



Equality Objectives Review for 2021.22

Foreword

Temple Grafton C of E Primary School aims to ensure that every child and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community. Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as children, parents and school governors. Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation. Under the general duty, schools must exercise 'due regard' in respect of each of the nine protected characteristics to: (1) eliminate unlawful discrimination and harassment; (2) advance equality of opportunity; and (3) foster good relations between different groups.

Review of the six objectives

1. To promote equality of opportunity for all with respect to gender, gender reassignment, sexual orientation, race, age, social class, disability, pregnancy, maternity, religion and belief

- Temple Grafton C of E Primary School ensures that appropriate job vacancies are widely advertised to promote the diversity of candidates.
- In all staff appointments, the most suitable candidate is appointed on professional criteria, with the recruitment process ensuring that the school's statutory obligation towards safeguarding of children and safer recruitment procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.
- We are committed to safer recruitment to ensure that staff we employ are protected from discrimination. Two staff members/governors are trained in 'Safer Recruitment' and at least one member of the recruitment panel will have had this training.
- Our appraisal procedures are based on our MAT Values, Inspiration, Nurture, Respect and Collaboration, are staff led and all staff have equal opportunities for CPD.
- We have a maternity and paternity leave policy that ensures equal opportunities on return to work, this is overseen by the Governing body.
- Our [admissions policy](#) adheres to the Warwickshire admissions policy, appeals are also handled by the Local Authority. The admissions criteria ensure discrimination is eliminated.
- As a Church of England school, we seek staff and governors who will promote our Christian ethos but do not discriminate against other faiths.
- The school has a Flexible Working Policy to ensure that where possible flexible working will be accommodated subject to the criteria within the policy.

2. To prepare all young people for life in a multicultural, multi- faith society in Britain, Europe and the world.

- We promote a positive self-image in all children and respect their individuality, providing for all pupils according to their needs. This is through opportunities within our curriculum such as: visitors to the school from other cultures or religious backgrounds; faiths celebration days e.g. Diwali, Pentecost, Christmas, Chinese New Year, Christian Value's newsletters, Jigsaw (which focusses on relationships and celebrating difference). This resource is compliant with the new RSE expectations for 2021.
- An audit of our school's curriculum and extra-curricular activities shows that opportunity for children to develop Social, Moral, Spiritual and Cultural (SMSC) awareness permeates through the whole curriculum and ethos of the school.

Quotes from Year 6:

"Here at TG we play lots of sport, all of which I have greatly enjoyed. Some of my favourite days here at TG have been the sporting days and I have even progressed to being athletics' captain."

"TG has made me resilient and confident and has made me a polite and helpful person; we have been taught to be kind and respectful and I will never forget this advice."

3. To ensure that the needs of pupils with physical and/or learning disabilities are fully addressed.

- Staff identify the needs of all children early in each school year through assessment and review.
- We have a holistic approach to supporting all children through: the Parenting Project*, Listening Service*, School Counsellor*, THRIVE, Lego therapy, school nurse (COMPASS)*, RISE*, Forest School, (please see the SEN Information Report on our website for more information).
- Specific targeted interventions take place throughout the school. The impact of these are reviewed and monitored regularly with adaptations implemented where necessary. For example, SEND children with physical disabilities are included as far as possible, making a reasonable adjustment to accommodate their needs. My Plans are completed with the children and Thrive work takes place for children with SEMH needs.
- [SEND Policy](#), [SEN School Information Report](#), [Pupil Premium Policy](#), [Promoting British Values](#) are reviewed annually and ratified by the full governing body. These policies ensure that the needs of children with physical and/or learning disabilities are fully addressed. These policies are available on the school's website.
- The [Accessibility plan](#) has been reviewed and agreed this academic year (2019/20) and will be reviewed in 2022 or earlier if necessary. This plan is available on the school's website.
- The school works with external agencies (such as RISE, formerly CAMHS, education psychologists, Speech and Language therapy, specialist teaching service and services denoted by * above) to ensure children receive the specialist support they require.
- Pupil profiles ensure that the progress of SEND children is tracked and monitored throughout their school life and beyond.

4. To respond positively to the needs of pupils, parents and staff with English as an Additional Language (EAL).

- The school will employ the services of EMTAS (Ethnic Minority and Traveller Achievement Service) where the need arises.
- Through EMTAS, support would be offered to parents in order for them to access school communication, services and wider support.
- The school would ensure that any staff with EAL are supported to feel part of the community.

5. To eliminate any discriminatory practices and reduce prejudice as much as possible.

- At Temple Grafton C of E Primary School we monitor academic achievement by analysing results and other relevant pupil data by gender, race, ethnicity and any other vulnerable groups. This enables us to ensure that any gaps in attainment are identified early and acted upon.
- All children have work celebrated either around the school through displays or during weekly celebration assemblies during the school year.
- Senior Leadership award stamps/stickers to all children who display positive learning dispositions including perseverance, collaboration, resourcefulness and reflectiveness.
- Staff ensure that displays around the school reflect a variety of positive images.
- Staff are aware of the needs of each individual and caters for them appropriately. Every day is a new day and children are not pre-judged on prior behaviour. All staff speak in the same manner to all children, avoiding bias when praising or disciplining through use of school systems such as the 'golden rules', the school's values and the Christian virtues to frame conversations. Praise is given for effort, tolerance and kindness, and is specific and meaningful to the child.
- A new behaviour policy was written for the start of September 2020, and is updated annually, which is based on a restorative approach. This is rooted in kindness and reflection.
- Attendance is monitored by Senior Leadership and the attendance governor using criteria set out in the Attendance Policy. Leave of absence is granted for exceptional circumstances ensuring that no group is disadvantaged or discriminated against as a result of the decision made.
- Children will have 'talk partners'; these change regularly, as appropriate, and are selected randomly. This system improves relationships within each class as all children are expected to work collaboratively with every other child in the class.
- Lolly sticks **are just one tool** used to select children randomly to respond to questions after they have discussed the options with their talk partner. This ensures that no bias is given when asking children to take part in classroom discussion. This strategy is within 'a safe learning culture' (i.e. children are confident that they won't be criticised for getting things wrong and are encouraged to have a go).
- Children in Year 6 children are 'buddies' to our Reception children.
- We promote peers supporting one another during break and lunch times.
- Provision is made available for individual children who may need to complete homework in school if the necessary time or technical support is not available at home.
- Pupil voice is important at Temple Grafton C of E Primary School and the School Council (made up of two children from each year group, elected by their peers) have an important role in school improvement. The ideas and their views are sought and minuted on many issues:

1. Student Council discussed and reported on improvements for outdoor activity/ area. They were instrumental in advising on the new equipment and how it should be managed once it was installed.
 - 5 children limit on trim trail
 - 3 children limit on balance bars
 - Respectful play in sand box
2. Proposal from constituents: Raise support for Stratfor Foodbank
 - Hold a non-uniform day when everyone brings something for the local foodbank
 - Take the motion to Class 4' Courageous Advocacy Group
 - Support the Courageous Advocacy Group in organising their Pyjama Day
3. Healthy Eating Survey
 - Council designed and carried out survey
 - Y5/6 councillors tabulated findings

- The school takes part in Anti-Bullying week every year and the children help to create an Anti-Bullying Leaflet that is shared at home with parents. Anti-Bullying Policy.

6. To promote positive attitudes towards the richness provided by individual diversity and cultural variety.

- At Temple Grafton C of E Primary School, diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. In promoting diversity we meet different needs creatively to ensure opportunities are available to all and every child's potential is fulfilled.
- We treat all of our school community with respect and kindness:

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences.

Our school governors are welcomed into school and work in partnership with other staff members. Employees, parents and children are listened to and this has been demonstrated with the start of Wraparound Care from September 2019, how they felt they were supported through lockdown and how any concerns raised have been dealt with swiftly and appropriately. The Temple Grafton Parent Teacher Association (PTA) are an integral part of the school community and supported through meetings and volunteers from the school staff to assist with events.
- In school we provide a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination. Three examples of this are:
 - a) In Class 2 children will learn about the beauty and richness of Islamic culture through the travels of Ibn Battuta
 - b) In Class 3, children will be guided to consider displacement and migration in the context of their studies on Anglo-Saxons and Romans, evaluation why communities may need to migrate and the cultural benefits such refugees can bring to their host nations.
 - c) Class 4 spend time researching Windrush and raising questions to better understand the experience and legacy of the Windrush generation within the context of a multi-cultural Britain. They have used their studies on World Trade to discuss fair market economics and the impact of the distribution of resources.

- **Our PSHE Curriculum delivered through Jigsaw promotes:** relationships, health and Well-being, responsibilities, keeping healthy, taking risks, living in the wider world, celebrating difference, different emotions, who can help us, working together, valuing difference, understanding and practising democracy, stereotypes, healthy lifestyles, managing feelings, lifecycles, safety online, communication and participation, peer pressure, sexual orientation, discrimination and equal opportunities, sex education, saying no, managing risk and change, cyberbullying and personal safety.

7. Our RE curriculum teaches:

Religious education in the foundation stage:

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness. RE Planning uses both Understanding Christianity and The Warwickshire RE Syllabus.

The aim(s) of RE

The threefold aim of RE at Temple Grafton elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Review completed July 2022

by Senior Leadership and Governors; ratified by the Full Governing Body.