

Aldersbrook Primary School: Equality Statement & Action Plan 2018-2021

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

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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 meals and those that are not.	PP PP+	Collate and analyse data relating to attainment by target group. Refer to SDP for specific actions relating to this objective.	2018-21 RK/ SLT	
All aims of duty	All	To increase pupils, staff and governors awareness of legal and human rights and the responsibilities that underpin society.	For all pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities.	All pupils and staff	Rights Respecting School status to be applied for Value of the Month introduced across all school and linked to certificate assembly.	July 2019 SLT Governors	
All aims of duty	All	To increase the participation of pupils & families from minority, marginalised or vulnerable backgrounds in school	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	Ongoing SLT BW/RI	

		life			<p>range of pupils to apply for these positions.</p> <p>Monitor club places and range of pupils 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>	Governing Body	
Eliminate unlawful discrimination, harassment & victimisation	Sexual orientation/ Racial/ gender identity/ Disability/ religion or belief	To prevent and respond to all hate incidents and prejudiced bullying	<p>Pupils feel safer and are confident that incidents are dealt with.</p> <p>Increased staff confidence.</p> <p>Accurate reporting</p>	Whole school	<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>Sept 2018</p> <p>SLT</p>	

Advance equality of opportunities	Sexual orientation/ Racial/ gender identity/ Disability/ religion or belief	To ensure that all girls are equally involved in all physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at extra-curricular clubs and sporting competitions. Staff focus reminders at morning meetings prior to club sign up	Ongoing Extra curricular provision leader PE subject leader	
Advance equality of opportunities	All	To increase social and emotional skills for pupils with SEMH (Social Emotional and Mental Health)	Improved ability by pupils to deal with difficult situations. Less disruption in class and around school.	SEMH	Nurture groups Lunch time nurture group Green fingers Active8 club	Ongoing SENCo SLT	
Eliminate unlawful discrimination, harassment & victimisation	Sexual orientation Gender identity	To increase pupil awareness of and acceptance of LBGT community	Pupils have better understanding of different groups within LGBT community and can engage in open conversations about these.	All	Update Equality policy with ELOP support Apply for Stonewall accreditation Whole staff training Pupil assemblies with representatives of LGCT community for LGBT History Month Introduction of Equality text boxes	Ongoing SLT	

					for each year group. Governing body LGBT representation		
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of East London/Wanstead community and diversity within it	All children	Local area history studies Guest speakers- faith leaders and community representatives Local area educational visits Wanstead HS links REP visits Daily Collective Worship Assembly	Ongoing SLT PSHE leader	
Fostering good relations	All	To promote good relations between people from different backgrounds	Improves pupils' understanding of life in modern Britain	All children	Ensure the principles that underpin the understanding of life in modern Britain are embedded in our curriculum Big Question Introduction of Dot Com resources R-6 Daily Collective Worship Assemblies	Ongoing SLT PSHE leader	