

Aldersbrook Primary School: Equality Statement & Action Plan 2022-2025

Introduction

This document outlines our commitment to our pupils, parents, staff and governors with regards to race equality, cultural diversity, sexual orientation and the promotion of equality of opportunity, and so meet our duties outlined in the Race Relations (Amendment) Act 2000.

Our vision, strategic goals and values:

- We believe all of us have the freedom to learn in a safe and secure environment and that any discrimination is tackled positively;
- We believe all of us should be able to experience success and achieve our full potential, knowing all of our efforts are valued;
- We believe all of the school community should show respect, empathy, tolerance and kindness towards each other;
- We believe the school environment should be accepting, peaceful and happy;
- We believe in inclusiveness and the pursuit of equal opportunities regardless of race, ethnicity, nationality, religion, gender, sexual orientation or home language.

Our Responsibilities as a school:

Our **general** duty requires us to:

- Eliminate unlawful discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups;
- Be proactive and seek to avoid unlawful discrimination before it occurs.

Our **specific** duty requires us to:

- prepare a written statement of our policy for promoting equality;
- assess the impact of our policies on pupils, staff and parents of different racial, gender and sexual orientation groups, especially the attainment and achievement of various pupil groups;
- monitor the operation of such policies and our practices and the impact on various stakeholders;
- publish annually the results of our monitoring;
- record and investigate all racist, sexist, homophobic, bi-phobic and transphobic incidents and report them to the governing body through the Headteacher report.

Our Role:

- Our role in challenging discrimination and promoting equality is explicit in all of our policies and documentation;
- As a school, we publicly support ethnic, cultural, religious, linguistic and social diversity; and actively promote positive community relationships and engagement with our families;
- Diversity is recognised as having a positive role to play within school, helping to recognise and support a sense of identity and belonging by all children, staff and parents;
- It is our aim to reduce any perceived inequalities / prejudices / barriers which may prevent participation in any of our school's activities.
- High expectations and aspirations for all of our children are central to raising standards and narrowing the gap between any identified groups who are at risk of underachieving; support systems ensure that all children are able to fulfil their potential;
- Clear procedures are in place to ensure that any kind of discrimination, harassment and stereotyping are dealt with promptly, firmly and consistently. All staff take responsibility for implementing our Equality Policy and support the school in fostering a positive atmosphere of mutual respect and trust among children from all groups;
- Active links are established with external organisations dealing with discrimination & harassment:
 - The School supports local multi-agency policies and strategies to address racial & homophobic/bi-phobic and transphobic harassment;
 - We work closely with external agencies to deal with discrimination incidents that affect our community, whether they take place inside or outside the 'boundary' fence;
 - The School keeps a record of all racist/homophobic/bi-phobic and transphobic incidents. These are reported to the Governing body on a termly basis.

Leadership, Management and Governance

We will ensure that all parents and carers are regularly informed of their children's progress and where required make use of translation and interpreting services; we will also ensure that our 'Home-School agreement' is available to all. We will continue to take steps to involve all parents and will use a variety of methods for consultation and implementation of their views.

The LA will continue to ensure that parents from ethnic minority communities are aware of their right to stand for election as a Parent Governor and nomination as a LA Governor; Governors will be encouraged to participate in the LA's anti-racist training. Our School supports this policy.

The School's premises and facilities are equally available for use by all groups and the school will actively develop links with a range of community groups.

The Head Teacher will take the lead in the implementation of these schemes and policies and will ensure that all members of staff are aware of their responsibilities and that appropriate training and support will be provided for all staff

The School has a clear policy on dealing with racist pupils or parents and the Head Teacher will seek advice from the LA with particular reference to the LA's publication entitled "Responding to Racial Harassment".

If any breaching of this policy occurs by a member of staff, the Head Teacher will interview the staff member concerned. In serious cases, the Head Teacher may pursue the matter in accordance with agreed Disciplinary Procedures after seeking advice from the LA.

Policy Planning and review

Our School fosters an ethos of regard for all members of our community and strives to reflect attitudes that value all cultures. To promote this community cohesion we ensure that:

- Via teaching and learning, children are supported in their understanding of diversity, they respect and try to understand others, have a common sense of belonging and develop the skills of participation and responsible action. For all parties we try to provide a means for children and their families to interact with people from different backgrounds, genders and sexual orientation;
- In response, our curriculum, resources/materials and the learning environments reflect the cultural diversity of Redbridge in terms of displays, language and artefacts;
- We fully implement the National Curriculum in terms of incorporating a cross-cultural curriculum perspective in all areas and continue to review and update our policies to achieve this. We offer equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and eliminating variations in outcomes for different groups;
- We challenge inequality of all types within the classroom and we are able to explore potentially discriminatory situations and examine their implication in terms of classroom discussions;
- We take into account the cultural experiences of pupils within the curriculum; our curriculum includes an awareness of stereotyping, bias and victimising, and is one, which incorporates equality and justice

Protected Characteristics

The **characteristics** that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief

- sex
- sexual orientation.

Aldersbrook Equality Action Plan 2022-2025

Link to Public Sector Equality Duty	Protected Characteristic	Aim	Objective	Target Group	Action	Time scales Who is responsible?	Milestone/ progress
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals (PP & PP+)	Improved attainment, diminished difference between PP pupils and those that are not.	PP PP+	Collate and analyse data relating to attainment by target group. Work with assessment lead in SKHS alliance to identify trends in PP data through ASR. Refer to SDP & PP Action plan for specific actions relating to this objective.	2022-25 RK/ SLT	End of KS outcomes (see ASR) for PP pupils compared to Redbridge & LA 2022/23
All aims of duty	All	To increase the participation of pupils & families from minority, marginalised or vulnerable backgrounds in school life	To increase the diversity of pupils involved in the decision making processes of the school	Minority, marginalised pupils & families	Identify unrepresented groups on school parliament & learning ambassadors and encourage wider range of pupils to apply for these positions. Monitor club places and range of pupils	Ongoing SLT BN/RI Governing Body	PP/ SEND Pledge signed by all subject leaders and monitoring of children selected or putting themselves forward for class roles/ ambassador roles. Communication to parents about recruitment of two parent governor

					<p>applying for these.</p> <p>Ensure all parents can access PTA meetings eg staff room location for meetings</p> <p>Encourage a wide range of applications for governing body vacancies to ensure this represents the school community.</p> <p>Reminders of coffee morning dates in PP Parent Conversations</p>		<p>positions was clear about our aim to represent the wider school community- two parent governors recruited that more accurately reflect school community.</p>
<p>Eliminate unlawful discrimination, harassment & victimisation</p>	<p>Sexual orientation/ Racial/ gender identity/ Disability/ religion or belief</p>	<p>To prevent and respond to all hate incidents and prejudiced bullying.</p> <p>Develop monitoring & analysing of these incidents to allow for pre-planning to avoid these in future.</p>	<p>Pupils feel safer and are confident that incidents are dealt with.</p> <p>Increased staff confidence.</p> <p>Accurate reporting & monitoring of incidents.</p>	<p>Whole school</p>	<p>To review and update existing policies and practice relating to bullying.</p> <p>Staff training to further develop skills in identifying bullying and challenging homophobia/ bi-phobia/ transphobia</p> <p>Use CPOMs more</p>	<p>Feb 2022</p> <p>SLT</p>	<p>LGBT History assemblies and regular reminders of same implications for racist/ sexist/ homophobic/ transphobic incidents.</p> <p>Initiated use of CPOMS to record all of these types of incidents.</p>

					efficiently to look at patterns then take action eg focus group of pupils/ contact parents/ parent sessions. Look at themes.		
Promote good relations between people of different racial & religious groups	Racial identity Religion or belief	Develop staff understanding of religions/ festivals & beliefs- to impact on pupils	Deeper understanding of range of religious beliefs and aspects of racial identity across whole staff. Highlighted sense of importance communicated to whole school community.	Whole school	½ termly contribution to staff briefing to outline important aspects of religious beliefs for key ceremonies & celebrations that are coming up- to develop wider school understanding of nuances of these. Newsletter reminders & statements from staff & pupils to share with wider community. Staffroom 'Box' to identify & celebrate personal differences & similarities across staff.	Ongoing SLT	
Be proactive and seek to	Disability	Promote deeper understanding of	More informed understanding of range	Pupils	Staff CPD	Ongoing	

<p>avoid unlawful discrimination before it occurs.</p> <p>Promote equality of opportunity.</p>		<p>pupils/ people with disabilities</p>	<p>of disabilities in pupils & wider community.</p> <p>Developed empathy of disabilities and understanding of how society can ensure inclusive resources/ buildings so that all can access.</p>		<p>Pupil assemblies led by students with disabilities to explain what they find difficult/ what helps them.</p>	<p>SENCo</p> <p>SLT</p>	
<p>Eliminate unlawful discrimination, harassment & victimisation</p>	<p>Sexual orientation</p> <p>Gender identity</p>	<p>To increase pupil awareness of and acceptance of LGBTQ+ community</p>	<p>Pupils have better understanding of different groups within LGBTQ+ community and can engage in open conversations about these.</p>	<p>All</p>	<p>Update Equality policy</p> <p>Renew Stonewall accreditation</p> <p>Whole staff training</p> <p>Pupil assemblies with representatives of LGBTQ+ community for LGBTQ+ History Month</p> <p>Equality text boxes for each year group.</p> <p>Governing body LGBTQ+ representation</p> <p>LGBTQ+ 'Trusted</p>	<p>Ongoing</p> <p>SLT</p>	<p>Inclusion of LGBT History Month each year and delegated resources to support this.</p> <p>Year group 'set' tests to have within each classroom- appropriate for range of age groups. Use to plan English units around during year.</p> <p>Stonewall accreditation for past seven years.</p> <p>Representation on governing body</p>

					<p>Adult' displayed in every classroom and assemblies to discuss with all pupils- dedicated LGBTQ+ trusted adult (HT).</p> <p>Prospectus photo of uniform not gendered</p> <p>Equality page added to website- all protected characteristics</p>		
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