



ABOYNE LODGE

NURSERY • PRIMARY

CREATIVE • CURIOUS • CARING

Equality Policy 2023 - 2026 & Objectives 2024 – 2025

Purpose

This policy is required to ensure that Aboyne Lodge complies with equality legislation. Our school recognises that we have to make special efforts to ensure that all groups prosper, including: those with special educational needs; who have difficulties in accessing the school's facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parental expectations; with emotional, mental and physical well-being needs; who exhibit challenging behaviour; who come from minority ethnic groups including travellers, refugees and asylum seekers.

Who was consulted?

The policy was developed through consultation with all sections of the school community, and with representatives of the wider community.

Relationship to other policies

This policy relates to the race equality, health and safety, SEN, G&T, curriculum, child protection, recruitment, selection and retention of staff, and pupil discipline policies.

Roles and responsibilities of head teacher, other staff, governors

The **head teacher** will ensure that a school culture and ethos is established, maintained and developed which:

- celebrates diversity/equality and achievement
- promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups/religions
- provides extra support for children where necessary, depending on the particular needs of individuals
- listens to and involves pupils, parents, carers and staff

- communicates behaviour expectations
- ensures that it welcomes applications for school places and jobs from all sections
- ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on and that all termly returns to the LA on racial incidents and anti-bullying are accurate and submitted on time

The **staff** will actively implement this policy and support the monitoring of impact

Parents and carers will be consulted on the policy regularly and be kept informed through the school prospectus and home/school agreement.

Visitors and contractors will be made aware of the policy through relevant signs around the school and clauses in contracts.

The **governing body** will:

- incorporate equality targets into the school plan
- designate a lead governor for equality issues
- use its power to nominate governors to ensure its composition reflects the community it serves
- encourage parents and staff from all ethnic groups when recruiting to the governing body
- apply the principles of best value without discrimination when purchasing goods and services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- review the issues arising from termly data returns submitted to the LA and consider any actions or issues arising
- disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

Arrangements for monitoring and evaluation

The governing body will monitor the pattern and frequency of equality related incidents. It will receive reports from the head teacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.

Reviewed Sept 2023

Objectives 2023 – 26 updated annually

Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:
To provide opportunities for all children to take part in organized sport regardless of gender, need or disability	Improved participation of all children in targeted sports activities	Girls, SEN children, PPG	<ul style="list-style-type: none"> - Monitor attendance of children in out-of-school hours sports clubs. - Survey whole school and understand barriers to participation - Provide unpaid opportunities for Disadvantaged children to take part in school sport 	Head of PE	Sep 2023 – July 2026

<p>To develop a trauma aware behaviour policy and embed in school culture and practice.</p>	<p>Children with trauma able to respond to situations well.</p> <p>Excellent relationships between staff and pupils, understanding of all children's needs</p>	<p>All pupils & Staff</p>	<ul style="list-style-type: none"> - Review behaviour policy and include trauma aware practices. - All staff trauma attachment trained (through Virtual School. - Systematic training across the year to incorporate any new practice. - Online training available for staff 	<p>KSm/RC</p>	<p>Sept 2023- July 2026 – updated and reviewed annually</p>
<p>To ensure that all children and families see positive representations of themselves in stories, within the curriculum and as part of the school community.</p>	<p>Develop opportunities within the curriculum to ensure that that different communities, religions, ethnic groups and backgrounds are well represented.</p> <p>Ensure children have access to quality texts reflective of the wider community.</p> <p>Ensure that different communities are well represented in all areas of school life.</p>	<p>All pupils</p>	<ul style="list-style-type: none"> - Identify opportunities to improve representation within units and consider how we can deliver change. for example, Subject leaders to analyse the significant characters studied within each unit of the curriculum is there more scope for cultural diversity and better representation if the community. - Teachers attend training to support understanding of representation in the curriculum - Teachers access high quality resources to support change e.g hackney.gov.uk - Teachers have time to review curriculum content - Audit school resources considering opportunities to promote diversity – e.g. coloured plasters, food choices in D&T. - No outsiders assemblies used to widen children's experiences of different groups of people. - Outcomes are reflective of commitment to curriculum change representing a range of backgrounds. - Class texts are used to reflect the diverse nature of the city centre community. - Staff training delivered about the importance of diverse reading material and developing greater representation. 	<p>HP/ KSm Class teachers</p>	<p>Sep 2023 – July 2026</p>

			<ul style="list-style-type: none"> - Teachers review shared books they read in class and choose more appropriate texts. - Texts purchased by school and used within the classroom. Regular procurement budget set up so that books are refreshed annually. - Audit library book stock - Classroom story chosen to reflect a range of communities. 		
<p>To develop a calm learning environment that supports our sensory learners, provides spaces for children to regulate where needed and reduces distractions for all learners.</p>	<p>Ensure that all classrooms utilize calm colours (ideally pastel)</p> <p>All classrooms will have a chill out zone either inside or close to the classroom.</p> <p>Classrooms will be as clutter free as possible</p> <p>The amount of displays will be reduced (less is more) ensuring that working walls are both useful and purposeful.</p>	All staff	<ul style="list-style-type: none"> - Training delivered by KSm explaining the research behind calm learning spaces. - Staff to have time to declutter classrooms and plan for the space. - Timetables to be adapted so that children outside at break do not disturb other classes - All classes to have a chill out zone. - Staff have opportunities to visit each other's room - Staff to consider outside space and the use of different areas (options for playtime) 		