

Warley Road Primary School

Equality Information and Objectives Statement



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SLT Member Responsible	Deputy Headteacher



Warley Road Primary School

Equality Information and Objectives Statement

'For a Brighter Future'

The purpose of this Equality Information and Objectives Statement is to ensure that Warley Road School complies with the requirements of the Equality Act 2010. As a school, we welcome the principles of the act and understand our duty to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

The principles of this Statement apply to all members of the school community, pupils, staff, governors, parents/carers and community, and guarantees that no person is discriminated against because of:

- Age
- Gender,
- Race,
- Disability
- Religion and belief (including lack of belief)
- Sexual orientation (including gender reassignment) or
- Pregnancy (including maternity).

At Warley Road Primary School we are committed to ensuring equality of opportunity for all pupils, staff and those accessing the school. We will work tirelessly to ensure that all pupils and staff are encouraged to achieve their full potential by creating a culture of respect for others and by recognising and celebrating differences. We also recognise the importance of ensuring that its policies and procedures are effective in promoting equality, cohesion and tackling discrimination.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to develop a culture of inclusion and diversity where people feel able to participate fully in school life and contribute to the community. We will strive to create a community where pupils, and others, are well prepared for life in our diverse society.

This school will not tolerate harassment, discrimination or bullying of any sort.

We aim to create a school community that:

- recognises and respects diversity
- fosters positive attitudes and relationships
- includes a shared sense of belonging
- promotes social inclusion, community cohesion and equality by reducing and removing any existing barriers & inequalities
- challenges and acts upon discrimination and inequality

We also recognise our duties as an employer, and will ensure that we comply with the Equality Act 2010, both in regard to our recruitment and selection of staff but in our conduct towards each other.

In order to meet our duties under the Equality Act 2010 we will:

- publish equality information, ensuring that no individuals are identified
- prepare & publish equality objectives & actions
- collect relevant pupil data (admissions, attendance, attainment, exclusions, prejudice related incidents) & analyse to measure how well we are doing
- collect relevant staff data (attendance, recruitment etc)
- review our equality objectives in light of findings from the data

Our Statement covers a four year period from 05/09/15 to 05/09/19

The School Context

- Warley Road School is situated in the Park Ward area of Calderdale. This is characterised by high rates of unemployment poverty and poor living conditions. A high proportion of households earn less than £15,000 a year.
- 17.7% of children are on the school's special needs register, with 11.4% at school support stage 1 and 2 or 3 at 5.4% and 0.9% holding a statement of special educational need/EHCP.
- 98% of pupils are from a minority ethnic group, with 90% speaking English as a second language, with the majority language being Panjabi. We have a small, but increasing number of children from Eastern European countries, refugees and asylum seekers.

Our Equality Vision

Classroom staff will ensure that pupils are taught in an inclusive environment where pupils feel safe, included and their contributions valued.

Staff will challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays will reflect the experience and backgrounds of the range of people living in the UK. We will ensure that diversity is celebrated and stereotypes challenged in all curriculum areas.

The curriculum and its delivery will be differentiated appropriately to ensure the inclusion of boys and girls, pupils who are disabled, pupils learning English as an additional language, pupils from minority groups, pupils who are gifted and talented, pupils with special educational needs, pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

Our commitment to equality and cohesion will be demonstrated by our work to:

- promote equality, by assessing the impact of our policies on different groups
- challenge and eradicate discrimination and harassment, for example, by acting quickly to deal with all bullying
- promote community cohesion, for example, through involvement with school twinning and other activities
- encourage greater participation in public life, through involvement with our School Parliament and Governing Body
- ensure our curriculum reflects the society we want to encourage, one that respects diversity and reinforces positive community values
- take care to ensure all pupils can access an appropriately designed curriculum
- promote human rights and equality through our curriculum work
- ensure all children can access and participate in all school activities
- develop and report our equality work as part of our business planning, school improvement, and school self evaluation processes
- develop and supporting our workforce, providing a working environment free from harassment and inequality
- work together with pupils, parents, staff, stakeholders and the wider community to develop and make real our equality aims and objectives
- review and audit our practice

We will do this by

- monitoring the progress of all groups of learners through regular assessments
- ensuring that we provide a broad and balanced curriculum, that upholds 'British Values'
- having clear policies, procedures and monitoring in place for dealing with any issues/concerns that might arise e.g. homophobic bullying
- developing systems to ensure that the voice of pupils, staff, parents and the wider community are regularly heard and acted upon
- ensuring that all Local Authority policy and best practice guidance are followed in the recruitment, training, promotion and pay of staff
- ensuring that the Governing Body of the school reflects the community we serve and carries out its duties in a clear, transparent and fair manner
- ensure that the building is fit for purpose so that the needs of our community can be met
- that any lettings or use by the community is in keeping with the general aims and ethos of the school

Gathering Information

To support our goal of achieving equality and cohesion it is essential that we have accurate and clear information in order that we can identify where there are any differences in outcomes, attainment or experience. We will collect data on pupils, staff and other users of the school. We will consider the results of our monitoring and use the data to target, plan and deliver more effectively to those experiencing differential outcomes.

The data we have collected will be utilised to develop the scheme and action plan. Any gaps in data that we have discovered will also be addressed through the action plan. The data will also be used to develop our next scheme.

Responsibility

The roles and responsibilities within our school community

Our Headteacher will:

- Ensure that governors, staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- Oversee the effective implementation of the policy
- Ensure staff have access to training which helps to implement the policy
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- Ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- Designate a governor with specific responsibility for the Equality Policy
- Ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- Support the Headteacher in implementing any actions necessary
- Engage with parents and partner agencies about the policy
- Evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- Have responsibility for supporting other staff in implementing the Equality Policy
- Provide a lead in the dissemination of information relating to the policy
- With the Headteacher, provide advice/support in dealing with any incidents/issues
- Assist in implementing reviews of this policy as detailed in the SIP

Our pupils/students will:

- Be involved in the development of the Equality Policy and will understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the policy
- Be encouraged to actively support the policy

Our parents/carers will:

- Be given accessible opportunities to become involved in the development of the Equality Policy
- Have access to the policy through a range of different formats appropriate to their requirements
- Be encouraged to actively support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy
- Be informed of any incident related to this policy which could directly affect their child

Our school staff will:

- Be involved in the development of the Equality Policy
- Be fully aware of the policy and how it relates to them
- Understand that this is a whole school issue and support the policy
- Identify any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Equality Policy
- Be encouraged to support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy

Partnership with parents/carers

Our school will endeavour to provide all information for parents/carers in accessible, user-friendly language and formats. We will also aim to provide information in community languages and alternative formats when requested.

Progress reports to parents/carers will be provided in a range of formats in order to ensure that all parents/carers are enabled to participate.

All parents/carers will be encouraged to participate at all levels in the full life of the school. Information and meetings for parents will be accessible. Parental involvement will be monitored to ensure the participation of parents from all groups whose children are pupils at the school. Actions will be included in the school's action plan to address any inconsistencies, if found.

All staff

All staff are responsible for:

- dealing with hate incidents, and being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities, good community relations and preventing discrimination; and
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.
- Updating CPOM system to record any incidents of discrimination

Staff with specific responsibilities

The Headteacher will take overall responsibility for:

- coordinating work on equality and community cohesion; and
- Responding to reports of hate incidents.

Visitors and contractors

Visitors and contractors are responsible for:

- Knowing, and following, our equality policies.

Pupils

All pupils are responsible for:

- Abiding by the equality and cohesion scheme;
- Reporting any hate incidents.

Parents and carers

All parents and carers are responsible for:

- Supporting the schools ethos in challenging discrimination and harassment;
- Raising issues of concern
- Reporting any hate incidents

Local Authority

Our school will work closely with Calderdale Council where our responsibilities have shared elements. Issues that may require particular attention are:

- Employment, where the respective responsibilities of school and local authority will vary according to; the status of the school, the delegation of responsibilities locally and the extent to which schools buy back services from the authority.
- Procurement, which is regulated by the local authority. Local authority regulations will be amended to reflect the requirements of the DDA
- The provision of extended services

Strategic Priorities

The priorities the school has defined for this scheme include for race, gender and disability (including SEN)

- Setting up/reviewing appropriate procedures
- Monitoring progress
- Monitoring of the appropriateness of curriculum and other provision
- Detention/exclusion monitoring

While the school has achieved a great deal, it acknowledges that there is always more that can be done to promote equality and community cohesion.

EQUALITY OBJECTIVES: 2015 - 2019
Warley Road Primary School

Using the views of pupils, parents, staff, governors and community and equality analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years.

Link to Public Sector Equality Duty	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to: RAG Rating
All aims of duty (RDG)	To ensure all pupil groups reach their full potential	Ensure curriculum provision matches the needs of each group and that all groups make the best progress	Specific pupil groups: Gender Special Needs Free School Meals Ethnic minorities	Staff to be fully aware of the different pupil groups in their class. Monitor attainment and achievement of all pupil groups Intervene as appropriate to ensure disadvantaged group achieve in line with expectation	Senior Leadership Team SENCO Governors	Ongoing
Eliminate unlawful discrimination, harassment and victimisation	To ensure the content of school meals and the eating environment meets the needs of all race and faith groups and those with specific health needs	Increased take up of school meals	All those with specific race, faith, cultural and health needs	Regular meetings with school cook and school catering manager for menu information Parent's Evenings- set up tasting in dining room for parents of all children Ensure that meat continues to meet HMC UK certified standards	School cooks School catering manager	Ongoing
Fostering good relations	To promote good relations between people from different backgrounds	Improved understanding of Calderdale's community and the diversity within it Increased positive attitudes towards other people with different racial, religious and social profiles	Year 5 Children- to take part in Park Wards – Park Ranger scheme in 2019.	Set up school link with local community and park wardens- Tony King. Invite children to apply to be Park Rangers- select children and form Warley Road Park Rangers. Children to participate in activities in 2019- Spring Term onwards.	SLT Learning Mentor Year 5 teachers	January 2019-ongoing
Link to Public Sector Equality Duty	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to: RAG Rating

Race & Religion	To ensure that children New to English are catered for and have provisions in place	Develop a scheme of work for NTE pupils to access Create a welcome pack for NTE children	New to English children	Set up a link with Communication Across Cultures- research and evaluate resources Put resources into place with NTE pupils already in school Set up meetings for NTE pupils with Learning Mentor	Deputy Headteacher Learning Mentor	Spring 2016
All aims of duty (RDG)	To develop pupils voice	To develop a system of reviewing pupils voice through the Afternoon Tea	Whole school	To meet with children across school termly to ascertain their views	Deputy/Headteacher Learning Mentor	Spring 2016
Disability	To support pupils across school with hearing impediments/ difficulties'	To employ and train up a Teaching Assistant in British Sign Language/Makaton	SEN	To liaise with Calderdale Hearing Support Service to obtain advice on hearing support for individual pupils To ensure that a TA is trained in BSL	SENCO	Spring 2016
Disability	To improve access to school for those with mobility problems	To improve access to the first floor	All	Install a lift at the KS1 end of school Ensure staff are trained to use the Evac chair	School Business Manager	Autumn 2015
Disability	To ensure that medical needs do not preclude anyone from any activities	To ensure that staff are appropriately trained	All	Update any medical needs training as required	First Aider	Ongoing
Link to Public Sector Equality Duty	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to: RAG rating
All duties (RDG)	To support those children falling behind expected levels but not on the SEN register	To evaluate, research and trial quality first Literacy and Numeracy interventions ran by Teaching Assistants and monitored by lead teachers to improve pupil progress	Year 3 & 4 Pupils (Boys & Girls)	To re structure the staffing in Year 3 & 4 from September 2016 to ensure that an intervention timetable is possible To train chosen Teaching Assistants in interventions matched to the 2014 National Curriculum To liaise with the EEF and participate in its effective deployment of TA's project	Deputy HeadTeacher SENCO Lead teachers	Summer 2016-onwards
Race	To remain committed to being vigilant	To continue to use the CPOMS system	Staff	To ensure regular reminders are given to staff re- the importance of	Deputy Headteacher/SLT	September 2015-onwards

	about recording and reporting racist incidents	to log incidents To continue to monitor the number of racist incidents reported		using the CPOMS system To train any new staff/NQT's in the CPOMS online system		
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