

# Equalities Statement, Objectives and Plan

**School Name: Sandhills Community Primary School**  
**Review Date: Oct 2023**

**Date of Approval: Oct 2022**

## Equalities Statement

### Introduction

Sandhills Community Primary School is committed to supporting and promoting equality, diversity and inclusion. We value and respect the different contributions that each of our staff, students, and stakeholders bring. We strive to create an inclusive culture that treats people equitably regardless of their: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

### School Values

***Respect*** - inclusiveness, politeness, appreciation

***Relationships*** - understanding, thoughtfulness, kindness

***Responsibility*** - trust, honesty, reliability

***Resilience*** - positive mindset, personal power, perseverance

We will make special efforts to ensure that everyone prospers at our school, including:

- Boys and girls, men and women

- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Looked after children and their carers
- Children or staff who are gay, lesbian, bisexual or transgender
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff who have recently suffered miscarriage or stillbirth
- Staff who are in menopause or peri-menopause
- Pupils or staff undergoing gender reassignment

### **Identifying vulnerable individuals or groups**

At Sandhills Community Primary School, we monitor certain groups in relation to pupil achievement to ensure no group is falling behind. These groups are: age, gender, PP status, SEND status, EAL status and previous attainment status.

We also regularly monitor staff and student information on the following:

- Exclusions
- Other behaviour data
- Incidents of racism
- Discrimination and all forms of bullying
- Attendance
- Teaching and Learning
- Parental involvement

## **What sort of school are we?**

Sandhills Community Primary School is situated on the outskirts of Oxford city centre. Sandhills is an average sized primary school with 10 classes and 253 pupils on roll. Some cohorts comprise two classes (Years Four, Five and Six) and others of only one (EYFS, Year One, Year Two and Year Three).

There are 48 pupils currently on roll with SEND, 2 with EHC plans (5 pending and 1 further ready for submission) and 40 pupils for whom the school receives PPG (below national average). 13 pupils are PP and SEND. The number of pupils from minority ethnic groups is around the national average at 28%.

### **Our key strengths are:** *(as identified in our Equaliteach report):*

*Equality and diversity feature strongly across the curriculum and the school has given much thought to ensuring texts, artists famous people studied etc reflect a wide range of cultures, religions, gender equality and nationality.*

*Peer Review - May 2022*

### **Our key areas for action are:** *( as identified in our Equaliteach report)*

*Diversity of staff body / extent to which staff body reflects diversity of student population (Edurio Report)*

**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

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

## **School's Commitment to Equalities**

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 principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We recognise that Positive Action provisions in the Equality Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

## Equalities Objectives and Plan

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Objectives (from identified priorities)	Key Actions to be taken	Lead Staff	Milestones (KPIs at specific time - e.g. 6months/12months/2 years)	Monitoring and evaluation (Who and how?)
<p>Staff and governors to sign a document stating that they have read and understood the Equality Policy and Plan. Canvas views of parents through the Equality and</p>	<p>Equality Governor to speak to staff to assess awareness of the plan's objectives. The Equality Plan is published and promoted through the school website, newsletter and staff meetings. Recognition of the need to actively promote equality and diversity in daily school</p>	<p>Headteacher</p>	<p>Feb 2020</p>	<p>Plan has been shared with all staff and governors and amended based on feedback.</p>

Diversity parent Workshop.	life.			
To register and start the process of achieving The Bronze Equality Award for schools ( <a href="https://www.equalitiesaward.co.uk/the-award">https://www.equalitiesaward.co.uk/the-award</a> ) with the aim of achieving the Award early in the next academic year.	Completed Learning Walk with an assessor from the Equality Award scheme. Resulting actions included in this Equality Plan. Early “quick wins” identified from the assessment and completed. Planned steps towards achievement of the Award.	Headteacher/ Governing body	April 2020  October 2021	Registered and initial assessment completed March 2020.  Reassessed May 2021 and further steps identified.
Staff and governors to take part in Equality and Diversity training.	Staff report feeling more confident in managing incidents of racism. Staff can articulate the value of celebrating diversity and equality. Staff can articulate changes in their practice as a result of the training.	Headteacher	May 2020	Training complete January 2021

<p>Review and amend systems for managing racist incidents as part of the Behaviour Policy. Training and support for staff in following procedures.</p>	<p>Guidance for staff included in a revised Behaviour Policy. Pupils and parents feel that any racist incidents have been dealt with effectively by staff. Parents understand the procedures in place.</p>	<p>Senior Leadership Team</p>	<p>June 2020</p>	<p>Workshops for all Key Stage 2 pupils completed April 2020.</p> <p>To be rebooked for 2020-21 academic year.</p>
<p>Continue to monitor and analyse pupil achievement by race, gender, SEN, Pupil Premium and act on any trends or patterns in the data that require additional support for pupils.</p>	<p>Use Sonar reports and continue to make them available to governors. Continue to identify gaps between groups in pupil progress review meetings and agree actions. Actions identified where required to narrow any gaps in attainment and progress between groups in whole school data.</p>	<p>Deputy Headteacher/ Governor body</p>	<p>Termly</p>	
<p>Promote positive images which reflect diversity in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in</p>	<p>Increase in pupil participation, confidence and positive identity – monitor through PSHE &amp; Circle Time. Governor Ethos Monitoring</p> <p>Introduction of a new PSHE programme across the school. Whole school assemblies as</p>	<p>Headteacher</p>	<p>Ongoing</p>	<p>Staff training completed on new PSHE programme in place for Feb 2020 with 6 themes to be taught across the whole school at the same time, including “Being Me and My World” and “Celebrating Difference” for Sept Dec 2020. These include whole school assemblies.</p>

classroom/corridor displays.	part			
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	<p>of the PSHE programme include celebrating diversity and equality.</p> <p>Pupils can explain and describe activities which celebrate diversity and equality.</p> <p>Any purchase of new resources will be reviewed in the context of diversity and equality.</p>			
<p>Ensure that the curriculum promotes role models and heroes that young people positively identify with, and which reflect diversity in terms of race, gender and disability.</p>	<p>Subject leaders will continue to review the depth and breadth of their subject.</p> <p>Subject leaders will audit subject resources in the context of diversity.</p> <p>Pupils can explain and describe activities which celebrate diversity and equality within curriculum subjects.</p> <p>Curriculum across the school demonstrates clear evidence that Equality and Diversity is taught and celebrated.</p>	Headteacher	On-going	Completed review of texts for guided reading and English lessons to ensure a range of authors, characters, settings and themes.

<p>Provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.</p>	<p>Analysis of surveys and other feedback.          Extended links beyond the local area.          Cultural events celebrated throughout the year to increase pupil awareness and understanding of different communities.          Events planned and delivered by the pupils in partnership with students from Wheatley park School which celebrate cultural, religious and social diversity.</p>	<p>Senior Leadership Team</p>	<p>Ongoing</p>	<p>On-going</p>
<p>Reduce prejudice related bullying.</p>	<p>Participate in Equally Safe Project</p>	<p>DHT</p>	<p>2021/22</p>	<p>Staff training completed          Student workshop          Whole school assembly</p>

Re establish links with community based faith leaders	Programme of visits delivered	DHT and RE Subject Lead	2022/23	