

Pontesbury CE Primary School



Equality Statement

Reviewed September 2022

At Pontesbury CE Primary School all staff and governors are committed to working together to provide a safe, nurturing and inclusive learning environment to ensure every pupil is part of the school community, whatever their ability or need.

Pontesbury CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

As a Church School, recognising our historic foundation, we will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

We aim to offer a challenging education within a Christian framework. We aim to develop an understanding of the Christian faith based on the life and teaching of Jesus and to have an informed awareness of other world faiths.

Within this, we also aim to equip children in order for them to play their part as citizens in modern, inclusive, Britain.

Through the curriculum map involving all subjects, including although by no means limited to spiritual, social, moral and cultural education, teaching will:

- enable children to develop their self-knowledge, self-esteem and self-confidence;
- enable children to distinguish right from wrong and to respect the civil and criminal law;
- encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable children to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

In accordance with this we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Shropshire Council procedure for recording incidents involving pupils in schools.

The accessibility plan and audit address our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan below addresses our duty under the Education and Inspections Act 2006. The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of our SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms Pontesbury CE Primary School's Single Equality Scheme.

We will assess our current school practices and implement all necessary resulting actions in relation to:

- SEND
- Gender
- Religion
- Sexual orientation
- Gender reassignment

Pontesbury CE Primary School Equality Objectives

Issue being addressed	Action	Success criteria	SEND	Gender	Religion	Sexual Orientation	Gender Reassignment	Evidence
<p>To ensure a continued high quality of curriculum provision and support for SEN pupils.</p>	<p>SENDCo to coordinate provision for SEN pupils and identify specific training required to support them.</p> <p>High quality provision for individual pupils with specific needs.</p> <p>Planned use of resources and intervention to support SEN pupils. Calculated deployment of staff to support the individual needs of SEN pupils.</p> <p>Regular formative summative assessment and analysis of pupil progress and attainment.</p>	<p>Attainment and progress gap reduces between SEND and non-SEND pupils.</p> <p>SEND pupils make the expected progress from the relative starting points.</p>	✓					<p>Termly Data Analysis</p>

	Curriculum design to support lower-ability pupils.							
Class teachers make specific provision for protected groups in all lessons.	Differentiation of lessons where applicable. Specific resources purchased to support needs of pupils. Use advice from school multi-cultural development service to support children with English as an Additional Language.	All pupils can access and engage within all lessons and activities.	✓	✓	✓	✓		Monitoring Records
Ensure that all children from protected groups have equal access to the full range of opportunities offered by the school.	Differentiation of lessons where applicable. Use advice from school multi-cultural development service to support children with English as an Additional Language.	All pupils can access and engage within all lessons and activities.	✓	✓	✓	✓		Monitoring Records
To develop children's understanding of the value	To promote British Values throughout the school context.	Children develop relationships with pupils from different	✓	✓	✓	✓	✓	British Values promoted in

of diversity in British society	To monitor curriculum development work to ensure that children have opportunities to reflect on life in modern Britain.	backgrounds and develop a greater understanding of the value of diversity in British society.						assemblies and teaching. Monitoring and Pupil Voice – Children’s understanding of British Values
To develop children’s awareness of ethnic diversity of UK and to challenge stereotypes within world.	Implementation and application of teaching using the new SACRE Celebrations of different ethnic groups (e.g. through festivals). Discrete teaching to challenge understanding of stereotypes (e.g. Anti-bullying day and RSE)	Children have greater understanding about ethnic diversity within UK	✓	✓	✓	✓	✓	PSHE and Personal Development R.E SACRE Monitoring and Pupil Voice – Children’s understanding and awareness of cultural diversity
Continue to ensure that prejudice related incidents are eliminated from our school.	Clear rules of behaviour (RRS). Monitoring of behaviour records. Opportunities to celebrate diversity.	Behaviour records continues to indicate no prejudice related incidents.	✓	✓	✓	✓	✓	Behaviour Policy Anti-bullying Policy Day-to-day Observations Behaviour Record