



*What we do today, matters tomorrow.*

September 2024

Dear Parents/carers,

You may be aware that schools and other establishments are required to publish a Single Equality Policy, Equality objectives and Accessibility Plan and review them every three years. These establishments are also required to consult with their communities on the above documents.

A brief summary of the Single Equality policy and objectives can be found below. However the full documents can be found on the school website or paper copies can be obtained from the school office. If you would like to comment on the documents, please do so, either by e mail or by letter. We will be pleased to consider any comments and act upon them where appropriate.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

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- **Attainment**
- **Equality Objective: To increase the number of pupils with Special Educational needs or disability, with English as an additional language or are disadvantaged making sufficient progress between entry to reception and the end of KS2. To close the gap in attainment between non-disadvantaged pupils and other groups.**
- **Why:** Our data analysis has identified that the pupils not making sufficient progress are in these groups. More specifically they are often the disadvantaged pupils who are white British and are often also boys and may also have a disability.
- **How:** By implementing new, rigorously monitored intervention programmes for these groups of pupils and by evaluating their impact. By engaging fully with the parents/carers of this group of pupils and ensuring both pupils and parents/carers are supported fully by appropriate agencies. By tracking progress of these groups rigorously through data analysis and Pupil Progress meetings. Through high expectations of outcomes for all pupils.
- Through supporting improvement in attendance for disadvantaged groups of pupils through early communication, walking bus, breakfast club and attendance panel meetings with parents/carers.
- **Outcome:** Engagement of families in reading and other projects through family and parent/carer workshops and family activities after school. This will be achieved by inviting parents to join focus day activities and events and assemblies to celebrate achievements. This will be ongoing. These activities will be open to all families in the school. In 2023, progress measures were in the top 5% of primary schools in the country.
- **Prejudice**
- **Equality Objective: to increase understanding and tolerance of people's differences and to celebrate difference.**
- **Why:** There is still a very small minority of pupils who may exhibit bullying and racist behaviour when provoked or to provoke.
- **How:** By continuing to deliver whole school and class sessions on RSHE and PSHE topics, by continuing to celebrate difference, by engaging with visiting speakers who can talk to pupils about their own life experiences and by making use of projects such as Picture News, Show Racism the Red Card, Kick it Out, Rainbow Laces, Drama Performances and No Outsiders.

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- **Outcome:** Reduced number of incidents involving prejudice related incidents related to all protected characteristics both in and outside school.
- **Community**
- **Equality Objective: to increase the number of families engaging with community activities to help develop and support the school.**
- **Why:** We only have a small number of parents who regularly help in school. However, many more attend activities which involve their children. We would like to see all groups of the school population represented in activities to which families are invited to help or engage.
- **How:** By continuing to ask parents/ carers when and how they could best engage with activities (open door policy and annual surveys), by continually keeping parents/ carers informed and by inviting them to join activities and groups. By giving parents opportunities to regularly give ideas and opinions through website and surveys. By providing appropriate activities to encourage parents to attend and engage. **All families now engage with online communication.**
- **Outcome:** An increase in the number of families represented in groups and activities and all groups of school population are represented and actively engaged.
- **Disability**
- **Equality Objective: to develop the indoor and outdoor environment to enable disabled pupils to access all areas of the school more easily.**
- **Why:** Although at present we do not have any pupils in the school who regularly require this access, wheelchair users are unable to move easily/directly from our KS2 departments to other parts of the school. However, we now have a disabled toilet in the new build, the family room and the DSP.
- **How:** By continuing to request and consider building improvements when financially viable. Establishment and further development of DSP for pupils with ASD.
- **Outcome:** In time the two sets of 3 steps between the KS2 departments and the rest of the school will be removed and replaced with a gradual slope/ or with a temporary moveable ramp. The steps up to the mobile building doors (Year3) will be replaced by a ramp. Wheelchair users will be able to easily move from one part of the school to another. A ramp has been added to the Y3 playground between the path and playground outside the mobile building.

**We will engage with our school community to ensure the objectives identified are the best ones for this academic year and following years based on the data analysis. The equality**

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**Stokes Wood**  
Primary School

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**objectives for Stokes Wood School are considered each year when School Improvement objectives are decided.**

**The equality objectives for Stokes Wood School will be contained within the School Improvement Plan and are monitored by the governing body termly.**

With best wishes,

Jane Gadsby

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