



**Wormholt Park Primary School
Equality Statement 2018 – 2022**



Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Statement

This scheme outlines the commitment of the Governors and staff at Wormholt Park Primary school to promote equality in accordance with the Equality Act 2010.

- a) In accordance with our mission statement and the ethos of our school we will:
 - ✓ Respect the equal human rights of all our pupils
 - ✓ Positively promote equality and diversity
 - ✓ Tackle the barriers which could lead to unequal outcomes for identified groups of pupils
 - ✓ Educate pupils about equality as a Rights Respecting School
 - ✓ Respect the equal rights of our staff and other members of our school community

- b) We will review and build upon our current good practices in relation to:
 - Gender
 - Race
 - Disability
 - Religious belief
 - Age
 - Sexual orientation
 - Pregnancy and maternity
 - Socio-economic background and other protected characteristics

- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
 - Ethnicity
 - Religion or belief
 - Socio-economic background

Statutory Requirements

The equality objectives on pages 5 and 6 address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the current local authority (LBHF) procedure for recording incidents involving pupils in schools.

The Disability Equality Scheme/Accessibility Action Plan referred to on 6 addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

Community Cohesion: a contextual statement

This statement outlines the current status and the data relating to ethnicity, religion/belief and socio-economic factors relating to the school community. As inclusion is of primary importance to us we ensure that all pupils are able to access the curriculum and make progress and we encourage full participation in the activities that are on offer to them.

Ethnicity and Cultural Context

Wormholt Park School serves a multi-ethnic and multi-cultural community and has an above the national average number of pupils with a heritage background other than white British. There are significantly more pupils at the school with English as an additional language than the national average.

Religion and belief context

The predominant faith communities within the school are Muslim and Christian. All pupils accordingly celebrate the major festivals Eid and Christmas with other major world festivals also being celebrated in school assemblies. All children are encouraged to share their own faith and they learn about other people's faiths in Religious Education lessons or as part of PSHE (Personal, Social and Health) education lessons. Children visit different places of worship as part of their curriculum work.

Socio-economic context

The area the school serves is in the majority the highest percentile (10%) social deprivation in England, highest percentile of pupil premium and special educational needs far exceeding the national average; a large proportion of children live in overcrowded or temporary occupation. Mobility is high.

Cohesion

The school has policies and procedures in place that ensure all members of the school community treat each other with consideration and respect. Our school is a harmonious and calm place where all children can feel safe and secure. Racist incidents are extremely unusual and are dealt with in line with local authority procedure; rare incidences of homophobic language are dealt with immediately and due to our strong inclusive ethos all children, regardless of need or disability, are accepted as equals. Celebrations are held that reflect the diverse nature of the locality and parents and families are active participants in these.

Responsibilities

The Governing Body as a whole are responsible for:

- making sure that the school complies with equality legislation

- making sure that the school Equality Statement and its procedures are followed
- monitoring progress towards the equality objectives

The Head Teacher is responsible for:

- drawing up, publishing and implementing the school's Equality Objectives
- making sure that steps are taken to address the stated Equality Objectives
- making sure that the equality, access and community cohesion plans and policies are readily available and that the governors, staff, parents, carers and pupils know about them
- producing information for staff and governors about the plans and how they are working – for example, through the Head Teacher's report at full Governing Body meetings
- making sure all staff know their responsibilities and receive information and support in carrying these out; for example, through accessing policies and information through the shared server
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- anticipating and enabling reasonable adjustments to be made, in relation to disability, in regards to pupils, staff, parents/carers and visitors to the school

All staff are responsible for:

- promoting equality, community cohesion and respect of the rights of others in their work
- avoiding unlawful discrimination against anyone
- fostering good relations between groups
- dealing appropriately with prejudice-related incidents
- being able to recognise and tackle bias and stereotyping
- accessing training and learning resources; all training is recorded

The Head teacher has overall responsibility for:

- investigating reports of prejudice-related incidents

Visitors and contractors are responsible for:

- following relevant school policy

Publication and Review

This Equality Statement fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors

publish it by making it available as a paper document on request and freely available on the school website.

The scheme will be kept under regular review as part of the school self-evaluation process.

Reporting on Progress and Impact

A report on progress with the actions listed in the Equality Scheme will be published by governors annually on the school website.

How We Conduct Equality Impact Assessment

This section outlines our process for monitoring the potential impact of school practice in terms of:

- ethnicity
- religion or belief
- socio-economic background
- gender and gender identity
- disability
- sexual orientation
- age

Equality objectives identified by this process will be included in the plan on pages 5 and 6, or in the School Development Plan as appropriate.

Evidence of this process and progress is reported to the Governing Body.

- Racist incidents are also reported to the Local Authority
- Children with special needs are monitored and their progress is reported to their parents or carers; the Governing Body is given an overview of provision and progress
- We track pupil progress by age, gender, ethnicity, English as an additional language, Special Educational Needs and socio-economic background (free school meal entitlement and pupil premium)
- Incidents of homophobia are reported to and monitored by the senior leadership team
- Incidents regarding adult behaviour are reported to the local authority e.g. racist incidents, aggressive behaviour and staff conduct

How We Choose Our Equality Objectives

We use the following evidence as part of our objective-setting process:

- Analyse School Progress
- Fischer Family Trust
- LA Annual Summary Reports
- SIMS

- School data management system – progress tracking and assessments
- Multi-agency reports
- Exclusion reports
- Child protection, child in need and LAC information
- Parental questionnaires
- Pupil questionnaires
- Information from school council
- External agency reports, e.g speech and language therapists, art therapists, medical professionals

Use of this evidence then determines objectives that will:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Foster good relations between different groups of people in terms of ethnicity, religion or belief, socio-economic background, gender or gender identity, disability, sexual orientation, age and other protected characteristics

Equality Objectives 2018 – 2022 (kept under annual review)

Our Equality Objectives are based on outcomes rather than process.

Strive to achieve equality of opportunity for all adults and children using all available sources of information.
Educate all about discrimination and prejudice and promote social cohesion.
Strive for all pupils to achieve the highest possible standards and make good progress.
Ensure that the appointment of staff is in line with equal opportunities legislation.
Ensure that the Governing Body of the school reflects the wider community.
Identify barriers to learning and participation and make appropriate provision to meet the needs of all.

The following outcomes will be monitored and reported as indicator of the success of the action plan:

- Racist incidents
- Behaviour
- Exclusions
- Pupil attainment – ethnicity

- Pupil attainment – gender
- Pupil attainment – SEN and LAC
- Pupil attainment – FSM

Additional Information

This Equality Scheme can be read in conjunction with the following school documentation:

- Disability Equality Scheme/Accessibility Action Plan
- Inclusion Policy
- Safeguarding Policy
- Behaviour Policy
- Race and Equality Policy
- Community Cohesion Policy
- School Mission Statement

This statement will be reviewed in the Autumn term, 2022