

# **Thorn Grove Primary School**

## **School Policy Statement on Equality**

### **1. CONTEXT**

#### **Background**

Thorn Grove Primary School is situated in the Cheadle Hulme South Ward of Stockport. The school originally opened as a Primary school in 1950 with generous accommodation occupying a 5 acre site.

The school is a single form entry, 3 to 11 primary school. The school has a 40 place nursery. Places are allocated to the children for the start of the week (Monday through to Wednesday, ending the session at 11.30am) or for the end of the week starting Wednesday 12:40pm and ending Friday 3:10pm). Alternatively, we offer a limited number of full time places to those families that are entitled to 30 hours funding.

Thorn Grove is a popular school and pupils mainly attend from within the catchment area. The housing area in which the school is situated is mixed. It has mainly privately owned but some rented housing. There are high expectations of children in all areas of school life and the school is well supported by the parents.

The school has a Deaf Base and is a Local Authority provider for sign bi-lingual (deaf) pupils. These children are supported by staff from the Stockport Sensory Support Service (SSS) based within the school. Staff from the SSS work closely with the class teacher's to provide an enriched curriculum. Most class teachers have achieved the British Sign Language Level 1 qualification.

The school achieved the Inclusion Quality Mark in 2018 and supports a number of children with particular needs including; learning difficulties, Autism, Dyslexia and physical difficulties.

There is a strong community feel to the school. There is a pre/after school club, we use our hall for community groups and facilitate a number of open evenings for children and parents. We also have a strong link with Cheadle Hulme School (Independent) and Cheadle High School.

A private nursery operates on site (Elm Cottage) providing preschool to end of nursery provision. Some children from the nursery later join our Reception class intake.

### **2. AIMS AND VALUES**

Our school ethos states:

Thorn Grove Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal

opportunity for all pupils to maximise their potential regardless of disability, ethnicity, gender and gender identity, religion or sexual identity. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Thorn Grove Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- provide a secure environment in which all our children can flourish and achieve all five outcomes of *Every Child Matters* (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of disability, ethnicity, gender and gender identity, religion, sexual identity, and age;
- plan systematically to improve our understanding and promotion of equality diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review and evaluation of all relevant improvement plans, policies and procedures;
- publish and share our policies with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- have high expectations of behaviour which demonstrates respect to others;
- ensure that all reasonable adjustments are made to ensure equality of opportunity.

### **3. LEADERSHIP, MANAGEMENT AND GOVERNANCE**

Thorn Grove Primary School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;

- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our *Equality Policy* is followed.

## RESPONSIBILITIES

### The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish measurable equality objectives;
- ensure that the school's policy and its procedures and strategies are carried out and monitored;
- scrutinise the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

### The Headteacher

It is the headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- produce a report on progress for governors annually.

### All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality, and good relations and not discriminate on the grounds of any protected characteristics;

- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

## BREACHES OF THE POLICY

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

## 4. POLICY PLANNING AND REVIEW

### Policy, Planning and Development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- All objectives will be specific and measurable with clear progress evaluation methods.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. (Schools to detail some whole school systems. Eg. achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group.)
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

### Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (*E.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity*).
- The data collected is used to inform further school planning, target-setting and decision-making.
- The impact of school policies on all aspects of access, admission and exclusion data will be considered.

## Diversity and Equality Action Plan

### Target in the School Improvement Plan:

Equality Strand	Action	Success Criteria	By whom	Time	Achieved/Success
All	To publish and promote the equality plan to all stakeholders	All stakeholders to have access to published equality plan. Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting.	HT	Summer 19	
All	To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support.	Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.	SLT Governing Body	Termly	
All	To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	More diversity reflected in school displays and materials for lessons across all year groups	SLT School staff	Ongoing	
All	To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	All school events have pupils from all groups participating, with monitoring of groups where there is less take up.	SLT School staff	Ongoing	
Race Equality	To identify, respond and report racist incidents as outlined. To report the figures to the Governing body on a termly basis.	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT.  Staff followed guidance consistently and effectively as outlined above.  Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is	Head Teacher School staff (monitored by SLT)	Ongoing  Ongoing  Termly	

		consistently challenged.			
Gender Equality	To ensure opportunities arranged within school have an appropriate balance between girls and boys particularly in sporting events	Equal representation / opportunities for boys and girls. Clubs are accessible to boys and girls with improved rates of participation in clubs where there is a stereotypical association.	SLT, School staff, PE co-ordinator and Club leaders.	Ongoing	
Disability Equality	To ensure pupils with a disability are actively involved in school activities eg clubs.  To ensure there is effective transition between classes and schools.	Pupils with a disability are participating in extra- curricular activities.  Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.	Class teacher SLT, School staff	Ongoing  Half Term	

