



# Thongsley Fields Primary and Nursery School



## EQUALITY POLICY STATEMENT AND OBJECTIVES [HUNTNET](#) FEBRUARY 2012

At Thongsley Fields Primary and Nursery School we have **due regard** for equalities. This policy statement details how this statutory duty is met and also details our published Equality Objectives. Beyond that which is statutory, at Thongsley Fields Primary School we strive to promote socio-economic justice amongst our pupils.

### Data

The school holds data on its pupils broken down by year group, ethnicity, gender and proficiency in English. This is contained within SIMs, Target Tracker and Class Pastoral Profile information.

The school holds data on its composition broken down by types of special educational need. This is contained within SIMS and within the Register of Special Educational Needs.

The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English. This is contained within SIMs, EYFS Tracker and Target Tracker as well as on RAISE online.

The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements eg in terms of attendance and attainment.

### Documentation and record-keeping

There are statements of the school's responsibilities under the Equality Act in various school documents, for example in the School Prospectus.

There are references to the school's responsibilities under the Equality Act in the minutes of governors meetings and in documentation relating to SMT and staff meetings.

### Responsibilities

The Headteacher has special responsibility for equalities matters.

A member of the governing body has a watching brief for equalities matters.

### Staffing

The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and indirectly.

There is good equal opportunities practice in the recruitment and promotion of staff, including support, teaching and administrative staff.





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## Behaviour and safety

There are clear procedures for dealing with prejudice-related bullying and incidents.

Pupil and parent surveys/ discussions strive to ensure that pupils feel safe from all kinds of bullying. Any issues that may be brought up are addressed accordingly.

There are separate bullying and harassment policies which support this.

## Curriculum

Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language. There is extra or special provision for these groups as appropriate - this is documented in Targeting Discussions and Pupil Progress Discussion documentation.

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.

In curriculum materials there are positive images of disabled people, of both women and men in non-stereotypical gender roles, and of people from a wide range of ethnic, religious and cultural backgrounds.

## Consultation, involvement and engagement

The school has procedures for consulting and involving parents and carers and has regard in these for the concerns and requirements of the Equality Act, particularly in relation to disability equality.

The school has procedures for finding out how pupils and parents think and feel about the school, and has regard in these for the concerns of the Equality Act, particularly in relation to disability equality.





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Published objectives

**Narrowing the gaps**

By Summer 2013:



1. Narrow the gap between English as an Additional Language and English as a First Language pupils' attainment in English and therefore English and Maths combined at the end of Key Stage Two.

2. Narrow the gap between English as an Additional Language and English as a First Language pupils' attainment in Writing and Mathematics at the end of Key Stage One.

3. Increase the rate of progress of Gifted and Talented children by the end of KS2 (children who achieved 2a and above at KS1).

*Measurable through analysis of RAISE online and school data for 2011, 2012 and 2013 results.*

## **Fostering good relations**

1. Reduce the incidence of prejudice related bullying, hostility and suspicion with particular regard to racism and perceived racism.

2. Reduce the incidence of prejudice related bullying, hostility and suspicion with particular regard to homophobia and perceived homophobia.

3. We will review our sex & relationship policy, with regard to equalities matters.

4. Provide specific programmes and activities that have the aim of enabling children with emotional/well-being issues to access the curriculum to the extent where they make greater progress.

Measurable through analysis of RAID database/ Headteacher and Red lunch book

**Policy written: February 2012**

**Policy to be reviewed: February 2013**

