronically and can be converted to other appropriate formats.
- the calendar of dates is available in a visual format on the school website

#### **Priorities for 2017-21**

- to run workshops across the course of a year, supporting parents in understanding age appropriate teaching strategies that help them support their child's learning.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## Sparsholt C of E Primary School Accessibility Plan 2017/2018

Priority	Action	Planned Completion Date	Comments
<b>Curriculum Access</b>			
High	Develop staff knowledge and skills in managing children with SEND	Ongoing via external and internal staff training	
Med	Year 6-Year 7 transition	Ongoing with secondary schools	Links with all secondary schools in Winchester
Med	To continue to offer accessible school events and trips to all our children. Carry out effective risk assessment and planning for off-site trips and visits to include accessibility references	In place and ongoing	
Med	Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)	In place and ongoing	
Low	Continue to provide a range of after school activities	In place and ongoing	
Low	Purchase writing implements including pencil grips and triangular pencils. Use of colour pages to support learners with visual or dyslexic needs	In place and ongoing - resources always on site	
<b>Physical Access</b>			
Med	Consider installation of visual fire alarms	Consult with property services	
Med	Disabled visitors are encouraged to contact the school office prior to visit to ensure they are able to park close to the school.	<a href="#">School Website &gt; Our School &gt; Prospectus &gt; Accessibility</a>	We will continue to carry out a regular access audit to assess the physical environment of the school; this will be completed during the termly Health and Safety school site audit
Med	Adaptation to existing entrance: automatic opening and closing of door. Lowering of half reception counter for wheelchair users	Delegated capital project. Consult with property services	
Med	Repainting of external step noses with yellow non-slip paint	September 2017	Completed summer 2017
Low	Disability bay in car park	Consult with hall committee	
<b>Written Information Access</b>			
Med	Supporting parents in understanding age appropriate teaching strategies to help them support their child's learning		
Low	Improve availability of written material in alternative forms	In place and ongoing	