

## Aldersbrook Primary School: Equality Statement & Race Equality Action Plan & Gender Equality Action Plan 2013-2015

### **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 peaceful and happy;
- We believe in inclusiveness and the pursuit of equal opportunities regardless of race, ethnicity, nationality, religion, 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 race equality;
- assess the impact of our policies on pupils, staff and parents of different racial 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 and homophobic incidents and report them to the governing body through the Headteacher report.

### **Our Role:**

- Our role in challenging racial discrimination and promoting racial 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 racist incidents, racial discrimination, racial harassment and stereotyping are dealt with promptly, firmly and consistently. All staff take responsibility for implementing our race equality and racial harassment policies; and support the school in fostering a positive atmosphere of mutual respect and trust among children from all ethnic groups;
- Active links are established with external organisations dealing with racist incidents and racial harassment:
  - The School supports local multi-agency policies and strategies to address racial harassment;
  - We work closely with external agencies to deal with racist incidents that affect our community, whether they take place inside or outside the 'boundary' fence;
  - The School keeps a record of all racist incidents including racist name calling, via the Race Equality Officer; the head teacher informs the Governing body of racist incidents 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 ethnic groups and the School will actively develop links with ethnic minority 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 students 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;
- In response, our curriculum offer, 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 racism within the classroom and we are able to explore potentially racist 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.

### Action Plan

Staff, governors to attend relevant LA and national Race equality training;

Our School takes every opportunity to recognise and celebrate the many religious interests and festivals, which are represented, in our local community.

We work closely with the LA in terms of monitoring school targets and individual pupil provisions, including breakdown of ethnicity.

The LA monitors exclusions and if needed we would implement pre-exclusion packages with particular reference to permanent exclusions.

The School regularly reviews, monitors and assesses all policies and strategies.

We work with the LA to ensure that information relating to the core subjects - English, Maths and Science results for our School are published together with the results of all Primary Schools.

<b>Aldersbrook Race Equality Action Plan 2013 - 2015</b>
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Issue	Action	Timescale	Person responsible	Success Criteria	Monitoring	Evaluation
To ensure all staff are aware of school policies and practices.	All policies to be put on Fronter/website & hard copy in the staffroom.  New staff induction process to include how to fill in racist incident reporting forms.	By Oct 2013	AHT for Inclusion/ ICT Leader  Deputy Head	All staff aware of policies and content.  New staff know how to report racist incidents and are aware of the procedures that should follow.	By SLT	
To ensure racist incidents are logged & action taken recorded.	Put in place new incident form & save it on T-drive/ Fronter  Racist incidents are monitored by SLT & Gobs termly	By end of AT 2013	Deputy Head	New incident log & saved on T-drive/Fronter	By SLT	
To ensure any race equality incidents are dealt with by the whole school community	Assemblies are tailored to inform, teach & heal issues that have arisen.	ongoing	SLT / RE & Collective worship Leader	Assemblies heighten awareness of race/equality issues & help to form a close community.  Pupil questionnaires show pupil's feel valued, safe & happy at school.	By SLT	

<p>To ensure the whole school community celebrates our differences &amp; similarities.</p>	<p>1. To ensure displays reflect the multicultural &amp; diverse nature of the school.</p> <p>2. To ensure the curriculum contains a range of literature &amp; resources from other cultures.</p> <p>3. To ensure there are a variety of dual language books for pupils to borrow from the school library</p> <p>4. To continue our links with Schools around the world through 'e-twinning'.</p> <p>5. Ensure assemblies reflect school profile &amp; include disability, race &amp; equality.</p> <p>6. To celebrate the Para-Olympics.</p>	<p>1. On-going</p> <p>2. On-going</p> <p>Ongoing</p> <p>On-going</p> <p>Ongoing</p> <p>Ongoing-Scheduled reviewed at the beginning of the year</p>	<p>Art Leader</p> <p>Curriculum leader</p> <p>Library Leader</p> <p>AHT for Inclusion</p> <p>Humanities Leader</p> <p>RE Leader</p> <p>Whole Staff</p>	<p>Displays reflect our school profile and promote cultural diversity.</p> <p>Our curriculum reflects our school profile and promotes cultural diversity.</p> <p>Dual language book borrowing set up.</p> <p>Children make curriculum, cultural, social &amp; emotional links with children from around the world.</p> <p>Children have moments to reflect spiritually on issues to do with equality issues.</p> <p>Children celebrate all the positive aspects that a worldwide sports event can bring.</p>	<p>By SLT &amp; Cos</p>	
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<b>Aldersbrook Gender Equality Action Plan 2013 - 2015</b>
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Issue	Action	Timescale	Person responsible	Success Criteria	Monitoring	Evaluation
To ensure all staff are aware of school policies and practices.	All policies to be put on Fronter.	By Oct 2013	Inclusion manager/ ICT Leader  Deputy Head	All staff aware of policies and content.  New staff know how to report incidents and are aware of the procedures that should follow.	By SLT	
To consider gender representation on the Governing Body	To consider gender representation and promote participation in training courses	On-going	HT and Chair of GB	Representation by both genders	By SLT	
Ensure pupil achievement is monitored by gender, and that trends are identified and actions taken.	Assessment Co. to analyse ROL & school data for data trends. Phase Leaders to monitor progress & attainment in Phases in terms of gender & to ensure curriculum topic choices address issues.	On-going	Assessment Leader  Phase Leaders	Girls and Boys achieve equally well in all subjects and that strategies are put into place to help address any inequalities in attainment and progress.	By SLT	
To monitor attendance by gender	PSA to analyse attendance for any trends and monitor. PSA to determine action	On-going	PSA / Office Manager	No inequalities in attendance data between Girls and Boys	By SLT	
To record any gender/sexual / homophobic bullying incidents on a bullying incident sheet	Bullying record sheet in place. To record specifically if there are any issues of bullying that have been related to gender/ sexuality and to record actions taken as a result.	On-going	Deputy Head	Children and parents know that bullying issues are dealt with correctly.	By SLT	

Extra-Curricular activities	Encourage equal gender participation in school clubs and school organisations; monitor uptake and plan actions where inequalities exist.	On-going	Clubs Leader Choir School council leader	Both genders are represented in all clubs and other groups such as school council.	By SLT	
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