



*We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.*

*I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5*

## GORING C.E. PRIMARY SCHOOL Equality Statement and Policy

Policy Approved by the Ethos Committee on ...September 2022

Signed ..... Chair of Governing Body

Review Date ...September 2026

To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

At Goring Church of England Primary School we believe that we all belong to God's family. We aim to develop confident learners who take ownership of their learning and are proud of their achievements. We believe that every child is entitled to enjoy their childhood. We seek to do this through learning together in a secure, welcoming, happy and healthy environment, where we have high expectations of each other and embrace exciting challenges that inspire and motivate us to achieve in all areas of our lives. Our school community is encouraged to develop a passion for lifelong learning, to contribute to our global society, and to be generous and inclusive in our friendships. Our Christian ethos and our sense of belonging to one community encourage kind, thoughtful and respectful behaviour where everyone's contribution is valued, and where diversity and what makes us all individuals are celebrated.

### School statement on equality

We believe that every person in our school community is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

### **1. Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender identity, race, religion, sex and sexual orientation.

We 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.

### **2. Guiding principles**

At Goring Church of England Voluntary Aided Primary School, we believe that learning should be purposeful, fun and challenging. We aim to develop confident learners, who take ownership of their learning and are proud of their achievements. We aim to grow and develop within our community.

We believe every child is entitled to enjoy their childhood. We seek to do this through learning together in a secure, happy and healthy environment, where we have high expectations of each other and approach with enthusiasm exciting challenges that inspire and motivate us to achieve in all areas of our lives: cognitively, physically, spiritually, emotionally, socially and morally. Our Christian ethos encourages kind, thoughtful, responsible behaviour and within supportive communities like ours everyone's contribution is valued.

We believe that good teamwork and respectful positive partnerships will lead to effective teaching, high standards and successful learning. Equality at the school is about providing equality and excellence for all to secure the highest possible standards of attainment. Equality applies to all members of the school community: pupils, parents, community, staff and governors.

### **3. Development of the policy**

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

- Boys and girls, men and women, and non-binary children and adults
- 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 and disabilities (see also the Accessibility Plan)
- Disadvantaged and vulnerable pupils, including but not limited to those eligible for Pupil Premium
- Looked-after children ('children we care for') and their carers
- LGBT+ children or staff
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

Through our careful monitoring and tracking system, all groups of pupils' achievements are analysed. Where a specific group of children appears to be underperforming then appropriate action will be taken. We have 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
- Special educational needs including communication difficulties
- Lack of physical access to school facilities or services.

#### **4. Links to other policies and documentation**

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Accessibility
- Special educational needs and disability
- Safeguarding and child protection
- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC (spiritual, moral, social and cultural education) and PSHE (personal, social, health and economic)
- Admissions and attendance
- Staff recruitment, retention and professional development
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice-related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our School Development Plan and Self-evaluation Review, the school prospectus, school website and newsletters.

## 5. Our actions

The table below sets out how we aim to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity between different groups
- foster good relations

<b>A</b>	<p><b>Establishing, maintaining and developing the school's culture and vision</b></p> <p>The school:</p> <ul style="list-style-type: none"> <li>• celebrates diversity and equality through its teaching in RE, PSHE and collective worship;</li> <li>• celebrates achievement and positive behaviour through rewards in school such as assemblies, the class newsletters, the school website and the local press;</li> <li>• aims to promote positive attitudes towards disabled people and people of different ethnic groups/religions through PSHE and RE as well as school trips;</li> <li>• regularly promotes high expectations around attitudes towards learning and behaviour towards others. These are communicated regularly through assemblies, class work and on the website.</li> </ul> <p>The school opposes all forms of harassment, prejudice-related incidents and discrimination and publicly celebrates diversity. The school actively promotes good personal and community relations. Advancing diversity is integral to us in our drive to raise standards for all.</p> <p>Staff foster a positive atmosphere of mutual respect and trust among pupils, parents and visitors from all ethnic groups. The school enables pupils and staff to celebrate festivals and other events relevant to different faiths and actively encourages all pupils to understand these.</p>
<b>B</b>	<p><b>Preventing and dealing effectively with bullying and harassment</b></p> <p>The school recognises that the groups covered in this policy are more vulnerable to bullying and harassment. Clear procedures are in place to ensure that staff are able to confidently deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policy and guidance such as those for anti-bullying and dealing with prejudice-related incidents.</p> <p>All forms of harassment are recorded, monitored and dealt with in line with the school policies. Pupils, staff and parents are aware of the procedures for dealing with these and confident in their knowledge that such behaviour is always unacceptable. Members of staff are trained to deal effectively with prejudice-related incidents. The school publishes the appropriate policies on its website and communicates with pupils and parents when issues of this nature arise, and there are codes of conduct for both staff and parents. All incidents that are reported are dealt with swiftly and effectively. The Headteacher keeps behaviour logs and serious forms of bullying are reported to the Governing Body.</p>
<b>C</b>	<p><b>Listening to pupils, staff, parents and others</b></p> <p>The school has several forums to hear the student voice on a variety of issues, such as the School Council, the Eco-Schools and Healthy Schools committees, and the Worship Squad, as well as Anti-bullying and Mental Health Ambassadors. The school has two pupil surveys per academic year which record the views of pupils on a variety of areas. It also has informal mechanisms for pupils to talk about areas of concern both within the school day (eg, Zones of Regulation) and privately and confidentially (eg, worry box). There is a structured performance-management system in place for all staff members. This allows staff to raise any issues in relation to their work.</p> <p>The school seeks the views of parents formally through a general biannual survey as well as specific requests for information. Parents have been involved in setting the vision and development plan for the school (eg, through consultation with the Ethos Committee). There are also regular classroom drop-in sessions and two parents' evenings per year, in addition to the</p>

	<p>end-of-year progress report. Parents are able to talk to individual teachers and/or the Headteacher at any time about any aspect of a pupil's progress and care.</p> <p>The Parents &amp; Friends of Goring Primary School (PTFA) regularly recruits members from across the local community to be involved in school fundraising events. Parents and members of the community can also volunteer to help at the school through the volunteer policy.</p>
<b>D</b>	<p><b>Equalising opportunities</b></p> <p>Some of the groups covered in this policy are likely to be economically disadvantaged, and there are a number of strategies for ensuring access for all. These are:</p> <ul style="list-style-type: none"> <li>• ensuring that the school uniform is affordable by having a regular second-hand sale and stocking low-price items of uniform;</li> <li>• when asking for extra funding for trips the school always requests voluntary contributions to avoid putting parents under unnecessary financial pressure;</li> <li>• the PTFA often funds extracurricular activities which are offered to all pupils;</li> <li>• the charging policy is annually reviewed by the Governing Body to ensure that it remains appropriate;</li> <li>• registers are kept of the take-up of extracurricular activities to monitor fairness of opportunity;</li> <li>• Pupil Premium funding is carefully targeted to maximise outcomes for disadvantaged children.</li> </ul>
<b>E</b>	<p><b>Welcoming new pupils and helping them to settle in effectively</b></p> <p>The school aims to:</p> <ul style="list-style-type: none"> <li>• ensure a happy start to school life through organising a transition period from Early Years settings, new parent meetings and, where appropriate, home visits for the children. It provides effective school transfer and through tailored visits and tours for parents and individual children;</li> <li>• ensure that extra help is given to pupils who find change of school challenging;</li> <li>• ensure that well-planned school adjustments are made to cater for a child with disabilities – if possible in advance of starting at the school.</li> </ul>
<b>F</b>	<p><b>Addressing the full range of learning needs</b></p> <p>The school recognises that some of the groups covered in this policy are more likely to under-achieve. We aim to:</p> <ul style="list-style-type: none"> <li>• ensure the curriculum is relevant through continuous review and cohort adaptation;</li> <li>• ensure appropriate teaching styles and classroom organisation;</li> <li>• plan based on previous learning and communication between staff being key in ensuring a good handover between academic years;</li> <li>• apply a marking and assessment policy that promotes learning for all and is regularly reviewed to ensure consistency and fairness;</li> <li>• track pupil progress regularly by the teacher and Headteacher to ensure that all pupils are being monitored and supported to reach their potential;</li> <li>• expect high attendance. Unexplained absence is followed up by the Headteacher and the holiday policy is clear and understood.</li> </ul>
<b>G</b>	<p><b>Supporting learners with particular needs</b></p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs, the school will invite parents to meet with the teacher and other relevant professionals as required and prepare Individual Education Plans as appropriate. These will be shared with the parent at parent consultation evenings.</p> <p>A dedicate space is made available for small-group work and one-to-one learning in the Learning Hub.</p>

	The school provides appropriate training to enable staff to meet particular learning needs from a wide variety of professionals. The school has good links with local nursery and pre-school settings which helps with passing on relevant information and transition.
<b>H</b>	<p><b>Ensuring fair and equal treatment for pupils</b></p> <p>The school recognises its need to ensure that its policies and practices do not discriminate, directly or indirectly, against pupils through:</p> <ul style="list-style-type: none"> <li>• a regular accessibility audit by staff and governors to ensure that children with special educational needs and disabilities are able to access the curriculum and all aspects of school life on the same basis as their non-SEND peers (see the Accessibility Plan);</li> <li>• ensuring a fair admissions procedure through our Admissions Policy which is reviewed annually;</li> <li>• ensuring that the Uniform Policy is adhered to at all times;</li> <li>• ensuring that the implementation of uniform and other policies is sufficiently flexible to accommodate the needs of pupils from vulnerable groups;</li> <li>• ensuring where relevant that teaching or the expression of religious belief about same-sex relationships are conveyed responsibly and sensitively.</li> </ul>
<b>I</b>	<p><b>Ensuring fair and equal treatment for staff and others</b></p> <p>Recognising that the school needs to ensure that its policies and practices do 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, it has policies to:</p> <ul style="list-style-type: none"> <li>• ensure non-discriminatory recruitment and employment practices;</li> <li>• promote dignity at work;</li> <li>• encourage the development of all staff.</li> </ul>

***Our equality objectives for 2022-26 are:***

- 1. Ensure the new reading spine has a full range of inclusive and diverse books, covering a number of cultures, ethnicities, religions and alternative family structures***
- 2. Ensure that children from disadvantaged backgrounds who may not benefit from Pupil Premium funding are able to access the same learning and opportunities as their peers***
- 3. Ensure that curriculum mapping reflects the vision for the school and focusses on the curriculum celebrating diversity and difference***

## 6. Monitoring and evaluating the policy

Recognising that the strength of this policy depends on ensuring that everyone is actively implementing it, and that gaps and the need for further development will be identified from effective evaluation and a description of what the school does to:

- train all staff and governors;
- consult pupils, parents and staff on how the policy is working and how it could be improved;
- monitor and review practice;
- carry out impact assessments to evaluate practice;
- report to governors;
- report to parents and pupils

## 7. Specific reporting duties: We will:

- Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually. This could include, for example, setting out how Pupil

Premium funding has been spent to enable disadvantaged children to access the curriculum more effectively.

- Set and publish equality objectives, at least every four years—for example, as areas of development in the School Development Plan—and report on them annually.

To achieve the specific duties, we will collect and analyse data relating to the protected characteristics to determine our focus for the equality objectives.

We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as **there is no subscribed format**. We will look at what equality information we publish already, and consider whether that gives a reasonable picture of progress on equality issues affecting our pupils, parents/carers, community and staff to raise standards for all. **It is essential for us to maintain and ensure that our focus is on performance, not process.**

## 8. Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy is available on our school website.

## 9. Roles and responsibilities

The governing body is responsible for ensuring that the principles and actions of this policy are upheld, and the Headteacher and Senior Leadership Team are responsible for ensuring that all aspects of the day-to-day running of the school reflect these principles and actions. Teaching and support staff ensure that the all aspects of equality are applied across the school environment, and take appropriate action should there be any breach of this policy.

This policy applies to all members of our school community and we encourage parents and carers to help us in implementing it by adhering to its principles, both in their engagement with the school and when discussing issues relating to this policy with their children. Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

## 10. Monitoring and evaluation

Schools are required under the public sector Equality Duty (PSED) to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the PSED.

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and the effectiveness of the policy will also be evaluated every four years led by the member of staff responsible for equalities.

We will review the equalities objectives in July 2026. The Governing Body will report annually on progress made to achieve equalities objectives.