

## Harewood Primary School

# Equality Statement and Single Equality Scheme 2016-17

## Equality Statement

Harewood Primary School is committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.
- We endeavour to remove any barriers to learning

### Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

We fulfil our role in building children's resilience to protect them from extremism and indoctrination in line with **Prevent**.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability

- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

Harewood Primary School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework on the importance of narrowing the gaps in achievement which affect children who have Special Educational Needs (SEN), who are Looked After Children (LAC), for whom English is an Additional Language (EAL), who are entitled to Free School Meals (FSM), who are Travellers or who are from Asylum-seeking families.

**Date approved by the Governing Body:**

**To be reviewed:**

## The School Context

### Geographical Location

Stockton-on-Tees is a diverse Borough located in the Tees Valley. It comprises an urban and rural environment with a number of towns and villages, each with its own distinctive characteristics, including Thornaby, Billingham, Stockton, Ingleby Barwick and Yarm.

Across the borough there is a wide social and economic mix, with areas of significant disadvantage situated alongside areas of affluence. While 15% of the Borough's population live within the top 20% of the most affluent areas nationally, 34% of the resident population live in the 20% of the most deprived areas nationally. Some 4.7% of the Borough's population is made up of Black and Minority Ethnic communities, an increase from 1.6% in 1991, and the area is culturally diverse with over 70 languages spoken within the Borough.

Harewood Primary School is situated in Eric Avenue, Thornaby on Tees. Its catchment area is primarily the northern area of Thornaby in the Mandale & Victoria ward which comprises mostly pre-1914 street housing, current and former council housing and inter-war semi-detached housing.

The ward has a significant and established Black and Minority Ethnic community.

The ward's employment rates are below borough-wide and national averages.

The ward is amongst the most deprived nationally.

## The Community we serve

### Our school mission statement:

We aim to create a safe, secure, caring, happy environment where all members of the school community are valued.

We aim to promote a cohesive school community with a common vision and a sense of wellbeing.

We aim to promote equality, fairness, honesty, trust and respect through our environment and the relationships we foster.

We aim to ensure that all children develop self-esteem, self-confidence and self-discipline as well as respect and consideration for others.

We believe in a positive, productive partnership between home, school and the wider community.

We value the contribution we make as members of a British community and value tolerance, respect and the need to support and care for each other.

We aim to provide an enriched and stimulating curriculum that motivates children to develop all aspects of themselves as learners.

We continually strive for the highest possible standards of achievement for all children.

We aim to nurture children in a broad range of gifts and talents.

### Our school community in 2016 comprises:

(Autumn Census 2016 and Annual Review Profile 2016)

#### Pupils:

Number on roll: 416 FTE	% Ever 6 FSM	% SEN support	% SEN stateme nt/EHCP	% EAL	% Ethnic minority pupils	% School stability	LAC
School data:	46.4%	20.9%	0.6%	22.1%	26.7%	96.6%	0.5%
National average (2015):	26%	13%	1.4%	19.5%	30.7%	85.9%	

- 49.5% are disadvantaged. 46.4% of children are FSM ever 6; there are 0 children who are LAC and 1.2% whose parents are in the Armed Forces, 2.6% of pupils are adopted from Care.
- 21.5% of children are SEN
- We do not collect data about pupils' sexual orientation

#### Staff

- Of the 78 contracted staff, 72 are female (92%)
- 7% of staff are from an ethnic minority
- We have 3 members of staff who consider themselves to have a disability
- We have staff members with different sexual orientation,

#### Governing body

- 62% of our governing body are female
- 23% of our governing body are from an ethnic minority group
- 2 of our governors are parents of children with a disability

## Pupil Outcomes

Evidence: Local Authority Annual Review Profile (2016)

KS1 Cohort size: 58 pupils 25 boys - 33 girls

KS2 Cohort size: 59 pupils 30 boys - 29 girls

Key indicator	National/LA	All	Boys	Girls	Disadvantaged	Non disadvantaged	SEN	Non-SEN	BME	Non BME
EY GLD	65% (LA)	46%	24%	62%	37%	50%				
Phonics Y1	83.2% (LA)	93%	93%	93%	92%	94%				
KS1 Reading	76% (LA)	78%	84%	73%	73%	84%	56%	86%	71%	83%
KS1 Writing	68.4% (LA)	83%	72%	91%	79%	88%	63%	90%	86%	83%
KS1 Maths	75.6% (LA)	78%	80%	76%	73%	84%	63%	83%	79%	80%
KS1 CRWM	63.5% (LA)	69%	72%	67%	61%	80%	56%	74%	71%	73%
KS2 Reading	66% (National)	81%	87%	76%	81%	81%	68%	88%	85%	79%
KS2 Writing	74% (National)	83%	80%	86%	78%	89%	53%	98%	90%	79%
KS2 SPaG	72% (National)	85%	83%	86%	84%	85%	58%	98%	95%	79%
KS2 Maths	70% (National)	90%	93%	86%	88%	93%	74%	98%	95%	87%
KS2 CRWM	53% (National)	71%	73%	69%	63%	81%	42%	85%	80%	67%
KS2 Progress reading	0 / -0.3	0.1	0.5	-0.3	1.1	-1	1.8	-0.7		
KS2 Progress writing	0 / 0.4	0.4	0	0.7	0.4	0.3	-1.1	1.1		
KS2 Progress maths	0 / 0.5	3.8	4.2	3.4	-0.1	0.8	3.9	3.8		

### KS1 Data

FSM: 32 pupils

CLA: 0

SEN: 16 pupils

BME: 14 pupils

### KS2 Data

Includes 2 (Additionally Resourced Provision) Moderate Learning Difficulties pupils.

FSM pupils: 32 Non FSM 27

CLA: 0 pupils

SEN: 19 pupils

BME: 20 pupils

Vulnerable groups perform very well in comparison with Local Authority and National Average

### Attendance

In 2015-16, attendance across school was 96.6%

### Exclusions

There were no exclusions from school.

## Participation in

### **School Visits**

All children participate in school visits. No charge is made for FSM Ever 6 pupils. A small charge is requested as a contribution towards the cost of the visit for non FSM children. No child is excluded on financial grounds.

### **Extended School Activities**

All pupils have the opportunity to participate in extended school activities that include singing, the school choir, drama and gymnastics, as well as sports, including table tennis, football and cricket.

### **Parents' Evenings and Homework Displays**

These take place each term and are very well attended. Parents and carers from all ethnic groups attend. Teachers and PSAs follow up any non-attendance in person and ensure all parents have been contacted.

## Incidents

There were 5 racist incidents reported in the year ending 31 March 2015; of these 4 were name calling and the other was a refusal to play because of someone's race.

There were no homophobic incidents reported.

## Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

All staff have taken part in creating the Action Plan.

All new staff receive a copy of the Single Equality Scheme and Action Plan and sign to say they have read it.

Kate Dawson and Karen Lamb have attended training related to SEN. Mark Jones has attended One World training.

All staff have attended PREVENT training.

## Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed. **(Complete table as appropriate)**

Policy	Review Date
Anti Bullying Policy	2015
Safeguarding and Child Protection Policy	2016
Single Equality Policy	2016
Staff Code of Conduct	2016
British Values Policy	2016

## Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils, for example, FSM, EAL and LAC children with is extra provision for those groups.

In our School there is curriculum coverage of equalities issues, particularly with regard to racial and gender equality, including celebration of black achievement during Black History Month.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. These include Nurture Groups, after-school clubs, choir performances in religious and community venues, spiritual visits and the girls' table-tennis team.

In curriculum materials across all subjects, there are positive images of women and Black History.

## Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments. In this respect we have installed a Sound-field system; improved access for people with mobility problems including ramps and disabled user toilet provision; provision of disabled user car parking in the school car park; IT for home study; reinstating doors to assist staff / pupils with hearing impairments; provided external roller blinds on external windows to assist children with visual impairments; provided special furniture and equipment to meet the specific needs of individual children and staff.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.



## How we have developed our Scheme

When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

The Scheme will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.
- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

## Mechanisms for involvement

At Harewood Primary School, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- School Council – Nurture Groups
- a group of pupils meets twice-yearly as a disability forum
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils and parents / carers experiencing reasonable adjustments
- Pupil involvement in policy creation

At Harewood Primary School the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management

At Harewood Primary School, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and objectives:

- Parents and carers are asked to tell us if there are any adjustments we need to make to help them support their child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter.
- Feedback from parent governors through Governing Body meetings

- Feedback from adults using the school beyond the school day
- Feedback from parents meeting with Parent Support Advisors
- Feedback from Harewood Tots
- Feedback from other professionals such as Occupational Therapists, Alliance Art Therapists

The school's objectives will focus on developing the involvement of pupils, staff and parents. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

## **Roles and Responsibilities for Implementing the Single Equality Scheme**

### **The Head Teacher:**

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff, parents and carers are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as C.E.S.C.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carers voice, pupil voice and staff voice is taken into account when making decisions.

### **The Governing Body:**

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary.
- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

## The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

## People with specific responsibilities:

- For maintaining and sharing with all staff, the specific needs of vulnerable pupils and how their needs will be met:

Jackie Conway - FSM / EAL children / PREVENT

Kate Dawson - Special Educational Needs and Disability

Mark Jones - Equal Opportunities (disability / gender equality)

- For ensuring the specific needs of staff members are addressed:

Jackie Conway

Staff Governors (Sue Bell; Kate Dawson; Caroline Heywood)

- For gathering and analysing information on outcomes for vulnerable pupils and staff including Pupil Premium:

Jackie Conway

- For monitoring the response to reported incidents of a discriminatory nature:

Jackie Conway

- For overseeing interventions (eg, Pupil Premium)

Jackie Conway

## Parents/Carers:

- Have access to the scheme via the Website and in hard copy from the school office.
- Are encouraged to support the scheme.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme.
- Have the right to be informed of any incident related to this scheme which could directly affect their child.
- Are informed of objectives, published annually via the school website.

## School Staff:

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Support the implementation of objectives through key action points.

## Pupils:

- Are made aware of any relevant part of the scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the scheme.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives (where relevant).

## Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.

## Objectives

This Scheme is supported by annually published equality objectives in the School Improvement Plan; their progress is monitored and evaluated regularly by the Governing Body School Improvement Committee.

Our objectives are based upon:

- The evidence we have collected and published, including who we have consulted and how.

- An impact analysis of the evidence which inform our decision making.
- National and local priorities and initiatives, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix One).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

The effectiveness of our scheme is evaluated and reflected in:

- The School's Self-evaluation.
- Data Dashboard
- Annual Review Profile

## Appendix 1: Equality Objectives Action Plan

Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Provide professional development for staff to better equip them to promote pupil resilience to extremism in its many forms	Staff Training Day	2016-17	All staff	Local Authority Offer	PSED, PSHE, assemblies and curriculum opportunities are used to develop pupil resilience to extremist views	J Conway – staff meetings
Monitor the school Disability Register	<p>Parents &amp; carers / staff / governing body to be asked if they have a disability.</p> <p>Parents and carers to be asked if their child has a disability.</p> <p>Maintain a school disability register and update as new children / staff / governors join the school</p>	<p>Forms sent out to all parents &amp; carers annually</p> <p>Staff and governors annually asked to return the information to school.</p> <p>Ongoing</p>	Mark Jones – Equal Opportunities	School budget	<p>Disability Register established &amp; maintained</p> <p>Data presented in Single Equality Scheme annual report to governors</p>	<p>Ongoing recording / analysis of data</p> <p>Annual report on Single Equality Scheme to governing body</p>
Assess access needs of new and existing children with disabilities and modify provision as	Through Annual Review / IEP / PEP	IEP / PEP review termly	SENCO / designated officer / virtual class teacher /	Pupil Premium EHSC Plan	all children, regardless of disability, able to access education and make at least a good level of	IEPs / PEPs

appropriate to meet their specific needs			class teacher	funding School budget National SEN budget	progress	
Monitor the registers of parents evening attendance to ensure they are representative of the whole school population.	Collate information about parents evening attendance from each class in single register	Report annually to governors	Mark Jones – Equal Opportunities	School budget	Data available to assess whether attendance at parents evenings reflects school community; target parents / carers in groups who are under-represented by offering those parents / carers alternative forms of communication with teachers	Ongoing recording / analysis of data  Annual report on Single Equality Scheme to governing body
Continue to tackle stereotyping in P4C and other lessons as appropriate in both class work and small groups	Find opportunities in new curriculum / lesson planning to promote equality & ensure that their planning / resources do not reinforce racial / gender / sexual orientation stereotypes; use assemblies to challenge	Ongoing	All class teachers / teaching assistants	New reading books if required -  School budget	Teaching regularly promotes racial / gender / sexual orientation equality and challenges long-standing stereotypes  Key stage / year group assemblies challenging stereotypes at least fortnightly	Annual report on Single Equality Scheme to governing body

	stereotypes					
Ensure Anti Bullying policy is reinforced through Nurture Groups & that race / gender / sexual orientation equality is a focus in Philosophy, PSHE and other subjects in both class work and small groups	At least one nurture group session a year dedicated to anti-bullying / promoting equality  Identify opportunities across curriculum to look at links between racial / gender / sexual orientation stereotyping & bullying	Ongoing	All class teachers / teaching assistants  Diane Reynolds - Nurture group coordinator  Jane Burns – P4C coordinator  All class teachers	New reading books if required -  School budget	All children aware of school's anti-bullying policy	Annual report on Single Equality Scheme to governing body
Ensure that sexual identity is promoted positively through literature, storytelling and drama	Teaching staff to ensure that they use books / resources in class which positively promote sexual identity	Ongoing	All class teachers / teaching assistants  Cath Sewell / Mark Jones – school librarians	New reading books if required -  School budget	Children have access to stories / resources which positively portray people & families with different sexual identities	Record of class novels read  Regular check of books available to children in each class in guided / individual reading



