

HOO ST WERBURGH PRIMARY SCHOOL AND MARLBOROUGH CENTRE



EQUALITY POLICY STATEMENT
September 2013

Equality Statement

This document demonstrates Hoo St Werburgh Primary School & Marlborough Centre's compliance with the Public Sector Equality Duty. This is a working document, which will be monitored and reviewed annually.

Equality Objectives 2012-2015

- Ensure that pupils develop an understanding of how they fit in as part of a diverse local, national and international community
- Identify and increase access to school enrichment programmes and after school clubs for all
- Challenge gender stereotyping
- Identify and reduce barriers to learning and participation for vulnerable groups including pupils with FSM (low income families) and boys' writing
- Educate all about discrimination and prejudice and promote a harmonious environment
- Strive for all pupils regardless of ethnicity, age, gender to achieve the highest possible standards in their learning and make good progress

Policy Statement

- In addition to our **School Motto (courage, confidence, respect, belonging)** we pledge:
- to respect the equal human rights of all our pupils
- to educate them about equality
- to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- to respect the equal rights of our staff and other members of the school community

We will assess our current schools practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:

- ethnicity
- religion or belief
- socio-economic background (FSM & Ever6)
- gender and gender identity
- disability
- sexual orientation
- age
- socially vulnerable

We will promote community cohesion in school at local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity
- religion or belief
- socio-economic background

Statutory requirements

The equality objectives above address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Medway Council's procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

Community cohesion

Every school regardless of intake and where it is located is responsible for educating children and young people who live and work in a society which is diverse in terms of culture, faith and ethnicity and social backgrounds.

The staff and pupil populations of some schools reflect this diversity, allowing pupils to mix with those from different backgrounds. Our school does not, and we may therefore need to make links to with other schools and organisations in order to give pupils the opportunity to mix with and learn about those from different backgrounds. We wish to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, so that our pupils will understand how different communities can be united by common experiences and values.

Responsibilities

The Chair of Governors takes the lead, but the Governors as a whole are responsible for:

- drawing up, publishing and implementing the schools equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:

- making sure steps are taken to address the schools stated equality objectives;
- making sure the equality and access plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and Governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out; and taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.

- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- Promoting equality and community cohesion in their work;
 - Avoiding unlawful discrimination against anyone;
 - Fostering good relations between groups; and
 - Dealing with prejudice-related incidents;
 - Being able to recognize and tackle bias and stereotyping;
 - Taking up training and learning opportunities

The Headteacher is responsible overall for dealing with reports of prejudice-related incidents:

- Visitors and contractors are responsible for following relevant school policy.
- Staff development

This section outlines our process for training and development in relation to equality in terms of professional responsibilities as well as statutory requirements.

As part of our school self-evaluation and performance management process issues relating to equality are discussed and evaluated. Staff development is informed by this process.

Publication and review:

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publicise it by making it available on the school website and as a hard copy on request.

The scheme will be kept under regular review for three years and then replaced in March 2015.

Reporting on progress and impact

A report on progress with the actions listed below will be published by the Governors via a newsletter. Evidence will also be kept of the impact of our actions in respect of ethnicity, religion or belief and socio-economic background.

How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of:

- Ethnicity
- Religion or belief

- Socio-economic background, gender and gender identity, disability
- Sexual orientation
- Age
- Special educational needs
- Socially vulnerable pupils

Equality objectives identified by this process should be included in the three-year plan (above), or in the School Development Plan as appropriate.

Evidence of this process is reported to the Governing body:

- Racist incidents are also reported to the local authority
- Children with special needs are monitored and the progress is reported to their parents/carers
- We track all significant groups of pupils along with individuals
- Incidents of homophobia are recorded and monitored

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- From the equality impact assessments listed in Section 8 above and from the following data
 - Pupil data
 - reports of incidents
 - multi-agency reports
 - attendance and inclusion in school activities
 - Raise online
 - Fisher Family Trust
 - Child protection, Children in Need and CLA information
 - Inclusion of specific and vulnerable groups in school events

And from involving relevant people (including disabled people) from the start in the following way:

- Pupils through surveys, school councils and pupil report comments
- Parents through questionnaires, annual reviews, report comments and consultation meetings
- Outside agencies through formal and informal meetings
- The local church through informal regular discussion
- Local senior citizens through informal discussion

The evidence was then analysed in order to choose objectives that will:

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation, and
- Foster good relations between different groups in terms of
- Ethnicity
- Religion or belief
- Socio-economic background
- Gender and gender identity
- Disability
- Sexual orientation
- Age

And protected characteristics

Access Plan 2010-13

Hoo St Werburgh Primary School has identified the following points for action as part of its School Development Plan, in order to achieve the key objective:

Delivery of the curriculum

School staff receives training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as Occupational Health, Speech and Language specialists, specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. The school has received the Inclusive Mark Award from Medway.

Physical environment

- The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings

In particular:

- Installation of new celebration boards in the Marlborough Centre
- New main entrance extension will ensure compliance with recent regulations for disabilities
- Improve lighting around the school site
- Continue the on-going assessments and good practices related to the current site (eg ensure yellow edging is re painted regularly as required)

Provision of information in other formats

- The school is aware of local services, including those provided through the LEA for providing information in alternative formats when required or

requested. Eg. Translations of school admissions forms for a range of languages

Teaching, learning and curriculum

We endeavour to provide quality teaching and a curriculum that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them. This enables them to recognise similarities and appreciate different cultures, faiths, ethnicities and socio-economic backgrounds. We aim to ensure:

- Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping
- Opportunities to discuss issues of identity and diversity are integrated across the curriculum
- Curriculum based enrichment activities that raise pupil awareness of community and diversity, such as educational visits and meetings with members of different communities are exploited
- Pupils have an effective voice and are actively involved in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond

Equity and Excellence

The school continually focuses on securing high standards of attainment for all pupils, regardless of ethnic background or socio-economic status. We ensure pupils are treated with respect and supported to achieve their full potential. We aim to ensure:

- The assessment and tracking system enables the evaluation of progress in different groups and where necessary tackle underperformance by any particular group
- Incidents of prejudice, bullying and harassment are carefully monitored and dealt with in line with local authority guidelines where necessary. Whether pupils from particular groups are more likely to be excluded or disciplined can also be monitored through the behaviour policy
- The school admissions criterion promotes community cohesion and social equality

Engagement and ethos

At Hoo Primary School we understand the importance of seeking ways to broaden our community in order to ensure pupils experience a wide diversity of people. This is achieved at all levels of the community in a variety of ways:

School to school

We work in partnerships with others across the school community and beyond through activities such as sporting events and sharing good practice in initiatives like Eco-Schools and Medway Youth Games. Opportunities to communicate with other schools may often occur through letter writing or electronic communications. Links with schools in other geographical locations in Britain may be pursued to build links in the curriculum.

School to parents/local and wider community

Good partnership activities within the local and wider community may include:

- Engagement with parents through consultation evenings, open evenings, class assemblies and specialist events such as reading information sessions or themed activities, e.g. Book Week, Men in School Week, etc
- Developing opportunities for parents, governors and other citizens from the community to support the school through activities such as reading with children, helping with clubs, assemblies and visits
- Working together with community representatives, such as local councillors or governors who may come into school or provide opportunities for off site visits and can ensure that pupil voice is heard and are able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as Extended Services, police, social care and health professionals.
- Provision of extended services and sharing of available resources such as local clubs and activities that may be of interest or support to families
- Links with educational providers experienced by pupils such as the feeder pre-schools and local secondary schools, through activities such as invites to school performances and participation in extra-curricular events.
- Collaborative working with schools such as The Rochester Grammar and local peninsular schools (Primary Liaison work)

School to global community

We understand the importance of ensuring pupils understand the global dimension of their community and as such we endeavour to:

- Provide opportunities to learn about the world from many perspectives through an enriched curriculum of core and foundation subjects which encompass the ethos of community cohesion and develop aspirations
- Exploit opportunities for 'real' experiences where pupils can discover much about cultures and backgrounds of other countries
- Raise awareness of issues that affect other countries through specific events such as Red Nose Day and other globally linked charity support